

# grade 5

TORONTO

## Municipal Elections:

### **GRADE 5**

Aspects Of Citizenship And Government  
In Canada Supplementary Activities

Toronto District School Board  
Ontario Institute for Studies in Education  
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# Table of Contents

Culminating Task Description .....4

Pre-Task Activity #1: What are our rights and responsibilities in the classroom? .....6

Pre-Task Activity #2: Who does what? .....9

Pre-Task Activity #3: Why should I care? .....11

Pre-Task Activity #4: Mapping Activity – What does my community look like? .....13

Pre-Task Activity #5: Issues scavenger hunt – Fact or Opinion? .....17

Pre-Task Activity #6: Survey: What are the most important issues in Toronto? .....19

Appendix #1: Webbing Organizer .....21

Appendix #2: Brochure Planning Chart: .....22

Appendix #3: Rubric: Issue Brochure .....23

Appendix #4: Assessment Tool: Group Skills .....24

Appendix #5: People Bingo .....25

Appendix #6: Rights and Responsibilities Pamphlet Checklist .....26

Appendix #7: Group Concept Attainment Organizer .....27

Appendix #8: Class Concept Attainment Organizer .....28

Appendix #9: Community Research Chart .....29

Appendix #10: Shared Reading Activity .....30

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## Introduction

### Grade 5 Social Studies: Aspects of Government and Citizenship in Canada

This package of additional resources was developed for the Grade 5 Social Studies unit on Aspects of Government and Citizenship. The activities in this package will help teachers and students gain an understanding of what it means to be a citizen of a municipality. Students will learn about the various functions of their community and the importance of being involved on a local level. The municipal government is the closest level of government to individuals, and it is hoped that throughout this mini-unit students will come to understand the impact and influence local government has on their day-to-day lives. Thus, this unit is heading students towards understanding the processes and events associated with Toronto Municipal Elections. The activities will help students understand concepts associated with the municipal elections, but they are also geared towards promoting literacy and can easily be modified to meet the needs of individual students. All of the activities build on the skills students will need to develop in order to successfully complete the final culminating task.

The unit also focuses on citizenship and what it means to be a citizen of a classroom. Many of the activities are well suited for the beginning of the year, because they require students to reflect on their rights and responsibilities in the classroom, school, and community. Many of the learning strategies provide students with real life learning experiences that will encourage responsible citizenship and stewardship for their local communities. Students will discover the issues that matter most to their friends and families as they relate to the upcoming Toronto Municipal Elections.

There are several activities that require students to read through newspaper articles and other types of media, issues pertaining to the city of Toronto. If possible, teachers should bring to class local newspapers on regular basis and set aside 15-20 minutes once or twice a week, so that students have an opportunity to gradually build a portfolio of media resources that will be helpful for the final culminating task.

This mini-unit is a small extension of the much broader concept of citizenship that students learn about in Grade 5 social studies. Teachers may begin this unit by asking students what they think it means to be a good citizen. Throughout the unit students can be asked to formulate questions and uncover information about the various aspects of citizenship. Teachers can encourage students to create a mind map similar to the one in Appendix A of this document, which in turn may be used to formatively assess students. Students should be encouraged to choose an organizer best suited for their own learning, as they will be deciding how to organize the information (e.g. colour coding their responses using symbols, pictures, etc).

## Culminating Task Description

Students will create a brochure about local issues entitled “Who I Am and Where I Stand.”

Within the brochure students:

- will explore/discuss issues affecting their community
- should think about which issues are most important to them and explain/justify why these issues need to be addressed
- should include visually appealing pictures, graphs, symbols, etc.
- will assume the role of a candidate, either local councillor or mayor, and present on two or three issues they believe are representative of their community
- express his or her own opinions/beliefs

### Purpose

Students learn who in their community best represents their position on issues that are important to the community as a whole. Each student will present their individual positions to the class and compare the various stances on issues. Helping students determine which issues are most important will help them to understand how candidates are chosen based on their ability to represent the needs of the local community.

### Overall Expectations

Students will:

- summarize the structures, functions, and interactions of Canada’s federal, provincial /territorial, and municipal governments, and identify and describe significant
- Canadian symbols, ceremonies, buildings, and political figures (e.g., local councillors and mayoral candidates)
- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process
- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

### Specific Expectations

Students will:

- use graphic organizers and graphs to sort, classify, and connect information
- use media works, oral presentations, written notes and descriptions, drawings, and tables to present information about processes or sequences of events
- model activities and processes of responsible citizenship (students assume role of a candidate in their brochure and present to the class their platform).

