



Theme: 4

Canada and Its' Government

Theme: Canada and Its Government

Unit 1: An Overview of Canada and Its Provinces

Initial Assessment:

1. Have you ever visited any of Canada's other provinces? Did you like that province? Why? Why not?
2. Which provinces would you like to visit? Why?
3. Do you have relatives in other parts of Canada?
4. How many provinces and territories are there in Canada?
5. Can you name Canada's five Great Lakes?
6. What are Canada's boundaries?
7. How many of Canada's provinces and territories can you name?
8. Can you name any of the capital cities of Canada's provinces?
9. What colours are Canada's flag?

Expected Outcomes:**In this unit students will:**

- # identify Canada's provinces and territories
- # locate and label each province on a map
- # identify the capital city of each province
- # further develop their knowledge of Canada and its provinces (size, regions)
- # identify Canada's borders
- # identify and locate on a map the five Great Lakes
- # identify and use the abbreviations for each province
- # further develop their Canadian geography for their own information or for preparation for their Canadian Citizenship

Tools:

- # pen/pencil
- # index cards
- # paper
- # map of Canada

Activity Procedures:

Activity One:

- # using an atlas, have your student locate her country
- # have her tell you about her country (i.e, size, climate, major products, cities)
- # after you have discussed her country use the handout, *Brainstorm of Canada*
- # brainstorm using the statement: Canada: The Land, Its People, The Country
- # then look at Canada in an atlas and add any additional words to your brainstorm
- # have your student copy these words into her word bank

Activity Two: Handout: Map of Canada

- # provide your student with a blank map of Canada
- # have her label the provinces and territories
- # use an atlas to have her check to see if they are in the correct place and add the ones she has missed

Activity Three: Handout: Map of Canada

- # still using the map of Canada have your student label the boundaries of Canada including the Great Lakes
- # use an atlas to check

Activity Four:

- # still using the map of Canada, discuss the provinces and their capital cities
- # have your student locate each capital city in an atlas
- # have her then decide where to place it on her map
- # have her use a star to mark its location and then label it

Activity Five:

- # use a blank map of Canada and label each province by number
- # ask your student questions about the location of each province (e.g.: What is the name of province number 1? What province is next to, south of, west of, beside)
- # continue until you have filled in each province, territory and boundaries

Activity Six:

- # provide your student with a list of the provinces and territories
- # have her write what she thinks the abbreviation of each would be
- # have her check it against the handout, *The Provinces And Their Abbreviations*

Activity Seven: Handout: Provinces: Facts and Figures

- # have your student read the handout facts and figures to herself
- # ask her to highlight any vocabulary she is unclear of
- # take turns reading the handout aloud
- # discuss any vocabulary that is unclear
- # have her locate the major cities listed on the chart in an atlas and have her transfer them to her map of Canada
- # use the handout, *Provinces According To Region* to discuss the various regions in Canada

Activity Eight:

- # using provincial maps and or an atlas start with Ontario and discuss major points of interests/tourist attractions (e.g.: Niagara Falls, Niagara Escarpment, Orillia) for each province

Activity Nine: Handout: Interesting Facts about Canada

- # have your student read the handout, *Interesting Facts about Canada*
- # ask her to underline any vocabulary she is unsure of
- # take turns reading and discussing each of the facts
- # visit one of the web sites mentioned in the Background Notes or pay a visit to the library and find a book about Canada and add to the list of Interesting Facts

Activity Ten:

- # have your student write a letter to a friend in another country
- # brainstorm what information she would tell them to have them visit Canada

Demonstrations:

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ is able to identify and locate Canada's provinces and territories in an atlas and transfer them to a map.
Date: _____ *Tutor's Initials:* _____

2. _____ is able to identify the provinces according to region.
(Student's Name) *Date:* _____ *Tutor's Initials:* _____

3. _____ is able to identify some major industries for each. province.
Date: _____ *Tutor's Initials:* _____

4. _____ knows the abbreviations of each province.
(Student's Name) *Date:* _____ *Tutor's Initials:* _____

5. _____ knows the capital city of each province and can locate them on a map. *Date:* _____ *Tutor's Initials:* _____

6. _____ can identify some or all vocabulary related to the provinces, capital cities and products found in Canada.
Date: _____ *Tutor's Initials:* _____

Background Notes:

Activity One:

- # if you have immigrated to Canada from another country, you may want to share information about your country before looking at Canada
- # for the brainstorm you might want to narrow the scope of the question or give leading questions (e.g.: How is Canada divided? What are Canada's boundaries?)
- # a homework assignment may be to have your student write a short story about her country
- # an excellent source of resource material about Canada and other countries is Cultural Profiles: The Cultural Profile Project, AMNI Centre, 246 Bloor Street W. Toronto, Ontario, M5S 1A1 (416) 946-3699 or (415) 946-3824
- # the web is another great resources for articles about various countries

Activity Two:

