

Title: Canadian Government: Levels and Branches of Government Course: Social Studies 10

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Stage One: Desired Results - Intended Learning Outcomes

Established Goals: [Formal Unit Outcome(s)/Foundational & Learning Objective(s)]:

EG1: Know that in Canada, there are three main levels of government with jurisdiction over specific areas.

EG2: Know that in Canada, Parliament and the provincial legislature have the power to make laws governing the behaviour of all Canadians.

EG3: Know that in Canada, the federal government is divided into three branches; the Legislative Branch, the Executive Branch and the Judicial Branch.

EG6: Know that societies have to deal with conflicting perspectives or ideologies about the best way to organize and direct society.

EG7: Know that the political process within society is necessary to resolve differences over the basis (ideology) on which decisions are made for society.

Understandings/Big Ideas: Students will understand that:

EQ1: Why is power and authority divided at various levels of government in Canada?

EQ2: What is the structure of Canada's federal political system?

EQ3: Why do we divide government processes at the federal level into three branches of government?

EQ4: What can society do to accommodate and manage diverse perspectives and beliefs?

EQ5: How do we make decisions for society when there are so many differing perspectives and beliefs?

Essential & Guiding Questions: (Align with understandings/big ideas)

U1: Canada is divided into three levels of government to ensure that citizens are able to contribute to specific matters in their geographical region.

U2: Canada is a constitutional monarchy and a parliamentary democracy that uses a system of first-past-the-post for elections.

U3: Division of power and authority imposes internal limits by giving different branches separate functions and forcing them to share power.

U4: Societies have to manage different ideas or perspectives about organizing and directing their society.

U5: The political process helps us to settle the differences between different perspectives on how decisions are made for society.

Students will know ...

Day 1:

Canadian Government

- Know that Canada is a Constitutional Monarchy.

Students will be able to ...

Day 1:

SK 2.1: Understand the structure of Canada's political system.

SK 1.2: Analyze why different groups claim power and authority.

- Know that in Canada, Parliament and the provincial legislature have the power to make laws governing the behaviour of all Canadians.
- Know that Britain's Queen is the formal head of state in Canada, but does not play an active role in Canada's government.
- Know that the Governor General represents Britain's monarch in Canada, and is part of both the executive and legislative branches of government.

Representation

- Know that Members of Parliament represent their local constituency at the National level, and also represent the Federal Parliament to their local constituency.
- Know also that Members of Parliament are subject to party discipline and are generally expected to vote as their party votes, regardless of the opinion of the local constituents.

Legislative Branch

- The legislative branch is the part of the government that makes laws.
- The legislative branch includes the House of Commons, the Senate and the governor general. The legislative branch is also called Canada's parliament.

Day 2 & 3:

The roles of the three Branches of Government

- Know that the executive branch is the part of the government responsible for putting laws into action.
- Know that the legislative branch is the part of the government that makes laws.
- Know that the judicial branch is the part of the government that interprets and applies the law by making legal judgements.

◆ **Government Officials**

- Understand the role of the Prime Minister, the Governor General, the Leader of the Opposition, a Cabinet Minister, a Member of Parliament, a Senator, or a Supreme Court Judge.

SK 2.1: Understand the structure of Canada's political system.

Day 4

Opposition

- Know that in Canada the Opposition within Parliament has the responsibility to question and scrutinize the government and to be ready to provide an alternative government.
- Know that the Opposition often has a strong influence on government by drawing public attention to certain aspects of legislation that may not be popular, and by using the amendment process to modify legislation.

Persuasion

- Persuasiveness is the ability to convince someone of something.

Day 5

The roles of the Levels of Government

- Know that Canada has different levels of power and understand the role of federal, provincial and municipal levels of government.
 - ◆ **Municipal Government**
 - Know that municipal and local governments acquire their powers from their respective provincial or territorial governments and are responsible for localized issues.
 - ◆ **Provincial/Territorial Government**
 - Know that provincial and territorial governments are responsible for their own provinces and territories and specific issues or concerns within the province.
 - ◆ **Federal Government**
 - Know that the federal government is in charge of the entire country and areas of national importance.