**Time Required: Two 40 min periods**

# Teaching/Learning Strategies

1. Teachers may choose from among the municipal services listed below which issues students may discuss in the brochure.

•Public transit (e.g., buses, subways)	•Taking care of local roads	•Restaurant inspections	•Improving existing neighbourhoods
•Fire department	•Parks and recreation	•Ambulance services	•Parking
•Animal services	•Garbage/Recycling	•Childcare centres	
•Water testing	•Library services	•Local police	

2. In order to help students organize their information teachers may provide students with a chart to help them plan and sequence their arguments. The questions should help students determine what are the important issues and the steps they will take in order to address them. **(Appendix #2)**

3. A rubric is available for teachers and students and may be reviewed together as a class to ensure students are aware of expectations. Teachers may also show students examples of brochures to make sure students are aware of the proper format of a brochure and appropriate content to include.

## Evaluation

Rubric: Issue Information Brochure **(Appendix #3)**

## Accommodations

- Encourage ESL students to write their first draft in their native/first language and then use a dictionary to translate their work into English.
- Limit the amount of content students are expected to cover by assigning them only one issue.
- Provide students with information necessary to complete Brochure Planning Chart (Appendix B). If necessary fill in the Brochure Planning Chart for students and have them copy this information directly into a brochure format.
- Provide extra time for ESLs and students with special needs to complete task.

## Extensions

- Hold a mock election where students vote for a candidate that best represents their position.
- Students may also observe thorough voting, the ability of citizens to influence their local government on issues that affect them directly. Although students are not eligible to vote, they can understand that the ability to elect individuals/leaders to represent them is part of the democratic process.
- Have students design ballots and campaign posters.

# 1

## Pre-Task Activity #1: What are our rights and responsibilities in the classroom?

### Purpose

This lesson is designed to familiarize students with the classroom rules and routines. The activities in this lesson also provide students and teachers with the opportunity to get to know one another on the first day of school, as many of the activities require pairing up and working in groups.

Teachers may begin by explaining to students that they are all citizens of the classroom and as citizens they should be able to identify their rights and responsibilities which might include; keeping the classroom clean; being respectful to others while it is their turn to speak; behaving appropriately and safely, etc.

### Strand and Expectations

Canada and World Connections

### Overall Expectations

Students will:

- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

### Specific Expectations

Students will:

- identify responsibilities that accompany particular rights use graphic organizers to sort, classify, and connect information
- model activities and processes of responsible citizenship (e.g., engage in democratic class meetings to decide on a class set of rules)

Time Required: Two 40 min periods

### Resources

- Polacco, Patricia. *Mr. Lincoln's Way*. New York: Philomel Books, 2001.
- Ensure that ESL students are involved in creating the official class set of rules, perhaps allowing them to write versions of the class set in their own language, or adding cultural symbols to the official class set. This will allow students to recognize the diversity in the classroom and help newcomers feel welcomed and included. In viewing linguistic diversity and bilingualism as resources, teachers can help engage ESLs in meaningful interaction with their English-speaking peers.

## Teaching/Learning Strategies

1. Starting the lesson with an ice breaker game can help establish a classroom community that emphasizes mutual respect and attentive listening among others.
  - Have students play “People Bingo” to help them get to know one another, and establish a positive start to the school year. Students fill in bingo squares by interviewing classmates who match the descriptions in the boxes. When a match is found, the name is recorded in the box beside a number. The same person’s name may only be used once. When the card is completed, student must call out “BINGO.” (Appendix #5)
2. Think-Pair-Share: In pairs students answer the following two questions:
  - What makes a good learning environment?
  - What does an accepting, safe and respectful learning environment look like, sound like, and feel like?
3. Explain to students that in order for everyone’s learning to take place in an accepting, safe, and respectful environment, both students and teachers should agree upon a class set of rules/guidelines. Teachers may also ask students to read the school code of conduct, often found in students’ agendas.
4. Divide the class into groups of three or four and have each group create a list of the Top Ten rules they consider essential to creating and sustaining this type of an environment. Explain to students that they are to rank the rules according to priority. Have one representative from each group read their #1 rule to the class. Once each group has read aloud their #1 rule, ask the other groups for a show of hands if they had the same/a similar rule. If there appears to be a consensus, record the rule on an official class set of rules. Students continue to share their rules and decide on an official class set. (Inform students that the teacher has veto power and will ultimately determine which rules are included/excluded). Once the official class set has been created have each student sign the official document/class contract and have it visibly posted somewhere in the room.
5. Explain to students why this type of a collaborative approach seeks to ensure that everyone’s best interest is taken into consideration. Students should also understand that each rule implies both a right and a responsibility. As well, with every right there is a corresponding responsibility to ensure the rights of others are being met. For example, the right to go out for recess corresponds with the responsibility to arrive back to class on time. The right to an education corresponds with the responsibility of a student to be an active agent in his/her own learning, to try their best, etc.
6. In their groups students compose a list of rights and responsibilities. Students are to use the official classroom set of rules to rewrite them as statements of rights and responsibilities. Use the following chart to organize rights in one column and responsibilities in the other.