- # an alternative activity would be to give your student the handout, *Provinces*, and have her place the name of various provinces on the map
- # this would alleviate any fears your student might have regarding the spelling of the names of the provinces

Activity Three:

- # you may wish to provide your student with the spelling of the boundaries and then have them label the map
- # you may wish to write the boundaries on post-it notes and have your student place the post-it notes on the map and then check each in the atlas
- # when she is sure they are correctly placed she can copy the names on to the map

Activity Four:

- # use a star for the capital cities as later you may wish to include major cities in each province and this could be done with a dot

Activity Five:

- # this activity will help your student not only to remember the name of each province but will also provide an excellent opportunity to practice prepositions and directions (e.g.: next to, in, beside, east of)
- # you may also want to create a cloze activity for use after the conversation activity for your student to complete as a homework activity

Activity Six:

- # a homework activity would be to create a match activity , place the names of the provinces on one side of the paper and the abbreviations on the opposite side the student then draws a line from the name of the province to the appropriate abbreviation

Activity Seven:

- # you may wish to have your student transfer some of the information from the chart to the map or design other activities (e.g.: list the provinces in order of size from largest to smallest)

Activity Eight:

- # many tourist attractions, restaurants and hotels have brochures and maps about Toronto, Ontario and Canada
- # if you are a member of the CAA you can call and have them send out provincial maps for free
- # Ontario Tourist Information booths also have information on the province and maps
- # web sites to visit include:
<http://infocan.gc.ca/acts/canadaeng-e.html>
<http://www.gov.on.ca/MBS/english/index.html>
<http://geonames.nrcan.gc.ca/english/schoolnet/origin.html>

Activity Nine:

- # these facts are important for students who will be taking their Canadian Citizenship test

Activity Ten:

- # having your student write a letter to a friend provides an excellent evaluation tool as the student is able to practice what they have learned in the unit in a practical everyday situation

CANADA

Handout: *Provinces Facts and Figures*

Provinces	Size	Capital City	Major Cities	Major Products/ Industries
British Columbia	948,596 sq. km.	Victoria	Vancouver	copper, fishing, forestry, lumber, tourism, shipping
Alberta	661,185 sq. km.	Edmonton	Calgary, Lethbridge, Medicine Hat	oil, coal, potash, gold, tourism
Saskatchewan	651,900 sq. km.	Regina	Moose Jaw, Prince Albert, Saskatoon	wheat, forestry, farming (cattle and hogs)
Manitoba	650,087 sq. km.	Winnipeg	Brandon, Thompson, Portage la Prairie	wheat, mining-nickel, copper, zinc, tourism
Ontario	1,068,582 sq. km.	Toronto	Ottawa, Hamilton, Kitchener, London, Windsor, Niagara Falls	tourism, forestry, electrical power, automobile manufacturing, mining
Quebec	1,540,680 sq. km.	Quebec City	Montreal, Laval, Sherbrooke, Hull	forestry, mining, electricity, electronics, telecommunications equipment

Newfoundland/ Labrador	405, 720 sq. km.	St. John's	Grand Falls, Windsor, Corner Brook, Church Hill Falls	fishing, mining
New Brunswick	73,436 sq. km.	Fredericton	St. John, Moncton, Fredericton	forestry, tourism, mining - silver, coal agriculture
Prince Edward Island	5,660 sq. km.	Charlottetown	Summertown	agriculture - potatoes, tourism
Nova Scotia	55,491 sq. km.	Halifax	Yarmouth, Kentville, Bridgewater, New Glasgow	fishing, canning agriculture - fruit, pulp and paper
Yukon	482,515 sq. km.	Whitehorse	Dawson, Watson Lake	mining
North West Territories	1,171,918 sq. km.	Yellowknife	Inuvik, Hay River, Fort Smith	mining oil and gas exploration
Nunavut	1,900,000 sq. km.	Iqaluit	Grise Fiord, Rankin, Coppermine, Resolute Bay	in development

Handout: *Provinces By Region*

Western Canada

British Columbia

Alberta

Saskatchewan

Manitoba

Central Canada

Ontario

Quebec

Eastern Canada

New Brunswick

Nova Scotia

Prince Edward Island

Newfoundland/Labrador

Northern Canada

Yukon Territories

Northwest Territories

Nunavut

Handout: *Provinces*

British Columbia

Alberta

Saskatchewan

Manitoba

Ontario

Quebec

New Brunswick

Nova Scotia

Prince Edward Island

Newfoundland/Labrador

Yukon Territories

Northwest Territories

Nunavut

Handout: *Provinces and Capital Cities*

British Columbia	Victoria
Alberta	Edmonton
Saskatchewan	Regina
Manitoba	Winnipeg
Ontario	Toronto
Quebec	Quebec City
New Brunswick	Fredericton
Nova Scotia	Halifax
Prince Edward Island	Charlottetown
Newfoundland/Labrador	St. John's
Yukon Territories	Whitehorse
Northwest Territories	Yellowknife
Nunavut	Iqaluit