SK 1.3: Identify the importance of opposition and/or amendment to proposed bills, budgets, or government spending.

SK 1.4: Identify the authority and jurisdiction of various levels of government in Canada.

SK 1.5: Understand that each level of government has locally elected officials to represent the constituents of a specific area.

Stage Two: Assessment evidence - Evidence of Learning

Performance Task & Other Assessment Evidence:

Diagnostic:

- **Word Association:** Students will be asked to write down the first word that comes to mind when they hear a word. Students will be asked to share their word with one or two other students and look for similarities and differences.

Formative:

- **Follow along Notes:** Students will follow along with the PowerPoint using the notes sheet provided.
- **Three Corners:** Each slide on the PowerPoint will be one thing or area that one of the three levels of government is responsible for or has jurisdiction over. Students will be asked to move to the corner of the room that has either a sign for “Municipal, Provincial/Territorial or Federal” government.
- **Sticky Note Reflection:** At the end of the lesson, students will be given a sticky note. Here they can choose to write either one thing they learned, one thing they thought was interesting or one question they have about the content learned in that class.
- **Triple T-chart:** Using the provided prompts, students will organize the roles of each Branch of Government within the Triple T-chart.
- **Tweet Summary or One-Minute Summary:** Students will be asked to summarize the main points from the lesson in 280 characters OR submit a one minute Flipgrid video summary.
- **Exit Slip:** Students will play the online 'Levels of Government game' to reinforce their learning from the class. They will play individually on their phones or one of the class laptops. They will need to show their completed activity to the teacher before leaving.
- **Small Group Sharing:** Students will discuss in small groups various topics throughout the 5 days.

Summative:

- **Pick a Position Project:** Students will research the role of a government position, will create a visual representation detailing the roles of the chosen position, and will later discuss the role with the teacher who will ask various follow up questions to confirm student understanding. Once the visual and written components are complete, the teacher will visit with each group for 3-5 minutes to further discuss the role they researched and ask follow up questions to determine students' understanding - for example: “How would a Senator play a role in making a Bill become a law?”. Students will be graded using the rubric below:

	2	4	6	/21
Research	Research and/or content is either inaccurate or incomplete.	Most of the research and/or content is accurate.	All research and/or content is accurate. The information and research responds to all of the questions to be included in the assignment description.	/ 6
Content	The information and research does not respond to any or very few of the questions to be included in the assignment description. Information present demonstrates a basic understanding of the Government Position and Branches of Government in Canada.	The information and research responds to most of the questions to be included in the assignment description. Information present demonstrates a great understanding of the Government Position and Branches of Government in Canada.	The information and research responds to all of the questions to be included in the assignment description. Information present demonstrates an excellent understanding of the Government Position and Branches of Government in Canada.	/ 6
	1	2	3	
Visual	The visual is not organized and/or not easy to follow. The visual includes little important information about the chosen Government Position. There are many grammatical errors within the visual.	The visual is somewhat organized and easy to understand. The visual includes some important information about the chosen Government Position. There are a few grammatical errors within the visual.	The visual is organized and easy to understand. The visual includes important information about the chosen Government Position. There are no grammatical errors within the visual.	/ 3
Presentation: Information	Does not include important information findings from their research in the presentation. Uses too few, inappropriate, or irrelevant descriptions, facts, and examples to support ideas or explain research findings.	Uses some important information, facts, details, and examples that support ideas or explain research findings, but there may not be enough, or some are irrelevant.	Uses relevant, well chosen descriptions, facts, details, and examples to explain research findings.	/ 3
Presentation: Communication	The presentation is not very effective at communicating ideas and information to	The presentation is effective at communicating ideas and information to	The presentation is very effective at communicating ideas and information to	/ 3

the audience. Not all group members participate in the presentation.	the audience. Most group members participate in the presentation.	the audience. All group members participate in the presentation.
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** See bottom of document for expanded rubric**