RIGHTS	RESPONSIBILITIES

7. At the end of the unit students will be expected to create a brochure. Teachers can help students prepare for the final task by having them create a pamphlet. Students may be asked to use the list of rights and responsibilities to create a simple pamphlet, where on one side they briefly describe a right and on the other the corresponding responsibility. Using the checklist provided, (Appendix #6) teachers may show students how to successfully create a pamphlet or brochure.

## Assessment

- Formative assessment: small-group work, reflective paragraphs, rights/responsibilities pamphlet
- Reflection/journal entry: students write a short paragraph about the significance of rights and responsibilities in the classroom.
- Possible questions for students to reflect on:
  - a. What is the difference between a right and a responsibility?
  - b. What have I learned about my rights and responsibilities in the classroom?
  - c. How are rights and responsibilities related to our needs and wants?

## Accommodations

- Encourage ESL students to record any unfamiliar vocabulary into a personal dictionary. Every time a student is introduced to a new word, encourage them to find antonyms and synonyms, or include visuals. This will make the activity more meaningful and help expand vocabulary.
- Students may be put into pairs to help those with special needs complete the reflective paragraph assignment.
- Allow ESL students to write their reflective paragraphs in their first/native language.
- Students with special needs may have their reflective paragraphs reduced to one or two sentences or may use adaptive software.
- If possible allow newcomers and beginning learners of English to be seated beside peers who speak their first language for the first two weeks.
- If newcomers are willing to share, invite them to participate in the discussion by describing the school culture they experienced back home (similarities/differences).

## Extensions

- Teachers may read to students “Mr. Lincoln’s Way,” written by Patricia Polacco published in 2001. This book tells the story of a principal, Mr. Lincoln, and how he helped a school bully deal with his own problems and feelings of hatred. The book also deals with the issue of racism and may be used to introduce students to diversity and the importance of tolerance and acceptance of the diversity in the classroom.
- In groups students will visually demonstrate two rights and their corresponding responsibilities. Teachers may randomly assign rights to groups or draw them out of a hat. Students will decide which right they would like to present in the form of a poster and which right they will present in the form of a short skit.



# 2

## Pre-Task Activity #2: Who does what?

### Purpose

Within the first week of school teachers can hold the first class election. The focus of this activity is to familiarize students with the concept of elections and social responsibility within their classroom community. Students also learn how to make democratic decisions that affect the daily routine of their classroom. Together teachers and students make decisions and determine the criteria for certain aspects of their classroom’s management.

As the city of Toronto prepares for the upcoming October 2018 elections, have students engage in a process that closely resembles the municipal election practices (candidates, campaigns, speeches, voting, ballots, etc) Students will assume the role of a candidate and learn how to be active participants in the classroom.

### Overall Expectations

Students will learn how to be active participants by playing an active rather than passive role in the classroom.

### Specific Expectations

Students will become familiar with the municipal electoral process by simulating this process within a classroom setting.

**Time Required:** Two 40 min periods

### Teaching/Learning Strategies

1. Students will have to choose at least three positions/classroom jobs they envision themselves fulfilling throughout the year.

Here is a list of just some of the possible classroom jobs/responsibilities

• CLASS REP	• PET CARETAKER	• SINK MONITOR
• ATTENDANCE MONITOR	• HOMEWORK COLLECTOR	• CLEANUP SUPERVISOR
• BOARD ERASER	• NOISE MONITOR	• PLANT WATERER
• MESSENGER	• DOOR HOLDER	• LINE LEADER
• HANDOUT PERSON	• ERRAND RUNNER	• LIBRARIAN

2. Discuss with students some of the characteristics/skills an individual should possess in order to successfully fulfill the requirements for each classroom position

- Good communicator • Fair • Intelligent • Honest • Responsible
- Organized • Able to compromise and persuade

3. Graffiti Activity: Depending on your classroom set up, place three or four classroom jobs/positions individually written on a piece of paper on the tables of each group. Students begin graffiti activity by jotting down as many characteristics and skills they believe are necessary for an individual to possess in order to be a successful class representative, attendance monitor, board eraser etc. Allow 2-3 minutes for each group to determine the criteria necessary for each of the three positions. Once time is up, rotate the sheets so that groups can add criteria to different positions/classroom jobs. Continue rotating until all groups see each sheet and each sheet returns to the original group.
4. Once students have become familiar with the expectations for each classroom position, they must choose three positions they envision themselves fulfilling throughout the year. Students will write and deliver a short speech (1-2 min) about who they are and why they are a good candidate for each of the three positions they are running for.

