

Lesson 1:

Who Governs Me?

Unit Introduction

LESSON 1: WHO GOVERNS ME? UNIT INTRODUCTION

1. Possible Inquiry Questions:

1. Who governs me?
2. What is the difference between rules and laws?
3. What is the difference between rights and responsibilities?
4. Which is more important – rights or responsibilities?
5. What roles do various leaders have in creating rules and laws?
6. Why is it important to learn about laws and rules?
7. Why do we need to understand our rights and responsibilities as members of society?
8. Why might rights, responsibilities, rules and laws change depending on where we are?

2. Background Information for the Teacher:

Teaching young children about governance starts with what they know. “Who governs me?” is a fundamental question. While at home, a child is able to make some decisions for themselves, but it is likely the role of adult parents and caregivers to make most of the decisions. Just as rules and expectations vary from household to household depending on cultural traditions, lifestyles and religious beliefs, so does the decision-making process and who is involved in it. Students bring the governance they have learned at home to other areas of their lives, such as school, clubs, community events and places of worship. For example, when children come to school, another set of rules exists. Each student soon learns which rules from home are congruent with those at school and which are not. The student will adjust to the immediate environment and will do so again for each environment they know to be different. As adults, we function in the same way. We may conduct ourselves differently in the home than we do at work. For example, if your workplace requires steel-toed footwear, you comply. Even something in our workplace that is not a safety issue, such as telephone and email protocols are adjustments we make. We come to know that different environments, different jurisdictions, are governed differently from one another. We see this evidenced by provincial governance and the differences from one province to another. We see it from city to city, town to town, and village to village. We also see each First Nation and each Métis Nation governs themselves differently from others.

Some of the laws and protocols that govern all of us supersede those that were locally determined. The federal boundaries for various ridings do not align with provincial boundaries or those of Indigenous Peoples. Those elected in any one jurisdiction have varying levels of influence within their jurisdiction or with any Indigenous nation in the same region.

3. Key Vocabulary:

Rules • Laws • Rights • Responsibilities

4. Focus/Supplementary Outcomes:

PAA 4.2 - Demonstrate an understanding of the provincial system of government.

- (a) differentiate between rules and laws
- (b) differentiate between rights and responsibilities

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5. Timeline:

Approximately 90 minutes

6. Materials Needed:

- **Suggested motivational set items.** Ensure that these items include symbols of Indigenous leadership and governance: Voter's card, Métis voting ballot, FSIN or local tribal council ballot, picture of The Saskatchewan Legislative Building, city or town hall, local band office, Métis Nation - Saskatchewan head office, political party pamphlets, pictures of government leaders: premier, current FSIN Chief, Métis Nation President, pictures of meeting spaces for municipal government, school board, newspaper articles.
- **Student Assessment Booklet:** This booklet is intended to be introduced at the beginning of the unit and used throughout. After each lesson, provide opportunities for students to jot down ideas under each heading.
- **Student Handout Booklet**

7. Motivational Set:

Display motivational set items from materials list on a table or bulletin board to promote curiosity of learning.

Have students ask questions to predict what they are going to be studying.

8. Process:

1. Display motivational set objects on a table or bulletin board to promote curiosity of learning. Ask students:
 - a. What do these objects have in common?
 - b. Can anyone make a prediction about what we will be learning about?
 - c. What objects/pictures you see, are you familiar with?
2. In the student booklet, complete the first few pages - discuss "I can statements", complete the "Big Questions" and "What do you already know?" handouts.
3. If available in your library, read "Duck for President" (A Click Clack Book) by Doreen Cronin. If not available, listen to the story on YouTube.

Duck for President - <https://www.youtube.com/watch?v=Z3kQdyqOGj8>

Provide an overview of the final assessment "Who Governs Me?".

- a. Introduce the rubric and handout the Assessment Graphic Organizer Booklet.
- b. Students will use this booklet throughout the unit to complete the overall assessment.