Stage 3: Learning Plan

Learning Experiences & Instruction: (Denote the pathways learning)

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Activating and Engaging: Introduce an overview of Canada’s government including the role of the monarchy, governor general and the Parliament. Watch the video about Parliament (https://www.youtube.com/watch?v=YSO27OPieTs).</p> <p>Exploring and Discovering: Work through the PowerPoint presentation and notes pages for the structure of Canadian Government and the Legislative Branch. PowerPoint presentation (slides 4-23) and notes pages (https://docs.google.com/presentation/d/1qCe1F3nrfziGcUpYzOMtcEpW7Q5r74vr1M1w1Wulsd0/edit?usp=sharing).</p> <p>Exploring and Discovering: Video outlining Parliament (https://www.youtube.com/watch?v=YSO27OPieTs&list=PLF_YRVnBKD-vnfPR3-bYf4VMkZUuF-zwH).</p> <p>Organizing and Integrating: Sticky Note Reflection Activity</p>	<p>AE: Briefly review the Legislative Branch of government. Use the answers from the Sticky Note Reflection for what students learned and found interesting.</p> <p>ED: Introduce the Executive branch of government. Work through the PowerPoint presentation (slides 24-43) and notes pages (https://docs.google.com/presentation/d/1qCe1F3nrfziGcUpYzOMtcEpW7Q5r74vr1M1w1Wulsd0/edit?usp=sharing).</p> <p>ED: Transition to the Judicial branch of government and proceed with the PowerPoint. Watch the video (https://youtu.be/pSRiHi8KPe4) to learn about how the Supreme Court Justices and the Judicial branch see their role.</p> <p>OI: Watch a video about the roles of the three branches of government in Canada (https://www.youtube.com/watch?v=PiiAOT1kZ6o). In groups of 2-3, students will be asked to organize the roles of each Branch of Government within the Triple T-chart (https://docs.google.com/document/d/14ESminAxGMackoz-JozW32-AhI0EF1O6gObx0zNMm-A/edit?usp=sharing).</p>	<p>AE: Review the three branches of government with the class. Using a Jeopardy! Style Google Slides presentation. Play Jeopardy! as a class to review the material.</p> <p>ED: Students will watch a quick revision PowerPoint (https://docs.google.com/presentation/d/1X5hzJiOUW0t68zwayFortCrtCuvJ8GtFCPSzc98S56M/edit?usp=sharing) presentation on the positions present in the “pick a position” activity. Watch the video “Canadian government system” (https://www.youtube.com/watch?v=Stbi6brWAZA).</p> <p>ED: In groups, students can “Pick a Position” and research the role of the Prime Minister, the Governor General, the Leader of the Opposition, a Cabinet Minister, a Member of Parliament, a Senator, or a Supreme Court Judge. They will create a poster, pamphlet, or other visual representation. Their completed work must include an overview of the role, the branch of government they belong to, how this role</p>	<p>AE: Word Association activity - students will be asked to write down the first word that comes to mind when they hear “Opposition”. Students will be asked to share their word with one or two other students and look for similarities and differences.</p> <p>ED: Introduce the role of the official opposition in Canadian politics and learn about their responsibilities. Follow along with the PowerPoint (slides 33-46) (https://docs.google.com/presentation/d/19aENaAGRIeKRHYI7PRB_Unn5O1lly2x9iNE_Cqo6JfE/edit?usp=sharing).</p> <p>ED: Watch the video “Canada: Opposition heckles Trudeau in Parliament...” to see a Parliament session and see how the parties discuss initiatives and proposed policies/laws. (https://www.youtube.com/watch?v=FGHTTvUMMns)</p> <p>ED: Class role play to show a Parliament session where the Opposition leader opposes ideas proposed by the elected federal government. Students will debate using the prompts included in the slideshow.</p>	<p>AE: Ask the students which level of the Government the three branches of government belong to (Federal). Ask the students to identify the other two levels of government in Canada. Using the white board as a visual tool, write down the different levels of government, representatives of each “Prime Minister, Premier, Mayor/Reeve”, and who is currently in that role at these levels.</p> <p>ED: As a class we will watch a video about “The Levels of Government” (https://www.youtube.com/watch?v=7C8uDuhLqvg)</p> <p>ED: Follow along through the PowerPoint slides 1-32 (https://www.youtube.com/watch?v=FGHTTvUMMns)</p> <p>OI: Three corners activity - students will be given a task or issue that one of the 3 levels of government is responsible for, and must move to the corresponding area of the room. After each prompt we will discuss</p>