## Assessment

- Formative assessment: observation of students working in small groups (Appendix #4 group work observation chart)
- Informal teacher observation of students' responses
- As a group/class develop the criteria for a good oral presentation. Teachers may generate at least four areas of criteria for students to focus on.
  - Eye Contact
  - Voice
  - Content
  - Organization

## Accommodations

- When working on preparing speeches, pair students with writing difficulties with students who do not
- Encourage ESL students to record any unfamiliar vocabulary into a personal dictionary and encourage them to find antonyms and synonyms.
- Allow ESL students to write their speeches in their first/native language first then have them translate it into English. Allow more time for these students to prepare their speeches.
- Allow ESLs or students with special needs to present their speeches in smaller groups, or one on one with the teacher.
- If possible allow newcomers and beginning learners of English to present their speeches with a peer who can speak their first language.

## Extensions

- Students could design buttons, badges, or posters to encourage voting
- Carousel Activity: A similar activity involving movement around the classroom may also be used. In this case students would individually come up with their own criteria for each classroom position. Carousel is similar to "Graffiti" in which students move around visiting sheets of paper posted on the wall or placed at tables. Every time the students arrive at a new classroom position they read and add to the criteria.
- Students are told to vote for people they believe are best suited for a particular classroom job.
- Teachers use the results to determine who will occupy each position. If teachers prefer to rotate classroom responsibilities among students on a regular basis they may use the voting system once, in the beginning of the year, and assign students their responsibilities thereafter.
- Students may interview each other and write a speech about their partner recommending them for a position.

# 3

## Pre-Task Activity #3: Why should I care?

### Purpose

This lesson will introduce students to the concept of an issue. Teachers and students begin by discussing an issue they might face in the school yard, such as bullying. Students complete a concept attainment activity that focuses on meaning and understanding. This activity scaffolds students' learning by viewing examples and non-examples of a concept. The concept attainment activity will prepare students for the culminating task, where they will be asked to identify public issues within their own communities.

### Strand and Expectations

Canada and World Connections

### Overall Expectations

Students will:

- use a variety of resources and tools to gather and analyse information about government processes, rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process
- work in groups to develop problem solving skills and emphasize civic engagement

### Specific Expectations

Students will:

- use graphic organizers and graphs to sort, classify, and connect information;
- look at the issue of bullying and use problem solving skills to arrive at solutions to these and similar problems/issues that may arise in the classroom, school and community
- model activities and processes of responsible citizenship (what should you do if you see someone is being bullied during recess?).

**Time Required: Two 40 min periods**

### Resources

- Polacco, Patricia. *Mr. Lincoln's Way*. New York: Philomel Books, 2001.
- Newspaper articles about familiar issues.

## Teaching/Learning Strategies

1. The teacher may begin the lesson by reading several news articles to the class using the overhead. During the reading the teacher will ask the class to note significant sections and determine the main problem or dispute.
2. Teachers may introduce the concept of an issue by asking students to complete the graphic organizer provided. (Appendix #7) The centre oval is used for the essential question, what is an issue? Once students have defined the term issue, they should then be instructed to identify the characteristics of an issue, followed by examples and non-examples.
3. In groups of 4 or 5 students read an article about an issue that directly affects them (i.e. bullying). Teachers may also use any public issue found in a newspaper article for this lesson. Using an article provided by the teacher, students will complete all areas of the graphic organizer. Once each group has completed the task, students share their findings and add any missing information.
4. Teachers and students then discuss possible solutions to bullying. Using the model provided, teachers create a similar classroom organizer on chart paper. (Appendix #8) Throughout the unit students will learn about various issues that arise in the classroom, school yard and community. As a class, teachers and students should gradually fill the chart paper with examples of issues, why they are important, what can be done to solve them, and challenges that may arise in addressing each issue.