Handout: *Provinces and Abbreviations*

British Columbia	B. C.
Alberta	Alta.
Saskatchewan	Sask.
Manitoba	Man.
Ontario	Ont.
Quebec	Que. P. Q.
New Brunswick	N. B.
Nova Scotia	N. S.
Prince Edward Island	P. E. I.
Newfoundland/Labrador	Nfld.
Yukon Territories	Y.T.
Northwest Territories	N. W. T.
Nunavut	

Handout: *Interesting Facts and Figures*

- # Canada's official birthday is July 1st, 1867. This is called Canada Day and is an official holiday.
- # July 1st, 1867 was Confederation Day.
- # The first four provinces to make up Canada were: New Brunswick, Nova Scotia, Ontario and Quebec.
- # The Father of Confederation was Canada's first Prime Minister, Sir John A. Macdonald.
- # Canada is 5,187 kilometers from east to west and 4,627 kilometers from north to south.
- # Canada has 10 provinces and three territories.
- # The newest territory was established in 1999. The new territory is called Nunavut.
- # The Canadian flag is red and white with a red maple leaf in the centre.
- # Canada adapted its official flag on February 15, 1965.
- # Canada is the second largest country in the world.
- # The capital city of Canada is Ottawa.
- # The capital city Ottawa is in the province of Ontario.
- # Canada has two official languages, English and French.
- # Ontario is Canada's second largest province.
- # Canada has three levels of government: Federal, Provincial and Municipal.

Theme: Canada and Its Government

Unit 2: The Federal Government and Its Responsibilities

Initial Assessment:

1. In what city would you find the federal government's legislative building?
2. What is the title of the federal government's leader?
3. What is the Prime Minister's name?
4. What five parties are currently represented in Parliament?
5. What is the title of the Queen's representative in Canada?
6. What is the Governor-General's name?
7. Who is your Member of Parliament?
8. What party does he belong to?
9. Which party is the official opposition party?
10. What are the letters, MP, short for?
11. What is the federal government responsible for?
12. What federal riding do you live in?

Expected Outcomes:

In this unit students will:

- # identify the Prime Minister of Canada
- # identify the party in power
- # identify the Opposition Leader
- # identify the Opposition party
- # identify the responsibilities of the federal government
- # know where to look for a federal government telephone numbers
- # locate the appropriate telephone number in the Blue Pages
- # name their Member of Parliament
- # know the name of the current Governor-General
- # know where the federal government is located

Activity Procedures:

Activity One: Handout: The Federal Government

- # have your student read the handout, *The Federal Government*
- # ask her to underline any vocabulary she is unsure of
- # take turns reading the handout aloud
- # ask your student to stop if she does not understand something
- # have her complete the cloze activity at the end of the unit

Activity Two: Handout: People in Government

- # have your student complete the handout with the correct names

Activity Three:

- # have your student find out what ward/electoral district she lives in
- # then have her find out the name of her MP and his party.

Activity Four: Handout: Responsibilities of the Federal Government

- # go through the handout and discuss the various responsibilities of the federal government
- # bring in an article which relates to one of the responsibilities of the federal government
- # read the article with your student
- # before beginning the article choose any vocabulary that your student may have difficulty with and discuss this before starting
- # have him read the article aloud
- # ask him to tell you in his own words what the story was about
- # assign questions about the story starting with simple questions that require locating the answer in the story to questions which mean interpreting information from the story

Activity Five:

- # use the blue pages in the back of the telephone directory and find out the numbers for each of the responsibilities for the federal government
- # list the numbers on the handout, *Important Federal Government Numbers*, which the student feels would be useful information for him

Activity Six:

- # ask your student to choose an area of responsibility of the federal government that he feels needs to be improved or that he feels is doing a good job
- # ask him to explain why he feels that way
- # ask him to write a letter to his Member of Parliament

Demonstrators: (How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify where the federal government is located.
*Date:*_____ *Tutor's Initials:*_____
2. _____ knows the name of the Prime Minister of Canada.
(Student's Name) *Date:*_____ *Tutor's Initials:*_____
3. _____ knows which political riding he lives in.
(Student's Name) *Date:*_____ *Tutor's Initials:*_____
4. _____ knows the name of his MP.
(Student's Name) *Date:*_____ *Tutor's Initials:*_____
5. _____ knows the address and phone number of his Member Of Parliament.
*Date:*_____ *Tutor's Initials:*_____
6. _____ knows the major parties represented in Parliament.
(Student's Name) *Date:*_____ *Tutor's Initials:*_____
7. _____ knows the leader of each party.
(Student's Name) *Date:*_____ *Tutor's Initials:*_____
8. _____ can name the Governor-General of Canada.
(Student's Name) *Date:*_____ *Tutor's Initials:*_____
9. _____ can identify the responsibilities of the Federal Government.
*Date:*_____ *Tutor's Initials:*_____
10. _____ knows where to look in the telephone directory for important federal government numbers.
*Date:*_____ *Tutor's Initials:*_____