		<p>impacts Canadians, and their daily duties.</p> <p>OI: The rest of class will be used as a work period to complete the “Pick a Position” project. This project will be due in one week from when it is assigned.</p>	<p>OI: Students will complete a Tweeting activity where they will be asked to summarize the main points from the lesson in 280 characters.</p>	<p>why that level of government is responsible.</p> <p>OI: As an Exit Slip activity, students will play this short online game about levels of government individually on their phones or one of the class laptops. They will need to show their completed activity to the teacher before leaving.</p> <p>https://www.ola.org/en/visit-learn/teach-learn-play/games/levels-government)</p>
<p>Day 3 Assessment:</p> <p>Follow along Notes: Students will follow along with the PowerPoint https://docs.google.com/presentation/d/1qCe1E3nr7ziGcUpYzOMtcEpW7O5r74yr1M1w1Wulsd0/edit?usp=sharing) using the notes sheet provided https://docs.google.com/document/d/1EoFSsZES197PrNMsFhrs7EmMOHLudU18cH70KYnrBjg/edit?usp=sharing) (<i>formative</i>).</p> <p>Sticky Note Reflection: At the end of the lesson, students will be given a sticky note. Here they can choose to write either one thing they learned, one thing they thought was interesting or one question they have about the content learned in that class (<i>formative</i>).</p>	<p>Day 3 Assessment:</p> <p>Triple T-chart: Organize the roles of each Branch of Government within the Triple T-chart (<i>formative</i>). https://docs.google.com/document/d/14ESmjinAxGMqckoz-JozW32-AhI0EF1Q6gQbx0zNMm-A/edit?usp=sharing)</p>	<p>Day 3 Assessment:</p> <p>Jeopardy!: Students will play the interactive Jeopardy! game in teams, allowing them to actively participate in reviewing important content. (<i>formative</i>) https://docs.google.com/presentation/d/18V-YBoYzS8OXuw8OfjOwyhtzM8UjwvBnlYpTNvUGHYE/edit?usp=sharing)</p> <p>Pick a Position Project: Students will research the role of a government position, will create a visual representation detailing the roles of the chosen position, and will later discuss the role with the teacher who will ask various follow up questions to confirm student understanding in the form of a short small-group conference.</p>	<p>Day 4 Assessment:</p> <p>Debate: Students will engage in a debate style activity to simulate the differences in opinions between the governing party and the Opposition parties (including the Official Opposition of Canada). Students will be asked to debate specific topics included in the PowerPoint. Students will develop critical thinking skills, form their own opinions and collaborate with others. (<i>formative</i>)</p> <p>Tweet or Video Summary: Students will complete a Tweeting activity where they will be asked to summarize the main role and the importance of Opposition in Canada in 280 characters or they can</p>	<p>Day 5 Assessment:</p> <p>Exit Slip: Students will play the online 'Levels of Government game' to reinforce their learning from the class. They will play individually on their phones or one of the class laptops. They will need to show their completed activity to the teacher before leaving. (<i>formative</i>) https://www.ola.org/en/visit-learn/teach-learn-play/games/levels-government)</p>