## Assessment

- Formative assessment: observation of students working in small groups (Appendix #4 group work observation chart)
- Informal teacher observation of students' responses

## Accommodations

- Students with reading difficulties may find it challenging to extract information from an article. In this case they may be assigned to one group. This group may use Patricia Polacco's, *Mr. Lincoln's Way*, to fill in the 'What is an Issue?' graphic organizer.
- Encourage ESL students to record any unfamiliar vocabulary into a personal dictionary and encourage them to find antonyms and synonyms.

# 4

## Pre-Task Activity # 4: Mapping Activity – What does my community look like?

### Purpose

The goal of the mapping activity is to help students identify the communities in which they live. Students learn to locate the major issues in their community and identify how the local government directly affects their own lives.

Students are introduced briefly to the structure and function of the three levels of government in Canada. However, for the purpose of this activity federal and provincial functions should only be mentioned as they relate to the municipal government (e.g., shared responsibilities).

### Strand and Expectations

Canada and World Connections

### Overall Expectations

Students will:

- summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures
- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and responsibilities of citizenship apply to their own lives.

### Specific Expectations

Students will:

- identify services provided by the federal, provincial/territorial, and municipal governments
- formulate questions to develop a research focus (what does our community look like?)
- construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes (e.g., maps showing local electoral ridings, major municipalities of Canada).

**Time Required: Three 40 min periods**

## Resources

Association of Municipalities

<http://www.amcto.com/db/newsinfo.asp?it=727&itemid=12094&DataIT=&ListName=>

Ward Profiles

<http://app.toronto.ca/wards/jsp/wards.jsp>

## Teaching/Learning Strategies

1. Teachers may begin the lesson by asking students to list the things that they need to live safely and healthily. The students may respond in small groups.
2. In groups of 3 or 4 have students brainstorm answers to these questions
  - What does our community look like?
  - What types of services are available?
  - Are there any natural places around like forests?
  - Are there any parks? Are they in good condition?
  - What are road conditions like?
  - Is it safe for me to walk to school? (lights to ensure I can safely cross the street)
3. The teacher may collate student responses to highlight the influence of local government.
4. Select one of the extension activities to help students to discover different perspectives about the community. During the extension activity, teachers will encourage students to highlight and record government services. Refer to Appendix 9.
5. Students may work in small groups to record several significant points from one of the unit resources. The points should highlight important information that could be included on the maps.
6. Provide students with step-by-step instructions

### STEP ONE:

Draw an outline to show the boundaries of your neighbourhood/community. Remember to use a ruler to ensure neatness.

### STEP TWO:

Refer to list of map elements to ensure you have included all of the required items. You should begin by giving your map a title, and creating a legend in order to identify key landmarks.

### STEP THREE:

Using the information collected during the walking tour and recorded in Community Research Chart; map the key elements you think are important in defining your neighbourhood (e.g. the schools, roads, buildings, parks, etc.).

## Assessment

- Formative assessment: anecdotal notes of students' response to questions
- Prior knowledge: students identify which symbols represent the different services provided by the municipal government (see activity listed under Extensions)
- A checklist may be provided to students and criteria reviewed to ensure students are aware of expectations.

## Map Criteria and Marks

- 1) Map is neat / 3
- 2) Colour is used to enhance details / 2
- 3) Map includes all necessary elements / 10
  - Map Title (neighbourhood/community name)
  - Legend/Map Key (symbols to identify what is on the map)
  - Neat border line (use a ruler)
  - Scale (size of the area you are mapping)
  - Compass

## Accommodations

- More time may be given to complete the tasks.
- Students may be asked to draw only a legend and write the names of the corresponding landmarks or symbol.
- Have students draw a map of their community based on the image seen on Google Maps or Google Earth.

## Extensions

If a class walking tour of the neighbourhood is not possible choose from one of the following options:

- Option 1: Students record observations on their way to school
- Option 2: Show students a map of their neighbourhood using Google Map or Google Earth. Once students have located their community on the map, divide students into small groups to discuss the physical characteristics of the area including important landmarks such as parks, schools, community centres, government buildings, etc.
- Option 3: Look at a photograph of a community and identify all the different types of municipal services provided by the government
- Option 4: Students create maps based on "the ideal community"
- Option 5: Students identify their ward (based on location of school) using a map of Toronto (link provided by the city of Toronto website)

- Provide students with a copy of various symbols (recycling, police department, fire station, animal services) any area of responsibility that falls under municipal government jurisdiction. In groups students match the name of the service provided by the city of Toronto with the appropriate symbol.