11. _____ has made a list of important federal government phone numbers. **Date:**_____ **Tutor's Initials:**_____
12. _____ can identify some or all vocabulary related to the federal government. **Date:**_____ **Tutor's Initials:**_____

Background Notes

Activity One:

- # use either handout, *Organization of the Canadian Government or Canada's Federal Government*
- # you may wish to review the Key Vocabulary List before reading the handout
- # a site to visit on the web would be :
[www.http://canada.gc.ca/main_e.html](http://canada.gc.ca/main_e.html)

Activity Two:

- # after reading the article in Activity One have your student complete the handout, *People in Government*
- # listings of government officials maybe found at
<http://www.parl.gc.ca/36/senmemb/house/membcon-e.htm>
- # the MP's office in your area should also have a list of the Members of Parliament
- # you may also wish to create a dialogue that would help your student call her local MP for this information
- # Citizenship Canada would also have information packages

Activity Three:

- # when discussing the responsibilities of the federal government you may wish to ask your student to select the main responsibilities from the list and then order the other offices under each main heading
e.g.: Environment Canada - Weather Services

Activity Four:

- # each local MP should be able to provide you with a map of the electoral ridings
- # the internet site listed in Activity Two also provides a list of MPs and their ridings

Activity Five:

- # use the handout, *Federal Government Responsibilities*
- # ask your student to find each office on the handout in the Blue Pages of the telephone directory
- # have her copy the numbers that she feels are the most important to her and have her copy it on the handout, *Federal Government Offices*

Activity Six:

- # start this activity with a brainstorm activity
- # a newspaper article headline or a photo may help in provide a starting point for discussion
- # once you have brainstormed all of the ideas, have him use the phrases/words from the brainstorm in sentences
- # start to organize them for paragraphs
- # ask your student to put a 1 beside all of the ideas that are about the same idea
- # continue to number ideas until each thought/idea is numbered
- # then go through the list and decide which ideas would go in the beginning, middle and closing paragraphs
- # have your student write the opening paragraph for homework
- # continue to develop the letter
- # remember to have your student read her letter aloud as a way of editing the first draft

Handout: *The Federal Government*

- ! The Federal government is located in Ottawa, Ontario on Parliament Hill.
- ! The Prime Minister of Canada is the leader of the party that has received the most votes in a federal election.
- ! The party with the next highest number of votes is the Official Opposition.
- ! The Head of Canada is Queen Elizabeth II.
- ! The Queen's representative in Canada is the Governor-General.
- ! Federal elections are held every 4-5 years.
- ! The main parties are: The Liberal Party, the Progressive Conservative Party, the New Democratic Party and the Reform Party and the Bloc Quebecois.
- ! Your representative in Ottawa for the federal government is called a Member of Parliament.
- ! Your Member of Parliament represents the interests of your community.

Handout: *Organization of the Canadian Government*

- ! The parliamentary system of government is based on a British model dating back to 1215.
- ! In 1215 King John of England signed the Magna Carta which stated that a ruling monarch (King or Queen) could not overrule laws created by parliament.
- ! The constitution Act of 1867 created two levels of government: a federal (or national) government in Ottawa, Ontario, and provincial governments.
- ! Although Canada could make decisions independent of Great Britain, the British Crown still held the ultimate power.
- ! The British North America Act divided the government's responsibility and powers between the federal and provincial levels of government.
- ! Some responsibilities were shared.
- ! The federal government's responsibilities and powers included: foreign affairs, immigration, indirect taxation, defense, commerce and criminal justice.
- ! The province's responsibilities and powers included: education, health, social services, justice and prisons, and direct taxation.
- ! To provinces which cannot afford high standards for social services, the federal government provides extra money or "transfers of money" to ensure there are equal standards for all Canadians.
- ! The provincial leaders meet with the Prime Minister to discuss mutual concerns.
- ! In 1982 Canada gained its own Charter of Rights or Constitution which gave Canada the power to amend its own laws without permission from the British Parliament.

- ! The Lieutenant-Governor is the Queen's official representative in Ontario.
- ! The Lieutenant-Governor signs all bills into law.

Handout: *The Federal Government*

The government for Canada is the _____ government.

The federal government is located in _____, Ontario.

The leader of the federal government is the _____.

The Queen of Canada is _____.

The _____ is the Queen's representative in Canada.

Federal	Prime Minister	Governor-General
Queen Elizabeth II	Ottawa	

Handout: *People in Government*

1. The Prime Minister of Canada is _____.
2. _____ is the leader of the _____ Party.
3. Canada's Governor-General is The Honourable _____.
4. The leader of the Official Opposition is _____.
5. The Official Opposition party is _____.
6. My federal election riding is _____.
7. My Member of Parliament is _____.
8. My Member of Parliament belongs to the _____ Party.
9. My Member of Parliament's telephone number is _____.
10. The office for my Member of Parliament is located at _____.

