

**SENIOR 1 INTRODUCTORY LESSON 1 -**  
(Before you use *Pathways to Winnipeg History*)

**Topic: Different Levels of Modern Government and How They Affect Our Daily Lives**

**Brief description:** These activities focus on the powers of modern government and which level of government is responsible for various services. This lesson is intended to give students some modern knowledge before they look at the evolution of Winnipeg City government - to see how far we've come.

**CONTENT OUTCOMES included in these activities:**

*Students will...*

*Pathways* Define *government*.

KC-005 Give examples of ways in which government affects our daily lives.  
*Examples: rights and freedoms, security, laws, education, health care, services...*

KP-044 Describe the divisions of power and responsibilities of federal, First Nations, provincial, and **municipal governments**.

**PROBABLE VOCABULARY:**

government	federal	provincial	municipal
	city	services	

**Suggested vocabulary activity:** The study of government is full of terms that may be unfamiliar to students so they need to do some work on vocabulary in order to understand what they are studying. A **word box** or **word wall**, and word lists for government could be used.

- At the end of the class or at the end of these activities, teacher or students identify new terms and write each new term on a separate card.
- Place the cards on the word wall or in the word box.
- Frequently begin or end class by pointing to individual words or have students draw word cards from the box.
- Students define and use each word in a sentence..
- At the end of the study students could use the words as a *Sort and Predict exercise*.

**SUGGESTED ACTIVITIES**

**Topic 1 - What is government and what are the three levels?**

ACTIVATING OR INTRODUCTORY ACTIVITIES

**Outcomes**

*Students will...*

*Pathways* Define government and list the three levels of government in Canada.

S-400 Listen to others to understand their perspectives.

**(a) Brainstorming to define government: Think-Pair-Share**

- What is government?
- Each student writes down what s/he thinks government is and then reports it to a partner and then groups report to the class for general discussion.
- The recorder writes down all of the ideas on chart paper and posts the chart paper in the classroom where other ideas can be added throughout the study of government.
- The class uses the ideas to develop a definition/description of government.

**Equipment:**

- paper and pencils
- chart paper and markers

or

**(b) Brainstorm to make a Mind Map of government.**

- Students brainstorm and write down all of the words that come to mind for government.
- Students share their ideas and display mind maps, using them to develop a definition.
- Students add information to their mind maps as they study the topic.

**Equipment:**

- paper and pencils

ACQUIRING INFORMATION

**Outcomes**

*Students will...*

<i>Pathways</i>	Define government and list the three levels of government in Canada.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Example: maps, graphs, tables, concept maps,</i>

**(a) Using reference material**

- Working in pairs, students discuss the possible meanings of the words (federal, provincial, municipal, city, services) and then look them up, some pairs using print and some using electronic resources.
- Students write a definition and an example for each.
- Students reference their sources.

or

**(b) Using a graphic organizer**

- Students use the graphic organizer such as **BLM # 1 -1** or design one of their own to summarize what they know about government and services.

or

**(c) Use Three-Point Approach for Words and Concepts** (*Success for All Learners*, p. 6.101) to record information.

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**Topic 2: What services does government provide for us and which level of government is responsible for each service? Who do you phone when the service doesn't work?**

ACTIVATING OR INTRODUCTORY ACTIVITIES

**Outcomes**

*Students will...*

KC-005 Give examples of ways in which government affects our daily lives.  
*Examples: rights and freedoms, security, laws, education, health care, services...*

S-100 Collaborate with others to achieve group goals, and responsibilities.

(a) **Think-Pair-Share or Think-Pair-Square**

- Individual students write down which government services they used this morning from the time they got up until they got to school.  
(e.g. *Electricity, water, sewage, roads, bus...*)
- Students pair to share and combine their lists.
- They try to decide which level of government provided various services they use.
- Each pair joins another to further discuss or pairs report to class .
- Recorder makes a class list of services for each level of government.

**Equipment:**

- paper and pencil

or

(b) **Sort and Classify**

- Small groups of students sort government services slips from envelope given to each group (listed on accompanying pages) into four piles  
(a) city (b) provincial (c) federal (d) or shared.
- Groups report to class and discuss; teacher helps to explain and correct the lists.
- Students make list of services from each level of government.

**Equipment:**

- 2 Sort and Predict sheets (cut up) and placed in envelopes for each group  
(BLM # 1-2 and 1-3)
- chart paper and pens

ACQUIRING INFORMATION

**Outcomes**

*Students will...*

KC-005 Give examples of ways in which government affects our daily lives.  
*Examples: rights and freedoms, security, laws, education, health care, services...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

**(a) Checking Your Predictions**

- Students take their lists from the previous activities, check and extend them by researching the services of governments of Canada and of Manitoba. (City government will be the focus of the next lesson.)
- Students use a variety of sources such as encyclopedia and other reference books, newspapers, telephone books, and electronic sources.
- Students organize their information into charts.

**APPLYING /USING YOUR KNOWLEDGE from Topics 1 and 2**

- Write a paragraph explaining what government is.  
or
- Write a letter to the Prime Minister or to your Member of Parliament to tell him/her your opinion on a current event that affects Canada.  
or
- Make a three column chart showing some of the services provided by the city, provincial and the federal government.