Students may participate in shared reading activity in order to learn about the various municipal services offered in a typical neighbourhood (Appendix #10) Ask for a volunteer to read the short story out loud. Ask for six additional volunteers to read the STOP AND READ cues. When reading activity is complete, divide students into small groups where they will write their own ending to the story using the remaining municipal services listed below.

- Libraries
- Animal Services
- Parks and Recreation



# 5

## Pre-Task Activity #5: Issues scavenger hunt – Fact or Opinion?

### Purpose

Students will further develop their understanding of an issue as a concept by learning the difference between fact and opinion. Students examine various issues in their community by reading articles found in newspapers, or by listening to candidates presenting their platforms.

### Strand and Expectations

Canada and World Connections

### Overall Expectations

Students will:

- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of Citizenship in Canada, including participation in the electoral process (e.g., students analyse issues in the community).

### Specific Expectations

Students will:

- use primary and secondary sources to locate information about structure and functions of government (e.g. candidate testimonials and newspaper articles)
- research and report on concrete examples of how the municipal government works to meet the needs of our communities.

**Time Required: Two 40 min periods**

### Resources

Local newspapers:

Metro News	24 Hours	Toronto Star
Beach Metro Community	Toronto Community News	Beach-Riverdale Mirror News

Scholastic Printables

<http://printables.scholastic.com/printables/detail/?id=26915>

## Teaching/Learning Strategies

1. In order to introduce the concept of a fact and an opinion, teachers may give a brief definition of each. After providing students with a brief definition, explain to students that they will play a quick game of “Two Corners.” Hang signs with the words Fact and Opinion in two corners/sides of the room. Using the list provided read out loud to the class the various statements of facts and opinions. After each statement is read aloud students must decide whether each sentence is a fact or an opinion by walking over to the either corner/side of the room.

Fact/Opinion statements:

- Steve Nash is the greatest Canadian basketball player who ever lived
- The capital of Canada is Ottawa
- Toronto is the greatest city in the world
- Mount Everest is the highest mountain in the world
- There are 24 hours in a day
- Reading is a fun way to learn

Allow 1-2 minutes for students to discuss why that particular statement is either a fact or an opinion. Have one student from each group explain why they chose that side/corner.

2. Students search through a local newspaper to find an article that addresses a local community issue.
3. Teachers may ask students to answer the 5 W's (who, what, where, when, why) in order to help them determine the difference between a fact and an opinion.
4. Using the information retrieved from an article found in a newspaper, students determine what information should be placed in the fact column and what information should be placed in the opinion column.
5. If a computer is available, teachers and students could watch a commercial while students point out examples of facts and opinions in the media.

## Assessment

- Formative assessment: informal observation of students during “Two Corners” game
- For homework have students watch at least two commercials. Ask them to record two facts and two opinions from each commercial.

## Accommodations

- Students may be required to analyse only one commercial for homework.
- Provide students with a chart showing statements from “Two Corners” game organized in a T-chart as either a fact or opinion.
- Show students a commercial. Write out various statements made in the advertisement and have students decide whether each statement is a fact or an opinion.

## Extensions

- Teachers may also use several printables available through the Scholastic Printables website. “Climbing Blindly”, and “From Pole to Pole”, are two reading activities that require students to identifying statements that are facts and opinions.
- Invite a local councillor member to visit the class and discuss local issues in the community

# 6

## Pre-Task Activity #6: Survey: What are the most important issues in Toronto?

### Purpose

In this activity students discover how their communities feel about certain issues by completing a survey. Once the results have been collected in the form of a pictograph, students will learn how to identify which issues are important to most people. During this process students should understand that often communities share similar concerns and look to their local government to respond to their needs.

### Strand and Expectations

Canada and World Connections

### Overall Expectations

Students will:

- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

### Specific Expectations

Students will:

- formulate questions to develop a research focus (how can citizens have an influence on government decision making?)
- construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information (e.g. pictograph showing most important issues for members of a community).

**Time Required: One 40 min period**

## Teaching/Learning Strategies

1. Provide students with a list of four issues. Students will discover how their communities feel about certain issues by asking their family and friends (anyone over the age of 18 – eligible to vote) to choose one of the four issues that is most important to them.
  - Improve transportation
  - Increase green space – more parks and forests
  - Build a community centre – more recreational activities/programs
  - Make the neighbourhood more pedestrian friendly
2. The students may conduct a survey within the class and post the results.
3. The following day students will bring the survey results to class. As a class and with the help of the teacher students create a pictograph to record their results.