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4. Provide the opportunity to have a large group discussion. Start by asking students “What are some things...”
 - a. You are not allowed to do at home?
 - b. You should remember when you’re on the road?
 - c. You should remember while swimming?
 - d. You can and cannot do at school?
 - e. You should remember while at church?
5. As a large group, discuss some rules and laws and have students decide if they are rules or laws. Provide examples such as:
 - a. Drivers can not use their cell phones while driving.
 - b. Teams in the Canadian Football League (CFL) can not have more than 12 players on the field.
 - c. Name a class rule such as “be prepared with all of your materials”
 - d. Do not steal.
 - e. Stop at stop sign or a red light.
 - f. Raise your hand to speak in class.
6. In their student booklet, students begin answering questions regarding things they have learned. (Pages 2-3) You can choose students to work with a partner or by themselves.
7. As a whole class, discuss students’ ideas regarding rules and laws. You can choose to have an open discussion, or you can write down key words and phrases that the students have come up with to distinguish between a rule or a law.
8. Have students complete pages 4-7 in the student booklet. They can do this on their own or with a partner.
9. **Rights and Responsibilities:**
Start by asking students “What are some things....”
 - a. That are different between rights and responsibilities?
 - b. You have a right to while you are at school?
 - c. You are responsible for at home?
 - d. You are responsible for while playing a team sport?
10. On the board, or on a chart paper, write two columns “Rights” and “Responsibilities”. Write examples of each on the board in the correct column, such as, “You have the right to a safe environment” and “you have the responsibility to follow safety rules”. Then, invite students to participate in group discussions and add to the list on the board.
11. Use the strategy “Clock Buddies” to choose different partners. This eliminates wasted time choosing partners and can be used throughout the entire unit where appropriate. Students will need to book “appointments” with one another. For example, if Jane asks Tom to be her 6:00 appointment, Jane writes Tom’s name and Tom writes Jane’s name.
See Student Workbook page 1.13

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12. Have students meet with their different appointments to complete **Rights and Responsibilities - Hand-In-Hand** handouts located in student booklet. The teacher should call out when it is time to meet the different appointments to help the flow of the class.
13. After all the appointments have been completed, provide time for students to share their ideas.
14. As a culminating activity, read the story: Boss for a Week by Libby Handy or watch the video on YouTube: <https://www.youtube.com/watch?v=IO55R3S4Wvc>
 - a. Students will enjoy being boss for a week!
 - b. You can choose to write this as a whole class, or have students complete individually.
 - c. Boss for a Week writing activity is included in the student booklet.

8. Assessment:

- Boss for a Week writing assignment
- Begin first steps to working on “Who Governs Me?” assignment. Have students complete their personal governance graphic organizer.

9. Teacher Resources:

Websites to Consider:

“Duck for President:” youtube video: <https://www.youtube.com/watch?v=Z3kQdyqOGj8>

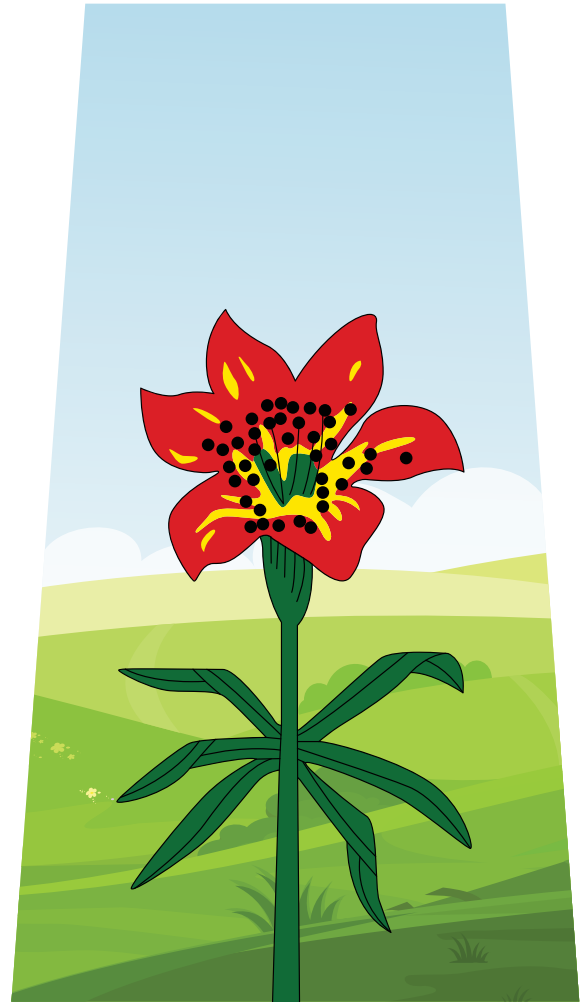
“Boss For A Week” Youtube video: <https://www.youtube.com/watch?v=IO55R3S4Wvc>

Power and Authority

Social 4

Student Handbook

Lesson 1: Who Governs Me?