Handout: *People in Government*

Governor-General -

Prime Minister -

Leader of the Opposition -

Member of Parliament for _____ -

The Party in Power -

The Official Opposition party -

The leader of the Liberal party -

The leader of the Progressive Conservative party -

The leader of the New Democratic party -

The leader of the Reform party -

The leader of the Bloc Quebecois party -

Handout: *The Federal Government is Responsible for...*

The Canada Pension Plan

Weather Services

Immigration

Passports

Postal Services

Airports

Veterans Affairs Canada

Health and Welfare Canada

Transport Canada

Safety Board of Canada

Employment Practices

Citizenship

Taxation

Defense

Canada Radio and Television and Telecommunication

Correctional Services of Canada

Department of Justice

Environment Canada

Health and Safety Canada

Workplace Health and Safety

Statistics Canada

Key Vocabulary

bills
Bloc Quebecois
Charter of Rights
commerce
created
elections
federal
foreign affairs
interests
Liberal Party
main
models
monarch
municipal
mutual
national
New Democratic Party (NDP)
opposition
organization
overrule
parliament
Progressive Conservative (PC)
provincial
Reform Party
representatives
responsibilities
taxation
transfers of money
votes

Handout: *Federal Telephone Numbers*

**Federal Government Offices
Frequently Called Numbers**

Service	Number

Theme: Canada and Its Government
Unit: Provincial Government and Its Responsibilities

Initial Assessment:

1. In what city would you find the provincial government legislative building for Ontario?
2. Do you know the name of the provincial government legislative building?
3. What is the title of the provincial government's leader?
4. What is the name of the Premier of Ontario?
5. What is the title of Queen's Representative in Ontario?
6. What is the name of the Lieutenant-Governor of Ontario?
7. What does MPP stand for?
8. Who is your Member of Provincial Parliament?
9. Which party does he belong to?
10. Which party is currently in power?
11. Who is the leader of the Opposition?
12. Which party is the Opposition Party?
13. What are the Provincial government's responsibilities?
14. What riding do you live in?

Theme: Canada and Its Government
Unit: Provincial Government and Its Responsibilities

Expected Outcomes:

In this unit students will:

- # know where the provincial government is located
- # know the name of the Premier of Ontario
- # identify the Opposition Leader
- # identify the party in power
- # know the responsibilities of the provincial government
- # know where to look for the provincial government phone numbers
- # locate the appropriate numbers in the Blue Pages
- # know the name of his MPP
- # know the name of the current Lieutenant-Governor
- # further develop his understanding of the provincial government

Tools:

Activity Procedures:

Activity One: Handout: The Provincial Government

- # using the brainstorm sheet, have your student tell you everything she knows about the provincial government
- # one question to ask may be what words come to mind when you think of provincial government

Activity Two:

- # have your student record the word from the brainstorm on index cards and use each word in a sentence

Activity Three

- # have your student read the handout, *The Ontario Government* to herself
- # ask her to underline any vocabulary she is unsure of (either pronunciation or meaning)
- # take turns reading the handout aloud
- # ask your student to stop if she does not understand something
- # have your student complete the cloze activity at the end of the unit

Activity Four:

- # using the handout, *Provincial Responsibilities* discuss each department in the provincial government
- # have your student read each word aloud
- # take the main responsibilities from the list and then order the other offices under each main heading
- # use the Blue Pages of the telephone directory to expand the list

Activity Five:

- # choose a newspaper article which relates to one of the provincial government's responsibilities
- # list any vocabulary on a sheet of paper that may pose a difficulty for your student
- # create another list of vocabulary from the story which would provide the reader with some indication of what the story is about
- # ask your student to read this list of words aloud
- # discuss any words that she is unsure of
- # tell her this is a list of words from a newspaper magazine article
- # ask her to tell you what she thinks the article is about

Activity Six:

- # using the same article as in Activity Five, review the vocabulary list
- # have your student write each word in a sentence
- # have her read the story to herself and underline any additional vocabulary she is unsure of
- # clarify any vocabulary concerns
- # take turns reading the story aloud
- # ask her to tell in her own words what the story was about
- # ask your student questions about the story
- # start with simple questions that require locating the answer directly in the story to questions which mean interpreting something that was written, e.g.: Who is the Minister of Education? Why would the Minister be considering this plan of action?

Activity Seven:

- # use the Blue Pages in the back of the telephone directory and locate the number for each of the responsibilities of the provincial government
- # list the telephone number of offices that your student considers to be important

Activity Eight:

- # ask your student to choose an area of provincial responsibility that she feels needs to be improved or that she feels is doing a good job
- # ask her to explain why she feels that way
- # ask her to write a letter to her MPP

Demonstrators: (How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ is able to identify where the Provincial Government is located.