## Assessment

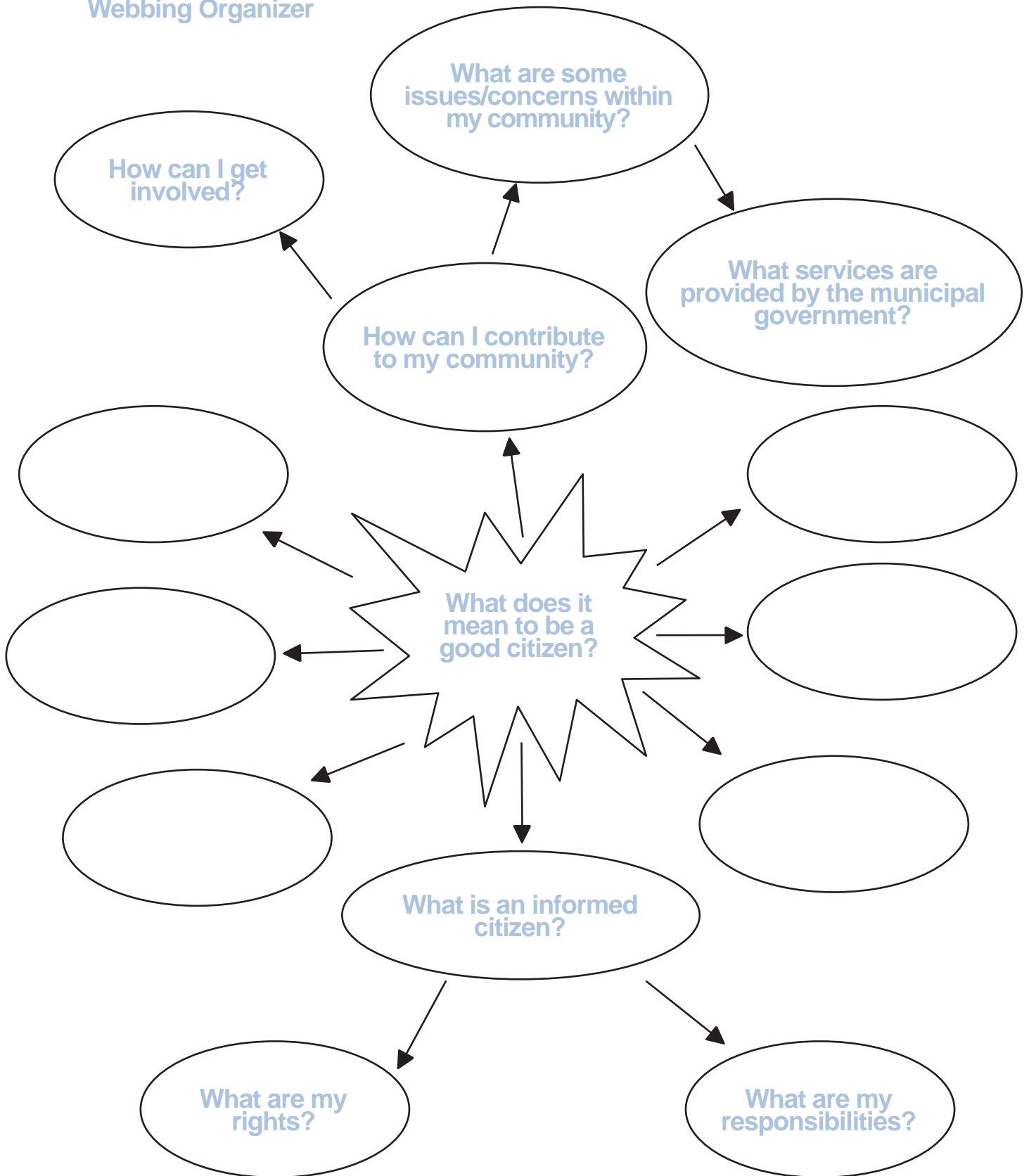
- Formative assessment: observe students to ensure they can interpret and analyse pictograph
- Exit Ticket: Which issue received the most votes? Why do you think people in your community believe this is an important issue?

