

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 have a base understanding of the provincial government structure and how representation works with a MLA from their constituency (whom they will elect in a very short election) 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 build charts in their humanities visual journals of the structure of the provincial government alongside the teacher to use for reference. They will also draw a representation of how majority vs a minority government works based on a white board drawing created by the teacher.

Exit slips will be provided at the end of class to assess student understanding of key subject areas.

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

There will be lots of time provided to draw the charts and they will be drawn alongside the teacher. 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?)	5	Review how they elected their city council, asking about the process and how it worked in the classroom. Ensure all students have their visual journals and a pencil handy.	Students will listen and participate in classroom discussions.

<p>Activities (What will students be doing – i.e., the step by step activities?)</p>	<p>10</p>	<p>Have students begin their government concept web and move through the powerpoint. Discuss constituencies, how many there are, and the constituency they are in and their MLA. Continue building elements of the concept web while they do this. Touch upon the other elements of the provincial government as you move through.</p> <p>Have them make vocabulary cards for key definitions.</p> <p>Then work through minority vs. majority. Have the students stand up in groups, dividing them into a majority government system who wants to have school six 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.</p>	<p>Students will follow along, build their concept webs and engage in class discussions.</p> <p>Students will stand up and move to large groups as directed by the teacher, and then participate in the discussion that follows. Then they will move around accordingly and continue to participate in classroom discussions.</p> <p>They will draw their diagrams in their visual journals.</p>
<p>Closure (What have students learned and how will it link to future learning? How do students reflect on that they have learned?)</p>	<p>10</p>	<p>Provide students with exit slips to test understanding of core concepts.</p>	<p>Students will answer and hand in exit slips to the teacher when done.</p>

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?)

The powerpoint and my instruction of it seemed to be engaging to a point, the exit slips show that majority of the students understood key concepts and terms. I would like to make this content more exciting in some way, but as an introduction this worked out. The minority vs. majority piece went very well, it was a bit rowdier than I would have liked at the start, but the students were engaged and participating, and seemed to understand the concepts.

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

EXIT SLIP

Name: _____

Who do you vote for in a provincial election?

How does a political party win the election?

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