



# BUILDING FUTURES IN MANITOBA

## TEACHING UNIT

General Topic:	<b>Economic Citizenship</b>
Unit Title:	<b>Voting</b>
Grade Level:	Grade 4
Recommended Curriculum Area:	Social Studies
Other Relevant Curriculum Area(s):	Language Arts



The Building Futures Project is sponsored across Canada by IG Wealth Management.  
CFEE extends our appreciation to IG Wealth Management for their generous support.

## Possible Curriculum Integration Points

### Grade 4 Social Studies Recommended

#### Outcomes

- Describe Canadian and provincial or territorial symbols and monuments. e.g., legislative buildings.
- Explain from a personal perspective what it means to be a citizen of Canada. e.g., equality, freedom, citizen participation in government.
- Explain the purposes of government.
- Identify levels of government in Canada and give examples of their responsibilities such as municipal or local, provincial or territorial, First Nation, and federal governments.
- Identify various ways in which governments help people meet their needs. e.g., education, health care, sanitation.

### Other Relevant Curriculum Area(s)

#### Grade 4 Language Arts

#### Outcomes

- **Consider Others' Ideas** – Explore connections between a variety of insights, ideas, and responses.
- **Develop Understanding** – Connect new information and experiences with prior knowledge to construct meaning in different contexts.
- **Extend Understanding** – Reflect on ideas and experiences and ask questions to clarify and extend understanding.
- **Use Personal Knowledge** – Categorize personal knowledge of a topic to determine information needs.
- **Experience Various Texts** – Experience texts from a variety of forms and genres such as personal narratives, plays, adventure stories, mysteries and cultural traditions; share responses.
- **Organize Information** – Organize information and ideas in logical sequences using a variety of strategies such as clustering, webbing, and charting from a model.
- **Create Original Texts** – Create original texts such as murals, scripts for short plays, descriptive stories, charts, and poems to communicate and demonstrate understanding of forms and techniques.
- **Evaluate Information** – Examine collected information to identify categories or aspects of a topic that need more information.

## Relevant Economic Learning Topics and Activities

- Examples of goods and services provided by governments
- How governments pay for goods and services provided
- Examples of taxes that people pay
- Why governments might produce a product
- How people determine those who govern them by voting in a democracy
- Citizens are responsible for making informed decisions and voting

## Background Information

It is important that students learn about democracy. Most students at this grade level have little knowledge about governments in Canada and the products and services they provide. They need to know the 3 levels of government and what functions the different levels of government provide in Canada. Students need to recognize ways governments provide goods and services. They need to become aware that taxes are needed to provide goods and services. Students also need to understand that they live in a democracy which allows them to choose who will run the government. If students become more aware of their democratic rights, they are more likely to become responsible voters when they are of age.

## Overview of the Unit

The class will recognize pictures of the federal, provincial and municipal government buildings. They will learn what goods and services each level of government provides. They will read about how government helps communities. Students will discover that there are many kinds of taxes that are collected in Canada. Finally, they will develop an appreciation that they live in a democracy and as such they should exercise their right to vote when get older.

## Estimated Time Frame: 5 periods – 40 minutes each

### Suggested Implementation Strategy

#### Period 1 40 minutes - INTRODUCTION TO LEVELS OF GOVERNMENT

- To evoke curiosity, a few days before the lesson is to be taught, put up around the room 3 pictures: 1) the Parliament Buildings in Ottawa 2) Manitoba’s Legislature and 3) Winnipeg’s City Hall. Ask the students:
  - o what they think these buildings are.
  - o where they think they are located.
  - o do they know what the 3 levels of government in Canada are.
- Explain what they are and show the class 3 large cards with the words FEDERAL, PROVINCIAL, and MUNICIPAL written on them.
- Ask for volunteers to label the pictures with the correct level of government.
- In small groups, the students will be ask to brainstorm and make a mind map of what they think some of the goods and services are that these levels of government provide. (The teacher can give an example if the students have difficulty starting the assignment).
- Each group will be given a copy of the handout titled “Government Responsibilities” and a blank sheet of paper. Their task will be to divide the paper into 3 columns, label them FEDERAL, PROVINCIAL, and MUNICIPAL. They will be told to cut out, sort, and place the pictures in the correct column but not to glue them on the paper.
- Ask the class to think of other services and list them.

#### Period 2 40 minutes – WHAT DO GOVERNMENTS DO?

- Write the following statement on the board.
 

*What is government and what role does it play in our lives? Why do we need government?*

*In its simplest form, a government determines the way in which a country, state, county, township, city, or village is run. At every level, government makes laws that citizens must obey and creates policies about everything connected with the daily life of a community — whether that community is a nation, a state or the town where you live.*
- Open the link below and tell the class that they are going to view a video titled “Who Does What”? This video is about the responsibilities of the 3 levels of government in Canada.  
<https://www.youtube.com/watch?v=AVE3OsR5W-0>
- Tell the mind map groups met again and ask them to think about the video and make any changes to their mind map. Then glue the pictures in place.
- The students will be asked to write a personal response to what they have learned today.