		<p>Once the visual and written components are complete, the teacher will visit with each group for 3-5 minutes to further discuss the role they researched and ask follow up questions to determine students' understanding - for example: "How would a Senator play a role in making a Bill become a law?" (<i>summative</i>).</p>	<p>choose to explain in a one-minute video summary submitted on Flipgrid. (<i>formative</i>).</p>	
<p>Concepts: Canadian Government</p> <ul style="list-style-type: none"> → Know that Canada is a Constitutional Monarchy. → Know that in Canada, Parliament and the provincial legislature have the power to make laws governing the behaviour of all Canadians. → Know that Britain's Queen is the formal head of state in Canada, but does not play an active role in Canada's government. → Know that the Governor General represents Britain's monarch in Canada, and is part of both the 	<p>Concepts: The roles of the three Branches of Government</p> <ul style="list-style-type: none"> → Know that the executive branch is the part of the government responsible for putting laws into action. → Know that the legislative branch is the part of the government that makes laws. → Know that the judicial branch is the part of the government that interprets and applies the law by making legal judgements. 	<p>Concepts: The roles of the three Branches of Government</p> <p>Government Officials</p> <ul style="list-style-type: none"> → Understand the role of the Prime Minister, the Governor General, the Leader of the Opposition, a Cabinet Minister, a Member of Parliament, a Senator, or a Supreme Court Judge. 	<p>Concepts: Opposition</p> <ul style="list-style-type: none"> → Know that in Canada the Opposition within Parliament has the responsibility to question and scrutinize the government and to be ready to provide an alternative government. → Know that the Opposition often has a strong influence on government by drawing public attention to certain aspects of legislation that may not be popular, and by using the amendment process to modify legislation. <p>Persuasion</p> <ul style="list-style-type: none"> → Persuasiveness is the ability to 	<p>Concepts: The roles of the Levels of Government</p> <ul style="list-style-type: none"> → Know that Canada has different levels of power and understand the role of federal, provincial and municipal levels of government. <p>Municipal Government</p> <ul style="list-style-type: none"> → Know that municipal and local governments acquire their powers from their respective provincial or territorial governments and are responsible for localized issues. <p>Provincial/Territorial Government</p> <ul style="list-style-type: none"> → Know that

<p>executive and legislative branches of government.</p> <p>Representation</p> <ul style="list-style-type: none"> → Know that Members of Parliament represent their local constituency at the National level, and also represent the Federal Parliament to their local constituency. → Know also that Members of Parliament are subject to party discipline and are generally expected to vote as their party votes, regardless of the opinion of the local constituents. <p>Legislative Branch</p> <ul style="list-style-type: none"> → The legislative branch is the part of the government that makes laws. → The legislative branch includes the House of Commons, the Senate and the governor general. The legislative branch is also 			<p>convince someone of something.</p>	<p>provincial and territorial governments are responsible for their own provinces and territories and specific issues or concerns within the province.</p> <p>Federal Government</p> <ul style="list-style-type: none"> → Know that the federal government is in charge of the entire country and areas of national importance.
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<p>called Canada's parliament.</p>				
<p>Goals/Understandings: EG3: Know that in Canada, the federal government is divided into three branches; the Legislative Branch, the Executive Branch and the Judicial Branch. EG2: Know that in Canada, Parliament and the provincial legislature have the power to make laws governing the behaviour of all Canadians. EG7: Know that the political process within society is necessary to resolve differences over the basis (ideology) on which decisions are made for society. U3: Division of power and authority imposes internal limits by giving different branches separate functions and forcing them to share power. U2: Canada is a constitutional monarchy and a parliamentary democracy. U7: The political process helps us to settle the differences between different perspectives on how decisions are made for society. SK 2.1: Understand the structure of Canada's political system. SK 1.2: Analyze why different groups claim power and authority.</p>	<p>Goals/Understandings: EG3: Know that in Canada, the federal government is divided into three branches; the Legislative Branch, the Executive Branch and the Judicial Branch. EQ3: Why do we divide government processes at the federal level into three branches of government? U3: Division of power and authority imposes internal limits by giving different branches separate functions and forcing them to share power. SK 2.1: Understand the structure of Canada's political system.</p>	<p>Goals/Understandings: EG3: Know that in Canada, the federal government is divided into three branches; the Legislative Branch, the Executive Branch and the Judicial Branch. EQ3: Why do we divide government processes at the federal level into three branches of government? U3: Division of power and authority imposes internal limits by giving different branches separate functions and forcing them to share power. SK 2.1: Understand the structure of Canada's political system.</p>	<p>Goals/Understandings: EG6: Know that societies have to deal with conflicting perspectives or ideologies about the best way to organize and direct society. EG7: Know that the political process within society is necessary to resolve differences over the basis (ideology) on which decisions are made for society. U6: Societies have to manage different ideas or perspectives about organizing and directing their society U7: The political process helps us to settle the differences between different perspectives on how decisions are made for society. SK 1.3: Identify the importance of opposition and/or amendment to proposed bills, budgets, or government spending.</p>	<p>Goals/Understandings: EG1: Know that in Canada, there are three main levels of government with jurisdiction over specific areas EQ1: Why is power and authority divided at various levels of government in Canada? U1: Canada is divided into three levels of government to ensure that citizens are able to contribute to specific matters in their geographical region. SK 1.4: Identify the authority and jurisdiction of various levels of government in Canada. SK 1.5: Understand that each level of government has locally elected officials to represent the constituents of a specific area.</p>