Tutor's Initials _____ **Date:** _____

2. _____ knows the name of the Premier of Ontario.

Student's Name _____ **Tutor's Initials** _____ **Date:** _____

3. _____ knows which political riding she lives in.

Student's Name _____ **Tutor's Initials** _____ **Date:** _____

4. _____ can name her Member of Provincial Parliament.

Student's Name _____ **Tutor's Initials** _____ **Date:** _____

5. _____ knows the major parties represented in Parliament.

Student's Name _____ **Tutor's Initials** _____ **Date:** _____

6. _____ knows the leader of each party.

Student's Name _____ **Tutor's Initials** _____ **Date:** _____

7. _____ knows the address and phone number of her MPP.

Student's Name _____ **Tutor's Initials** _____ **Date:** _____

8. _____ can name the Lieutenant-Governor of Ontario.

Student's Name _____ **Tutor's Initials** _____ **Date:** _____

9. _____ can identify some or all of the responsibilities of the provincial government.

Tutor's Initials _____ **Date:** _____

10. _____ knows to look in the Blue Pages for government numbers.

Tutor's Initials _____ **Date:** _____

Key Vocabulary

downtown
Premier
election
Lieutenant-Governor
representative
elected
least
major
Liberal Party
New Democratic Party
Progressive Conservative Party
Parliament
riding
boundaries
confidence
minority
majority
defeat
official
MPP
executive
council
policies
priorities
legislature
repeal
pass
residents
broadcast

Background Notes:

Activity One:

- # you may need to use questions to solicit all of the information your student knows e.g.: Liberal Party - Do you know the name of the leader of the Liberal Party?

Activity Two:

- # this activity could be done as a homework activity
- # you may wish to encourage your student to use more than one word in a sentence
- # another way to use the vocabulary is to create a cloze activity and have your student fill in the blanks using the words from the brainstorm

Activity Three:

- # a good website to help your student complete this activity is :
<http://www.gov.on.ca>
- # the Blue Pages in the telephone directory also offers a listing of MPPs

Activity Four:

- # discuss the various services/responsibilities that the provincial government looks after

Activity Five:

- # this activity should help you gain further information about your student's prior knowledge of the article you are about to read

Activity Six:

- # by addressing possible vocabulary concerns before reading the article you will help your student feel more comfortable reading and allow them to focus on comprehension

Activity Seven:

- # have your student list the services that she uses frequently and then locate the number in the Blue Pages

Activity Eight:

- # an alternative suggestion for this activity would be to have her write a letter to the editor of the newspaper regarding her feelings on the article
- # this activity would also allow you to discuss and identify vocabulary related to feelings and emotions e.g.: anger, frustration, despair

Handout: *The Ontario Government*

- # Ontario's government sits at Queen's Park in downtown Toronto.
- # The leader of the provincial government is the Premier of Ontario.
- # After a general election the Lieutenant-Governor of Ontario (The Queen/King's Representative) asks the leader of the party with the most votes or elected member to become Premier and have his party form the government.
- # Ontario holds provincial elections at least every five years.
- # The three major parties in Ontario are : the Liberal Party, the New Democratic Party (NDP) and the Progressive Conservative Party.
- # There are 103 seats in the Ontario government.
- # There is one seat for each riding.
- # The boundaries for each riding in the provincial parliament are the same as the federal parliament's boundaries.
- # If no party has a majority of seats, then the party which has the "confidence of the House" or support from the members of other parties forms the government (this is called a minority government).
- # With a minority government, the opposition members can defeat the government on important voting/passing of bills.
- # The Official Opposition is the party that has the second most elected seats.
- # Members of Provincial Parliament or MPPs of the political parties that are not from the elected party are called members of the opposition.
- # Once a Premier is elected, he then chooses an executive council from his party.
- # The members of this council are called ministers.

- # The ministers form the cabinet to the Ontario Government.
- # The cabinet develops policies and sets priorities.
- # It also introduces government legislation for the provincial legislature to consider.
- # The Legislature is made up of elected MPPs.
- # MPPs decide upon proposals/bills for new laws/legislation.
- # They can pass, change or repeal laws.
- # The Legislature also agrees upon taxes that the residents of Ontario must pay to finance the government services and programs.
- # The opposition parties question the government in the Legislature.
- # This occurs during the Question Period in the House.
- # Question Period is usually one hour in length.
- # MPPs can question cabinet ministers on any item that is of public concern.
- # The Legislature is open to the public.
- # The Legislature proceedings are also broadcast on TV.