**Period 3**      **40 minutes – GOODS AND SERVICES**

- Open the following website to access the next 2 activities. Scroll down to the resource list.  
<https://www.econedlink.org/resources/woof-woof-at-your-service/>  
The lesson is titled “Woof! Woof!” Click on “Visit the Kennel” (Activity 1)  
Do the drag and drop (Activity 2) to check the students’ understanding about the difference between a good and a service.
- In groups ask the class to brainstorm to produce a list of some businesses in their community and label each as a good or a service.
- Discuss the reasoning behind their choices, specifically if a business provides either a “good” or a “service.”

**Period 4**      **40 minutes – TAXES**

- Look again at the groups’ Government Responsibilities lists from period 1.
- Start a discussion.
- Ask where the government gets the money to pay for their services.
- Ask what kinds of taxes people pay.
- Ask why the government needs to collect taxes.
- Ask what the government does with the taxes.
- Ask why a government would want to provide a service (e.g., TV, radio) or produce goods (money).
- Ask how these services help people.
- Give an assignment to go to the following website to research and make a list of the kinds of taxes that are collected in Canada.  
<https://settlement.org/ontario/daily-life/personal-finance/taxes/what-is-the-taxation-system-in-canada/>

**Period 5**      **40 minutes – DEMOCRACY**

- Begin the class by asking if the students know what kind of government we have in Canada. If no one knows, tell them.
- Ask the students to use a dictionary to look up the word DEMOCRACY. After reading the definition have a short discussion with the class about democracy and what it is.
- Ask the class if they know how Canadians decide who will run the government, i.e. by voting.
- Brainstorm reasons why the students like living in Canada; the teacher will list them on chart paper.
- Assign the task of writing a paragraph about what it means to be a citizen of Canada.

## Possible Evaluations

1. Anecdotal assessment of the group work, brainstorming activity
2. Mark the writing assignment
3. Assess the guided reading responses
4. Use the test on levels of government and services

## Follow-up Activities

1. Read about a product or service on the internet.
2. Use the internet to find out who the leaders of our political parties are.
3. Make a poster advertising the government service.
4. Create a pamphlet for a government service.
5. Read a news article about the government's response to natural disasters. The link is- <https://www.cbc.ca/news/politics/canada-emergency-disaster-relief-1.4112614>

## Modifications or Suggestions for Different Learners

1. Group work allows for everyone to take part in the activity.
2. Special-needs students could be allowed to draw pictures or explain orally instead of writing the test on levels of government and services.

## Handouts and Resources Provided

1. Pictures of the Government Buildings
2. Handout on Government Responsibilities
3. Unit Test

## Helpful Links

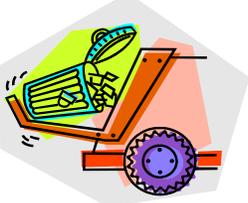
- Government of Canada Official Website | Canada Site  
Access information on Canada, its government, and federal programs and services organized into categories.  
<http://www.gc.ca/home.html>
- Sales taxes in Canada  
[https://en.wikipedia.org/wiki/Sales\\_taxes\\_in\\_Canada](https://en.wikipedia.org/wiki/Sales_taxes_in_Canada)
- Elections Canada Online | A History of the Vote in Canada  
<https://www.elections.ca/content.aspx?section=res&dir=his&document=index&lang=e>

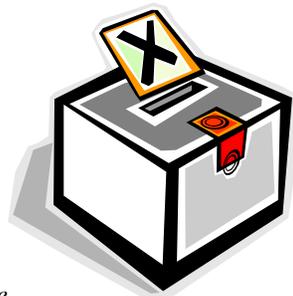






## Government Responsibilities

 <p>RCMP</p>	 <p>MAIL</p>	 <p>GARBAGE</p>
 <p>PASSPORTS</p>	 <p>SCHOOLS</p>	 <p>CAR LICENSE</p>
 <p>DEFENCE</p>	 <p>FARMING</p>	 <p>LIBRARIES</p>
 <p>TV AND RADIO</p>	 <p>BANKS</p>	 <p>HOSPITALS</p>
 <p>FIRE DEPARTMENT</p>	 <p>PUBLIC TRANSIT</p>	 <p>CITY POLICE</p>



Name \_\_\_\_\_ TEST ON GOVERNMENT  
RESPONSIBILITIES

1. Complete the chart by naming the levels of government in Canada in the top boxes. Then list 3 services provided by each level of government below.


2. Explain what a democracy is?

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3. Why is it important to vote?

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4. List some different kinds of taxes that are paid in Canada.

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