Name: _____

The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

Our Learning Goals:

- **I can explain how the lives of people in Saskatchewan are affected by different levels of government. (PA 4.1)**
 - a. I can tell how Saskatchewan people can be involved in making decisions for their communities.
 - b. I can name the Mayor, Reeve and/or Chief and/or Métis President.
 - c. I can describe ways that people of Saskatchewan can be involved in the democratic process.
 - d. I can name the Premier, Leader of the Opposition, and the local MLA.
 - e. I can explain how the government gets its money and spends its money.
 - f. I can identify Saskatchewan symbols and explain their importance.
- **I can explain how the provincial government of Saskatchewan works. (PA 4.2)**
 - a. I can explain the difference between rules and laws.
 - b. I can explain the difference between rights and responsibilities.
 - c. I can describe the three levels of government in Saskatchewan.
 - d. I can name local, provincial and federal heads of government.
 - e. I can tell how government laws are made.
- **I can explain how First Nations government works. (PA 4.3)**
 - a. I can tell about First Nations government.
 - b. I can explain how First Nations leaders are chosen.
- **I can explain how Métis government works. (PA 4.4)**
 - a. I can tell about Métis government.
 - b. I can explain how Métis leaders are chosen.

Who Governs Me? What Do You Already Know?

Read each of the statements. Do you think the statements are TRUE (T)? Or FALSE (F)? Not sure (U)?

	If you break a law, you could go to jail.
	Rules are made by parents, teachers and other adults.
	Only adults have responsibilities.
	Students have the right to learn.
	Laws and bylaws are the same thing.
	It is everyone's responsibility to follow rules and laws.
	Government's main purpose is to provide services that help citizens in their country province or town/city.
	There is one system of government in Canada.
	A municipal government looks after their village, town or city.
	The provincial government collects money to pay for education.
	A Tribal Council includes First Nations communities.
	The premier of Saskatchewan makes the laws for the province.
	Métis and First Nations have their own governments.
	The Government of Saskatchewan raises money through taxes.
	People can be part of the government and make decisions.
	First Nations and Métis people make their own decisions to meet the needs of their citizens.
	Anyone can vote in a municipal government election.
	Only Saskatchewan residents can vote in a Saskatchewan Provincial election.
	First Nations leaders are called Chiefs.
	Métis peoples vote for a President.

Questions for Deeper Understanding:

Look at the *I can* statements.

Read them together in your group, with a partner or as a whole class.

What are some important questions you have about this unit?

1.

2.

3.

4.

5.



Rules & Laws – Part A:

Power and Authority (PA 4.2): I can differentiate between rules and laws.

Name two rules:

- _____
- _____

Name two laws:

- _____
- _____

What is the difference between a rule and a law?

A rule is _____

A law is _____

Part B - Fill in the blanks:

can	cannot	communities	government	lawbreakers	laws
need	needs	obey	protect rights	rules	safer

- _____ tell us what we _____ or _____ do.
- People _____ rules to protect the _____.
- Rules for _____ are called _____.
- Laws help to make our communities _____ and more pleasant.
- Everyone must _____ the laws.
- It is one job of _____ to see that laws are respected and identify consequences for _____.

Part C - Law or Rule?