Provincial Responsibilities:

Environment and Air Quality	Correctional Services Ontario
Licences	Driver Examination
Provincial Parks	Drug Benefits
Labour	Ministry of Education and Training
Workplace Safety and Insurance	Energy Ontario
Education	Pay Equity
Taxation	Family Benefits
Newcomer Services	Fish Permits and Information
OHIP (Ontario Health Insurance Plan)	Forestry
Apprenticeship	Gasoline Tax
Automotive Emissions Control	Go Transit
Birth Certificates	Health Boards
Bus and Train Information	Housing Authority
Human Rights Commission	Health Insurance Cards
Hunting Licences	Jury Duty
Highway Construction	Ministry of Labour
Ski Reports	Rental Housing Tribunal
Provincial Land Tax	

Vehicle Certification

Colleges and Universities

Provincial Courts

Liquor Licences

Lotteries

Ontario Lottery Corporations

Museums

Parental Leave

Minimum Wage

Ontario Provincial Police

Overtime Pay

Ontario Human Rights

Ontario Tax Credit

Consumer and Commercial Relations

Ontario Labour Relations Board

ONTARIO
PROVINCIAL
GOVERNMENT

Handout: *Provincial Telephone Numbers*

Provincial Government Offices Frequently Called Numbers

[illegible]

Handout: *People in Provincial Government*

The Premier of Ontario is _____.

The Lieutenant-Governor of Ontario is _____.

The Premier of Ontario is a member of the _____ Party.

The Leader of the official opposition is _____.

The official opposition party is _____.

The parties represented in the provincial government are: _____
_____.

My MPP is _____.

I live in the riding of _____.

The address for my MPP is _____.

The phone number for my MPP is _____.

Theme: Canada and Its Government

Unit: The Municipal Government and Its Responsibilities

Initial Assessment:

1. What is the name of the building where the Toronto's government meets and holds office?
2. Where is Old City Hall located?
3. Where is New City Hall located?
4. Where is Metro Hall located?
5. In what area of Toronto do you live?
6. Who is the head of Toronto's City Council?
7. Who represents you at city council?
8. What riding do you live in?
9. What is your city councillor's name?
10. Where is your city councillor's office located?
11. Do you know the telephone number for your city councillor?
12. What is the City of Toronto responsible for?

Theme: Canada and Its Government

Unit: The Municipal Government and Its Responsibilities

Expected Outcomes:

In this unit students will...

- # know where their municipal government offices are located
- # know the name of the Mayor of Toronto
- # gain additional information about the City of Toronto
- # identify which riding they live in
- # know the responsibilities of the municipal government
- # know where to look for municipal government phone numbers
- # locate the appropriate numbers in the Blue Pages
- # know the name of their city councillor
- # know the address of their councillor's office
- # know the phone number of his councillor's office

Tools:

Activity Procedures:

Activity One: Handout: The City of Toronto

- # using the brainstorm sheet, have your student tell you everything she knows about the City of Toronto and its government
- # one question to ask may be “What do you know about the City of Toronto and the municipal government?”

Activity Two:

- # have your student develop the words and phrases from the brainstorm in Activity One into sentences
- # use the sentences to develop a story about Toronto

Activity Three:

- # have your student read the handout, *Toronto and Its Government*
- # ask her to underline any vocabulary she is unsure of (either pronunciation or meaning)
- # take turns reading the handout aloud
- # ask your student to stop if she does not understand something

Activity Four:

- # using the handout, *Municipal Responsibilities*, discuss each department in the municipal government
- # have your student read each word aloud
- # take the main responsibilities from the list and then order the other offices under each main heading
- # use the Blue Pages of the telephone directory to expand the list

Activity Five:

- # choose a newspaper article about a current municipal issue
- # list any vocabulary on a sheet of paper that may pose a difficulty for your student
- # create another list of vocabulary from the story which would provide the reader with some indication of what the story is about
- # ask your student to read this list of words aloud
- # discuss any words that she is unsure of
- # tell her this is a list of words from a newspaper magazine article
- # ask her to tell you what she thinks the article is about

Activity Six:

- # using the same article as in Activity Five, review the difficult vocabulary list
- # have your student write each word in a sentence
- # have her read the story to herself and underline any additional vocabulary she is unsure of
- # clarify any vocabulary concerns
- # take turns reading the story aloud
- # ask her to tell in her own words what the story was about
- # ask your student questions about the story
- # start with simple questions that require locating the answer directly in the story to questions which mean interpreting something that was written (ie: Who is the councillor for Ward 3? Why would the councillor be considering this plan of action?)