Attention to the effective pedagogical principles and practices as outlined by Sinnema & Aitken (2012) and culturally responsive teaching as outlined by Hammond (2015).

Sinnema and Aitken demonstrate four findings that offer “broad explanations for how teaching can support the achievement of valued outcomes for students” (2012, p.6). Within the alignment finding, Sinnema and Aitken explore the importance of identifying prior knowledge, aligning teaching to intended outcomes, and providing opportunities to revisit learning. It is clear that identifying prior knowledge is powerful when considering that “Learners make sense of new information by relating it to concepts and ideas stored in their long-term memory, and through a complex process of selecting, sorting and integrating it with prior knowledge” (Sinnema & Aitken, 2012, p.9). Throughout this five-day unit, we have ensured that students are able to access prior knowledge through various techniques such as word association. Here, they are able to reflect on what they may already know and what the first word or sentence that comes to their mind when they think of a certain concept or idea. This allows them to make stronger connections to the material and they can discuss with the peers to compare the similarities and differences between their answers. Additionally, Sinnema and Aitken report that “the extent to which the activities that students encounter align with what they are supposed to be learning has a significant impact on their success” (2012, p.10). We carefully chose our activities, strategies, and resources according to our curricular outcomes to ensure that our five-day unit was aligned to maximize student success. Furthermore, Sinnema and Aitken make it clear that students need opportunities to revisit their learning so that it will be embedded in their memory (2012, p.12). This is significant because “The likelihood of students learning and remembering new ideas and concepts is increased when they encounter those ideas several times in close succession” (Sinnema & Aitken, 2012, p.12). To ensure that our students grasp the knowledge in this five-day plan, we have offered opportunities to revisit their learning through the Jeopardy review game, and the pick a position inquiry project. These review activities and inquiry projects that allow students to review and apply what they know as well as research material further can help students solidify their knowledge and make more meaningful connections to what they are learning.

Furthermore, Sinnema and Aitken’s major community finding includes establishing productive learning relationships. It was important for us to include productive learning relationships because they “not only support cognitive outcomes; they are also crucial for motivational, affective and participatory outcomes, and they positively influence students’ identities” (Sinnema & Aitken, 2012, p.15). To create and maintain these relationships during this mini-unit, we provided the chance to build a learning community in which participants learn with and from each other through group work (small group discussion, the Jeopardy! review, pick a position project, the Debate). These activities were used to incorporate group/partner/classroom work and were effective in promoting community, collaborating and building relationships in the classroom. Additionally, we included small group conferences and assessment during the “Pick a Position” assignment in order to build productive teacher-student relationships. In addition, these activities can influence students’ abilities inside and outside of the classroom as Sinnema and Aitken explain “approaches to learning activities that demonstrate the value of collaboration are likely to influence students’ views of collaboration beyond the classroom” (Sinnema & Aitken, 2012, p. 10).