Indicate a (L) for law and a (R) for rule

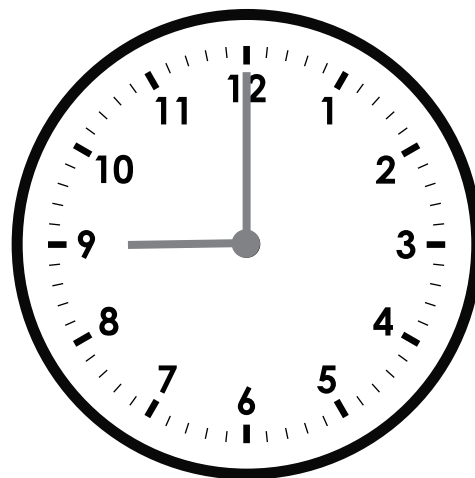
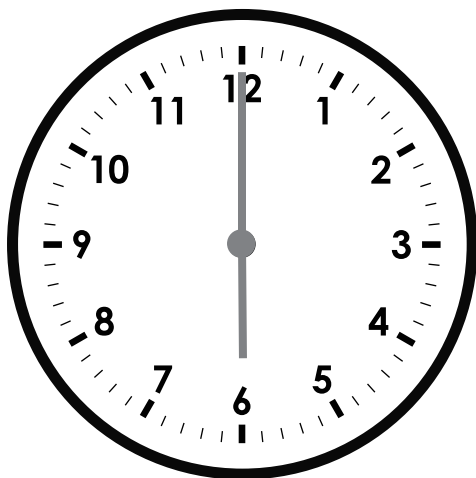
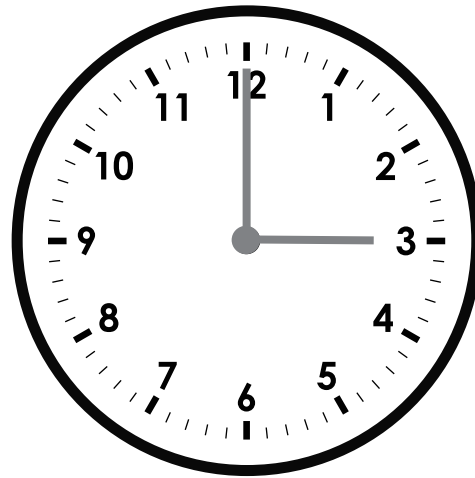
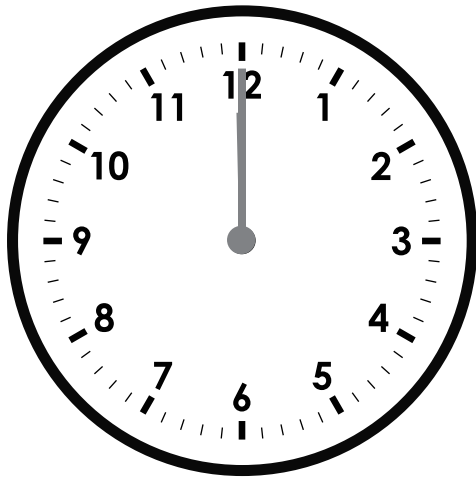
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|--|---|
| 1. You must wear a seatbelt while driving. _____ | 7. Do not throw litter on the ground. _____ |
| 2. Raise our hand in class. _____ | 8. Wash your hands after using the washroom. _____ |
| 3. Stopping at a red light. _____ | 9. The speed limit in a school zone is 30km/hour. _____ |
| 4. Walking on a sidewalk. _____ | 10. Use your manners. _____ |
| 5. Do not bully others. _____ | 11. Walking in the hallways at school. _____ |
| 6. Clear the table after eating. _____ | 12. Wear a helmet while skating. _____ |

Part D - Make a List of Rules and Laws That You Are Familiar With:

RULES	LAWS

Clock Buddies

Before learning about rights and responsibilities, fill in your clock buddy appointments. Remember, whoever you book an appointment with, that person also has to book you in the same time slot.



Rights and Responsibilities – Part A:

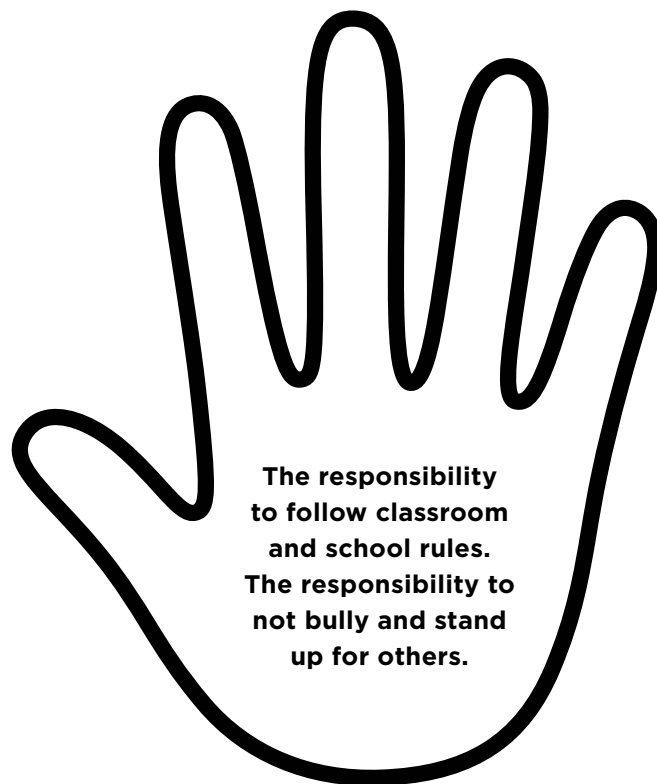
Power and Authority (PA 4.2): I can differentiate between rights and responsibilities

What is the difference between a right and a responsibility?