Activity Seven:

- # use the Blue Pages in the back of the telephone directory and locate the number for each of the responsibilities of the municipal government
- # list the telephone numbers of offices that your student considers to be important

Activity Eight:

- # ask your student to identify a concern that she and possibly her neighbours have about her community
- # ask her to explain why she feels that way
- # ask her to write a letter to her city councillor

Demonstrators:

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ is able to identify where Toronto's municipal government is located.
Student's Name _____ Tutor's Initials _____ Date: _____
2. _____ knows the name of the Mayor of Toronto.
Student's Name _____ Tutor's Initials _____ Date: _____
3. _____ knows which political riding she lives in.
Student's Name _____ Tutor's Initials _____ Date: _____
4. _____ can name her city councillor.
Student's Name _____ Tutor's Initials _____ Date: _____
5. _____ knows the address of her city councillor.
Student's Name _____ Tutor's Initials _____ Date: _____
6. _____ knows the telephone number for her city councillor.
Student's Name _____ Tutor's Initials _____ Date: _____
7. _____ can relate some interesting facts about Toronto.
Student's Name _____ Tutor's Initials _____ Date: _____
8. _____ can identify some or all of the responsibilities of the municipal government.
Student's Name _____ Tutor's Initials _____ Date: _____
9. _____ knows to look in the Blue Pages for government numbers.
Student's Name _____ Tutor's Initials _____ Date: _____

Key Vocabulary

formerly
borough
mayor
suburbs
creation
amalgamated
municipality
council
municipal
concerns
by-laws
transit
waste
disposal
free-standing structure
downtown
streetcar
horse-drawn
replaced
subway

Background Notes:

Activity One:

- # you may need to use questions to solicit all of the information your student knows e.g.: Mel Lastman - What is Mel Lastman's title?

Activity Two:

- # this activity could be done as a homework activity
- # you may wish to encourage your student to use more than one word in a sentence
- # another way to use the vocabulary is to create a cloze activity and have your student fill in the blanks using the words from the brainstorm

Activity Three:

- # a good website to help your student complete this activity is :
<http://www.city.toronto.on.ca>
- # the Blue Pages in the telephone directory also offers a listing of city councillors

Activity Four:

- # discuss the various services/responsibilities that the municipal government looks after

Activity Five:

- # this activity should help you gain further information about your student's prior knowledge of the article you are about to read
- # ask your student about current issues in her country/city

Activity Six:

- # by addressing possible vocabulary concerns before reading the article you will help your student feel more comfortable reading and allow them to focus on comprehension

Activity Seven:

- # have your student list the services that she uses frequently and then locate the number in the Blue Pages

Activity Eight:

- # an alternative suggestion for this activity would be to have her write a letter to the editor of the newspaper regarding her feeling on the article
- # this activity would also allow you to discuss and identify vocabulary related to feelings and emotions e.g.: anger, frustration, despair

Handout: *Toronto and Its Government*

- # Toronto was formerly named York.
- # William Lyon Mackenzie was Toronto's first mayor.
- # Metro Toronto was established in 1953.
- # In 1967, 12 suburbs became five boroughs.
- # Metropolitan Toronto linked the City of Toronto and 12 suburbs into one.
- # In 1984 every borough except East York became a city within metro Toronto with its own mayor and council.
- # January 1998 saw the creation of an amalgamated city.
- # The six cities and East York were brought together to form one new municipal government called the City of Toronto.
- # There are 57 member on the city council.
- # There are 28 Wards.
- # Metro Hall is the meeting place of the new city council.
- # Toronto has two other municipal buildings: old city hall and new city hall.
- # Before the creation of the new City of Toronto, each municipal government was responsible for such local concerns as: libraries, garbage collection, fire departments, community parks, building permits and by-laws.
- # Metro as it was called, was responsible for policing, public transit, ambulance services, welfare, waste disposal and water.
- # The city council is the main governing body for the city.

Handout: *Municipal Responsibilities:*

Fire Departments	Garbage Collection
Public Health Department	Metro Toronto Police
Metro Toronto Public Library	Parking Permits
Blue Box Collection	Parks and Recreation
Mayor's Office	Garbage
Parks and Culture	Building Permits
Wedding Photography Permits	Daycare
Swimming Pools	Sewers
Welfare Offices	Social Services
Taxicab Inspection	Toronto Transit Commission
Traffic Regulations	Tree Inquiries
Property Taxes	Public Health
Libraries	Schools

Toronto and Its Government

Handout: *Municipal Telephone Numbers*

Municipal Government Offices Frequently Called Numbers

[illegible]

Handout: *People in Municipal Government*

The Mayor of Toronto is _____.

My City Councillor is _____.

I live in the riding of _____.

The address for my City Councillor is _____.

The phone number for my City Councillor is _____.

Handout: *Toronto: Interesting Facts*

- # Toronto is Canada's largest city.
- # The University of Toronto (U of T) is the largest of its kind in North America.
- # Toronto's baseball team is the Blue Jays.
- # Toronto's football team is the Toronto Argonauts.
- # Toronto's basketball team is the Toronto Raptors.
- # The CN Tower is the world's tallest free standing structure.
- # "Toronto" is a Huron word meaning "meeting place".
- # In 1849 and 1904 large fires destroyed most of Toronto's downtown section.
- # The first streetcars in Toronto were horse-drawn and came into use in 1861.
- # In 1890 electric streetcars replaced the existing horse-drawn streetcars.
- # In the early 1950's Toronto opened Canada's first subway.