Another important aspect mentioned is the importance of maximizing student interest in the classroom to create memorable learning experiences (Sinnema & Aitken, 2012, p. 20). Sinnema and Aitken explain that applying this in practice means selecting “resources and activities that students find appealing” (Sinnema & Aitken, 2012, p. 21). One of the ways that we have applied this in our five-day

plan, is within the Pick a Position project. Learners will be able to research the role of a government position of their choice out of the Prime Minister, the Governor General, the Leader of the Opposition, a Cabinet Minister, a Member of Parliament, a Senator, or a Supreme Court Judge. This allows students the opportunity to research and learn more about a government position that interests them, rather than a position they are assigned that they may not find interesting. By allowing students choice in the classroom, it can increase student effort, performance, empowerment, and overall learning.

As teachers, we must also consider that some students may only feel comfortable collaborating with specific people in the classroom and may feel uncomfortable sharing with the whole group. In these cases, we can make adjustments such as allowing students to remain in their seats during activities to ensure comfort, allowing students to choose their seats or groups, or asking groups to appoint a spokesperson to present answers on behalf of their group.

Hammond mentions that “many students of color are pushed out of school because they cannot keep up academically because of poor reading skills and a lack of social-emotional support to deal with their increasing frustration” (Hammond, 2015 p.13). They also note that many factors contribute to “students of colour not receiving adequate literacy and content instruction” which consequently causes them to “fall further and further behind in reading achievement just as reading is becoming the primary tool they will need for taking in new content” (Hammond, 2015, p.13). Because many students struggle with reading as the primary method of taking in new information, it was important for us to make adaptations and include a plethora of videos. Using videos gives students who are not strong readers the opportunity to take in the same information as those who might be strong readers. Additionally, we add subtitles or captions to all videos for students who might benefit from being able to actually read the words being said. Additionally, we used closed notes, or follow along notes, during PowerPoint presentations to strengthen reading and writing skills.

Because there are many cultures present in the classroom, Hammond suggests that culturally responsive teachers focus on the “roots of culture: worldview, core beliefs, and group values” (2015, p. 25). These similarities are known as cultural archetypes. An archetype that we focused on in this mini unit are individualism and collectivism, which are essentially the different ways that the brain organizes itself (Hammond, 2015, p.25). Individualistic mindsets are typically European and focus on individual achievement and independence, whereas the collectivist mindset is common among “Latin American, Asian, African, Middle Eastern, and many Slavic countries where they emphasize relationships, interdependence within a community, and cooperative learning” (Hammond, 2015, p.25). To accommodate those who connect with the individualistic worldview we included activities such as a tweet summary, exit slip, and sticky note reflection. For those who identify or benefit from a collectivist worldview, we included opportunities for group work and sharing through the t-chart, pick a position project and conference, and oral assessment.

Additionally, two other important archetypes that Hammond mentions are oral and written traditions (2015, p.28). Written word is quite clearly the prominent archetype in the eurocentric western world and education system, and many of our activities, such as follow along notes, sticky note reflection, t-chart, and tweet summary align this way. However, it is important that we include resources and activities that connect to oral traditions as they “make the most of the brain’s memory systems by using alliteration, movement, and emotion as strong cognitive anchors” (Hammond, 2015, p.28). Instead of simply reading textbooks, we included a range of videos and PowerPoint presentations that accompany mini lectures. Although the videos will contain subtitles and there will be information on the PowerPoint

to guide students, the videos and mini lectures will allow for students to listen to the oral version if they prefer. Moreover, instead of simply adhering to the written archetype with the tweeting activity, students will have the choice to orally submit their thoughts using Flipgrid.