A right is _____

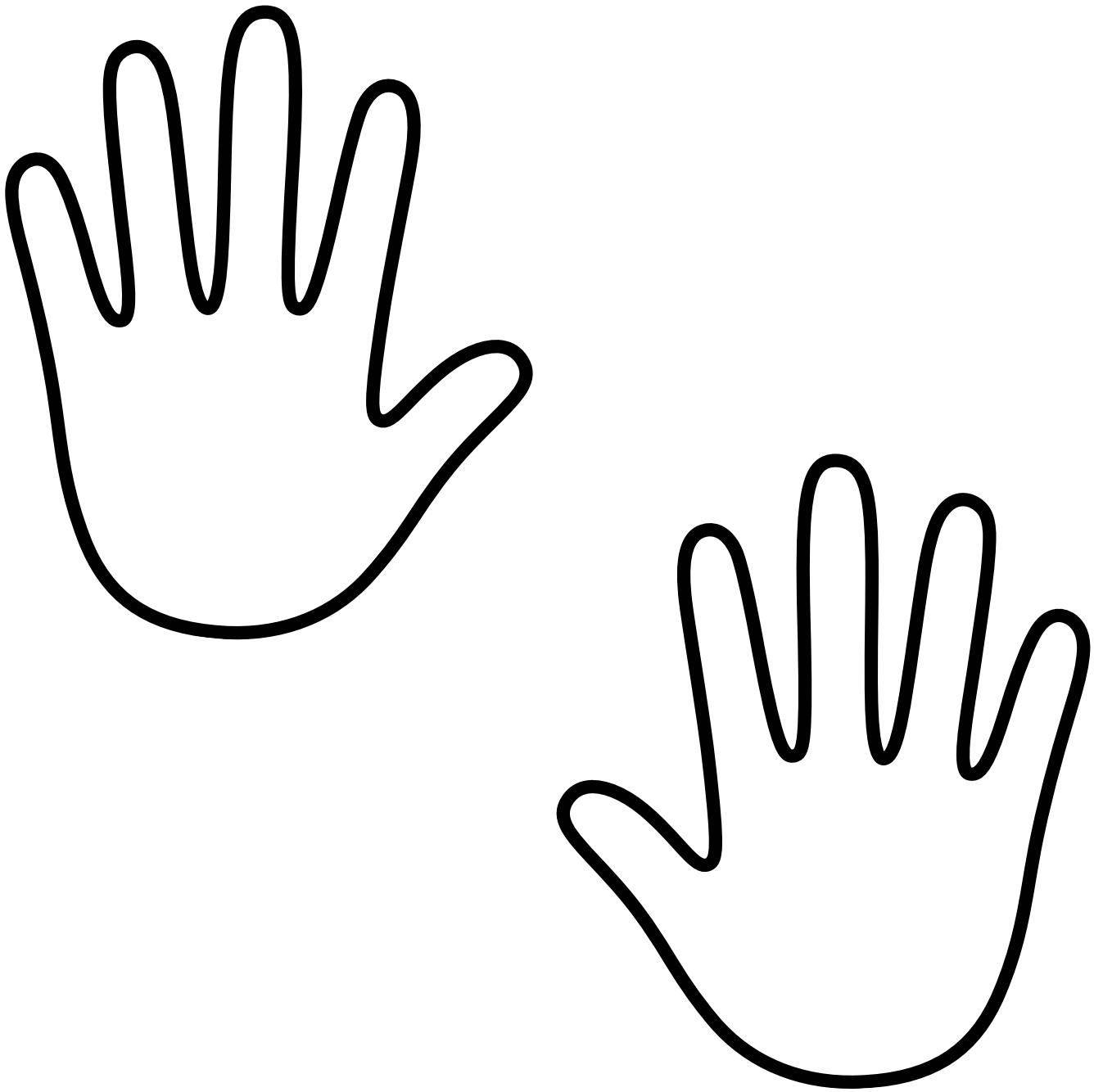
A responsibility is _____

Rights and Responsibilities - Hand-In-Hand:



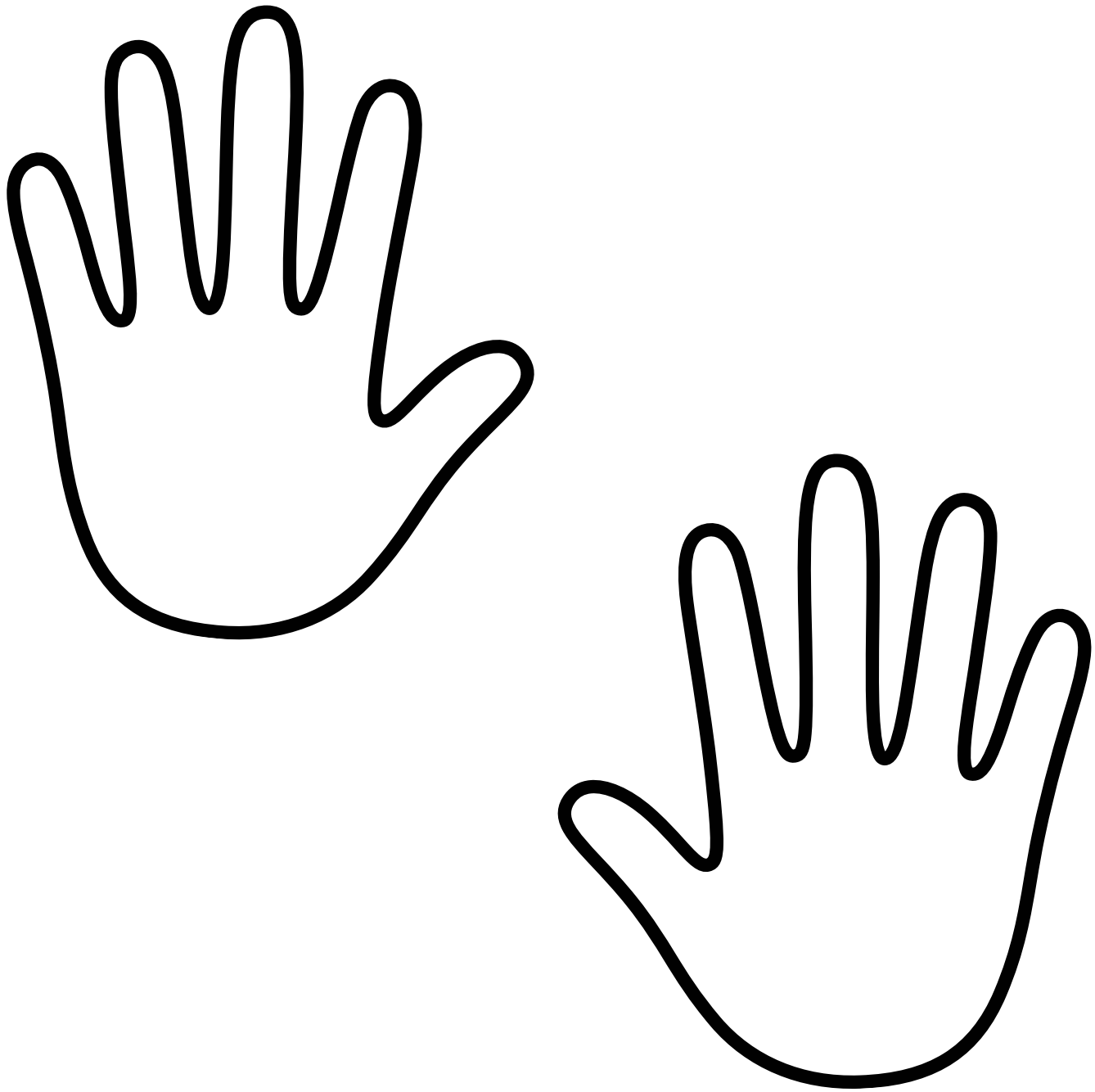
Rights and Responsibilities - Hand-In-Hand:

12 o'clock Appointment



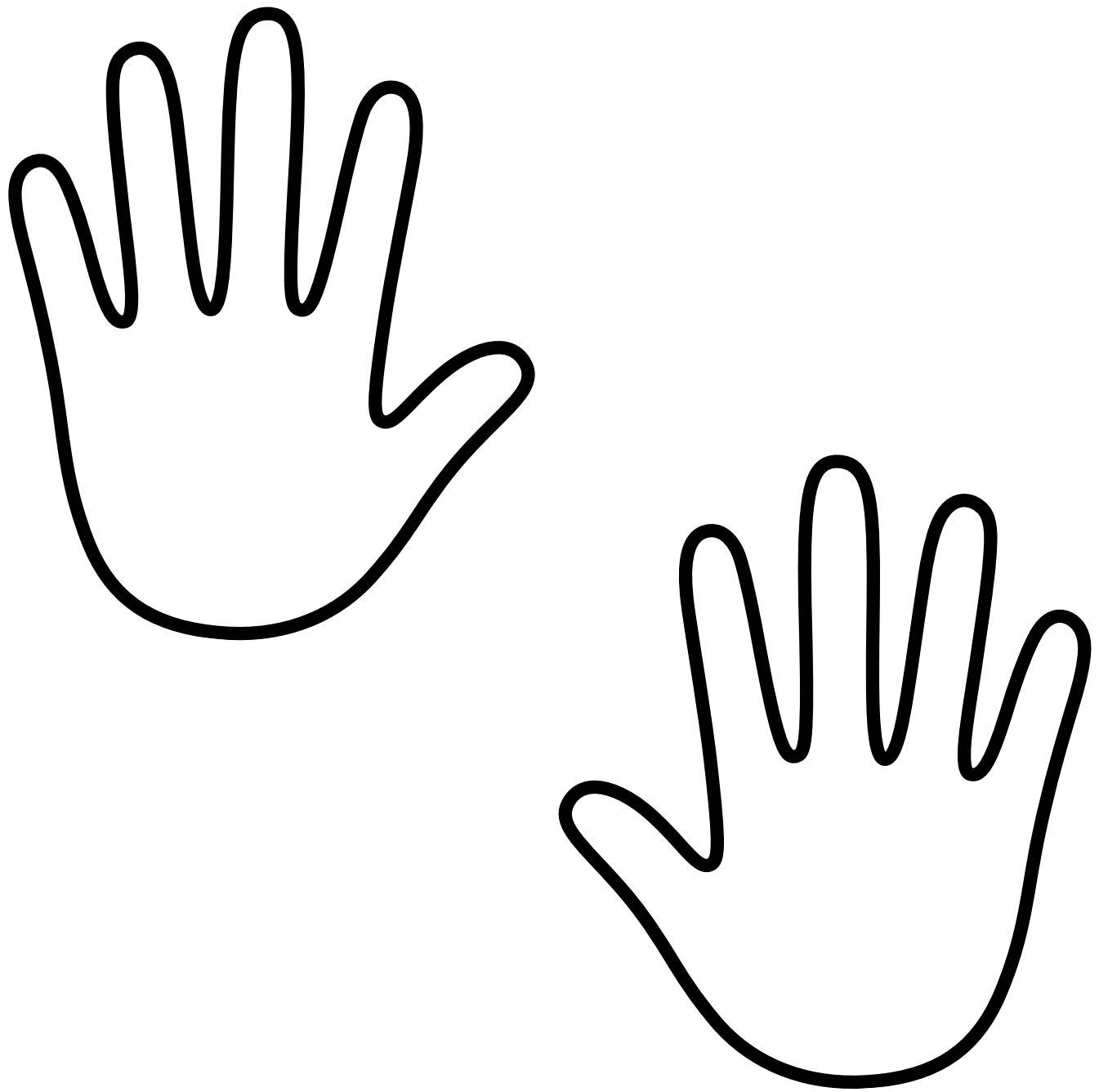
Rights and Responsibilities - Hand-In-Hand:

3 o'clock Appointment



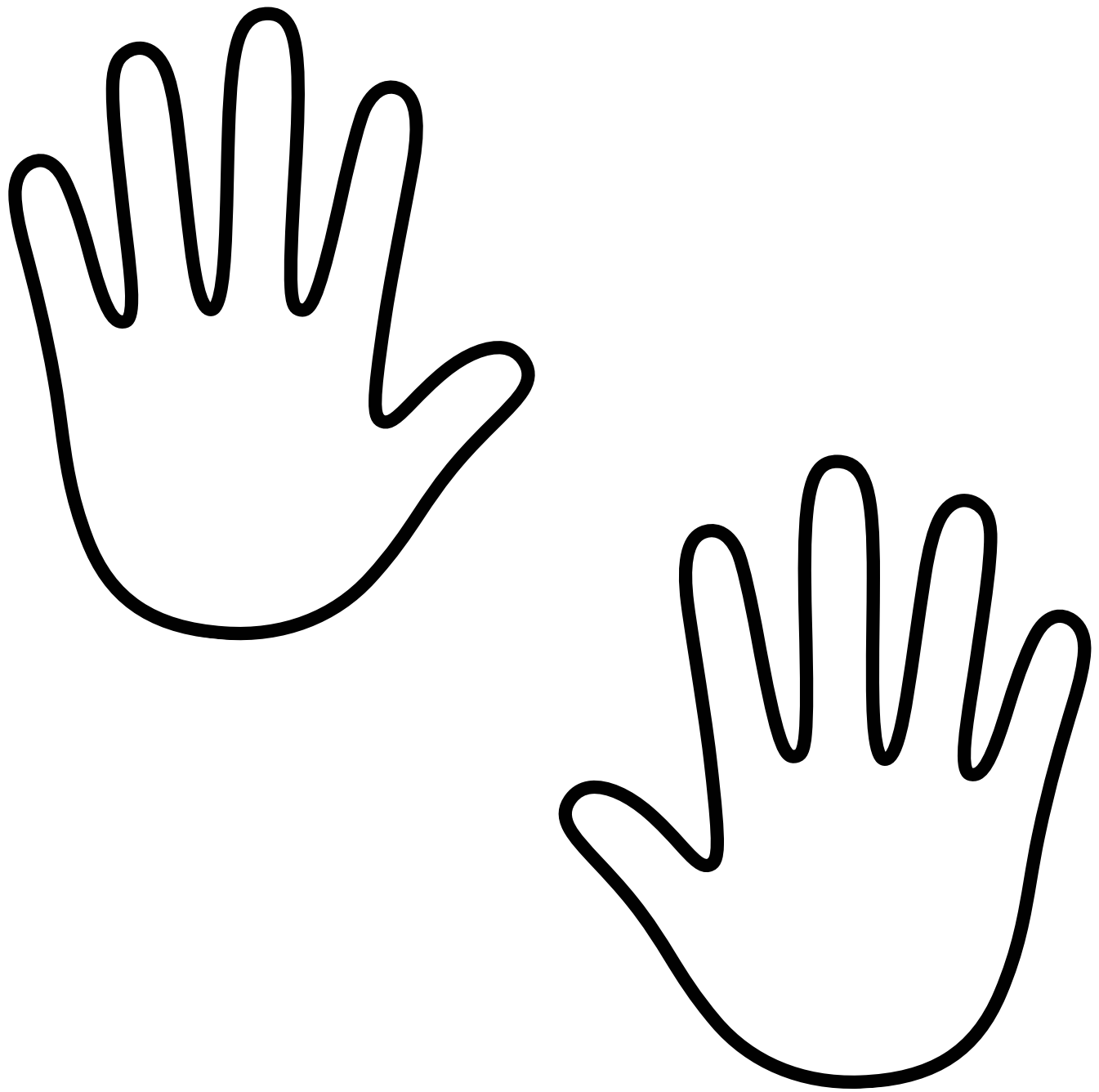
Rights and Responsibilities - Hand-In-Hand:

6 o'clock Appointment



Rights and Responsibilities - Hand-In-Hand:

9 o'clock Appointment



Boss for a Week Writing Template:

If I were boss on: _____,

I'd make this rule:

If I were boss on: _____,

I'd make this rule:

If I were boss on: _____,

I'd make this rule:

If I were boss on: _____,

I'd make this rule:

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If I were boss on: _____,

I'd make this rule:

If I were boss on: _____,

I'd make this rule:

References:

Cronin, D. (2012). Duck for president. Little Simon.

Handy, L., & Newnham, J. (2004). Boss for a week. Scholastic.

Lawson, J., & Jardine, R. L. (2013). Hands on social studies: Grade 4 Saskatchewan Edition. Winnipeg: Portage & Main Press.

Ministry of Education. (2010). Social Studies 4. Regina.