Another important point brought up by Hammond is that in order for students to learn and retain learning, all new information must be combined with existing knowledge. Hammond explains that our Limbic brain generates background knowledge in the form of schemas (Hammond, 2015, p. 48). These cognitive scripts assist us in making sense of our experiences. We can connect this to learning and education as it is essential that learners must make connections between new information and what they already know. An example of this that Hammond addresses is how farmers in Brazil were taught reading abilities by using terms and texts linked to farming (Hammond, 2015, p. 49). Paulo Friere recognized that these learners already had deep cerebral pathways and intricacy around farming. In order to help them learn easier, he had them use prior knowledge and personal connections to farming to have their neurons around farming, visual pictures, different concepts and now written words all fire and wire together to enhance their abilities in interpreting written words (Hammond, 2015, p. 49). Friere's method demonstrates the effectiveness of having the brain figure out where to make connections to what we already know so that we learn new content or skills effectively. In our five-day plan, we utilized similar learning strategies to reinforce content and help students make connections to their daily lives. For example, on Day 5, students were taught about the three levels of government in Canada. One of the videos shown to students titled "Three Levels of Government in Canada" reinforced that on a daily basis, Canadians interact with three different levels of government. It showed examples of how if students take city transit to get to school they are using a Municipal service whereas when they get to school and enter a classroom they are using a Provincial/Territorial service. In order to make stronger connections between students' daily lives and the roles and jurisdiction of these three levels, we had the class engage in a Three Corners activity. Here, learners were asked to move to the corner of the room that had either a sign for "Municipal, Provincial/Territorial or Federal" government based on which level they believed had jurisdiction over a specific service or area. This activity allows learners to utilize prior knowledge, personal connections and their life experiences to create strong links between the existing schema and the new content.

References:

- Canada: Opposition heckles Trudeau in Parliament after invoking emergency powers* | World News. YouTube. (2022). Retrieved February 26, 2022, from <https://www.youtube.com/watch?v=FGHTTvUMMps>
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[Pick a Position Rubric](#): (Zoom in if required).

	2	4	6	/21
Research	Research and/or content is either inarracture or incomplete.	Most of the research and/or content is accurate.	All research and/or content is accurate. The information and research responds to all of the questions to respond to included in the assignment description.	/ 6
Content	The information and research does not respond to any or very few of the questions to respond to included in the assignment description. Information present demonstrates a basic understanding of the Government Position and Branches of Government in Canada.	The information and research responds to most of the questions to respond to included in the assignment description. Information present demonstrates a great understanding of the Government Position and Branches of Government in Canada.	The information and research responds to all of the questions to respond to included in the assignment description. Information present demonstrates an excellent understanding of the Government Position and Branches of Government in Canada.	/ 6
	1	2	3	
Visual	The visual is not organized and/or not easy to follow. The visual includes little important information about the chosen Government Position. There are many grammatical errors within the visual	The visual is somewhat organized and easy to understand. The visual includes some important information about the chosen Government Position. There are a few grammatical errors within the visual	The visual is organized, and easy to understand. The visual includes important information about the chosen Government Position. There are no grammatical errors within the visual.	/ 3
Presentation: Information	Does not include important information findings from their research in the presentation. Uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas or explain research findings.	Uses some descriptions, facts, details, and examples that support ideas or explain research findings, but there may not be enough, or some are irrelevant.	Uses relevant, well-chosen descriptions, facts, details, and examples to explain research findings.	/ 3
Presentation: Communication	The presentation is not very effective at communicating ideas and information to	The presentation is effective at communicating ideas and information to	The presentation is very effective at communicating ideas and information to	/ 3

	the audience. Not all group members participate in the presentation.	the audience. Most group members participate in the presentation.	the audience. All group members participate in the presentation.	
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