## Accommodations/Modifications

- Provide students with sentence-starters: The issue that got the most votes..., this issue is important to the community because...
- Allow students to use personal dictionary or to work in pairs when completing the exit activity

# Appendix #1

## Webbing Organizer



# Appendix #2

## Brochure Planning Chart

<ul style="list-style-type: none"> <li>• What are the issues?</li> <li>• What do we need to survive in our community?</li> </ul>	
<ul style="list-style-type: none"> <li>• These issues affect the community because...</li> <li>• A community should and can provide...</li> </ul>	
<ul style="list-style-type: none"> <li>• What will we do?</li> <li>• What are our rights and responsibilities as members of a community?</li> </ul>	
<ul style="list-style-type: none"> <li>• What are some challenges? (e.g., cost, difference of opinion, not enough land/space)</li> </ul>	

# Appendix #3

## Rubric: Issue Brochure

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b>  • information	<input type="checkbox"/> provides limited information about the issue	<input type="checkbox"/> provides some basic information about the issue	<input type="checkbox"/> provides clear information about the issue	<input type="checkbox"/> provides clear and detailed information about the issue
<b>Thinking/Inquiry</b>  • creative thinking/ risk taking  • critical thinking/ audience analysis	<input type="checkbox"/> limited understanding of a summary: info included has too many details  <input type="checkbox"/> brochure reflects a focus on one issue and explains why it reflects the needs of the community with limited effectiveness	<input type="checkbox"/> some summary of info to include important information  <input type="checkbox"/> brochure reflects a focus on an issue(s) and explains why it reflects the needs of the community with some effectiveness	<input type="checkbox"/> summarizes info to include important information  <input type="checkbox"/> brochure reflects a focus on an issue(s) and explains why it reflects the needs of the community with considerable effectiveness	<input type="checkbox"/> summarize info to include most important information  <input type="checkbox"/> brochure reflects a focus on more than one issue and explains why it reflects the needs of the community with a high degree of effectiveness
<b>Communication</b>  • audience and purpose  • interplay of text and visuals  • language	<input type="checkbox"/> has limited sense of audience expectation or purpose of brochure  <input type="checkbox"/> text and visuals work together with limited effectiveness  <input type="checkbox"/> language shows limited sensitivity to audience and purpose	<input type="checkbox"/> has some sense of audience expectation or purpose of brochure  <input type="checkbox"/> text and visuals work together with some effectiveness  <input type="checkbox"/> language is somewhat appropriate for intended audience and purpose	<input type="checkbox"/> has clear sense of audience expectation or purpose of brochure  <input type="checkbox"/> text and visuals work together with considerable effectiveness  <input type="checkbox"/> language is appropriate for intended audience and purpose	<input type="checkbox"/> has strong sense of audience expectation or purpose of brochure  <input type="checkbox"/> text and visuals work together with a high degree of effectiveness  <input type="checkbox"/> language is appropriate and effective for intended audience and purpose
<b>Application</b>  • design techniques  • presentation	<input type="checkbox"/> shows limited command of design techniques  <input type="checkbox"/> presentation shows limited skill in lettering, spelling, imagery usage	<input type="checkbox"/> shows some command of design techniques  <input type="checkbox"/> presentation shows some skill in lettering, spelling, imagery usage	<input type="checkbox"/> shows considerable command of design techniques  <input type="checkbox"/> presentation shows considerable skill in lettering, spelling, imagery usage	<input type="checkbox"/> shows strong command of design techniques  <input type="checkbox"/> presentation shows a high degree of skill in lettering, spelling, imagery usage

# Appendix #4

**Assessment Tool: Group Skills**

**Student Name:** \_\_\_\_\_

1 = limited      2 = some      3 = considerable      4 = thorough

Observation Dates					
Works independently					
Shares group responsibilities					
Listens to and considers the opinions and ideas of others					
Takes part in group discussion					
Takes on leadership within the group					
Accepts the leadership of others					
Follows directions within the group					



# Appendix #5

## People Bingo

<p>Was born or lived in another country</p> <p>1.</p> <p>2.</p>	<p>Is on a competitive sports team</p> <p>1.</p> <p>2.</p>	<p>Has a pet</p> <p>1.</p> <p>2.</p>
<p>Can speak more than one language</p> <p>1.</p> <p>2.</p>	<p>Likes to eat French fries</p> <p>1.</p> <p>2.</p>	<p>Rides a school bus</p> <p>1.</p> <p>2.</p>
<p>Can name the Prime Minister of Canada</p> <p>1.</p> <p>2.</p>	<p>Knows what 4 X 9 is</p> <p>1.</p> <p>2.</p>	<p>Has four letters in his/her first name</p> <p>1.</p> <p>2.</p>
<p>Has brown hair</p> <p>1.</p> <p>2.</p>	<p>Is wearing the colour blue</p> <p>1.</p> <p>2.</p>	<p>Has ridden on an airplane</p> <p>1.</p> <p>2.</p>

# Appendix #6

## Rights and Responsibilities Pamphlet Checklist

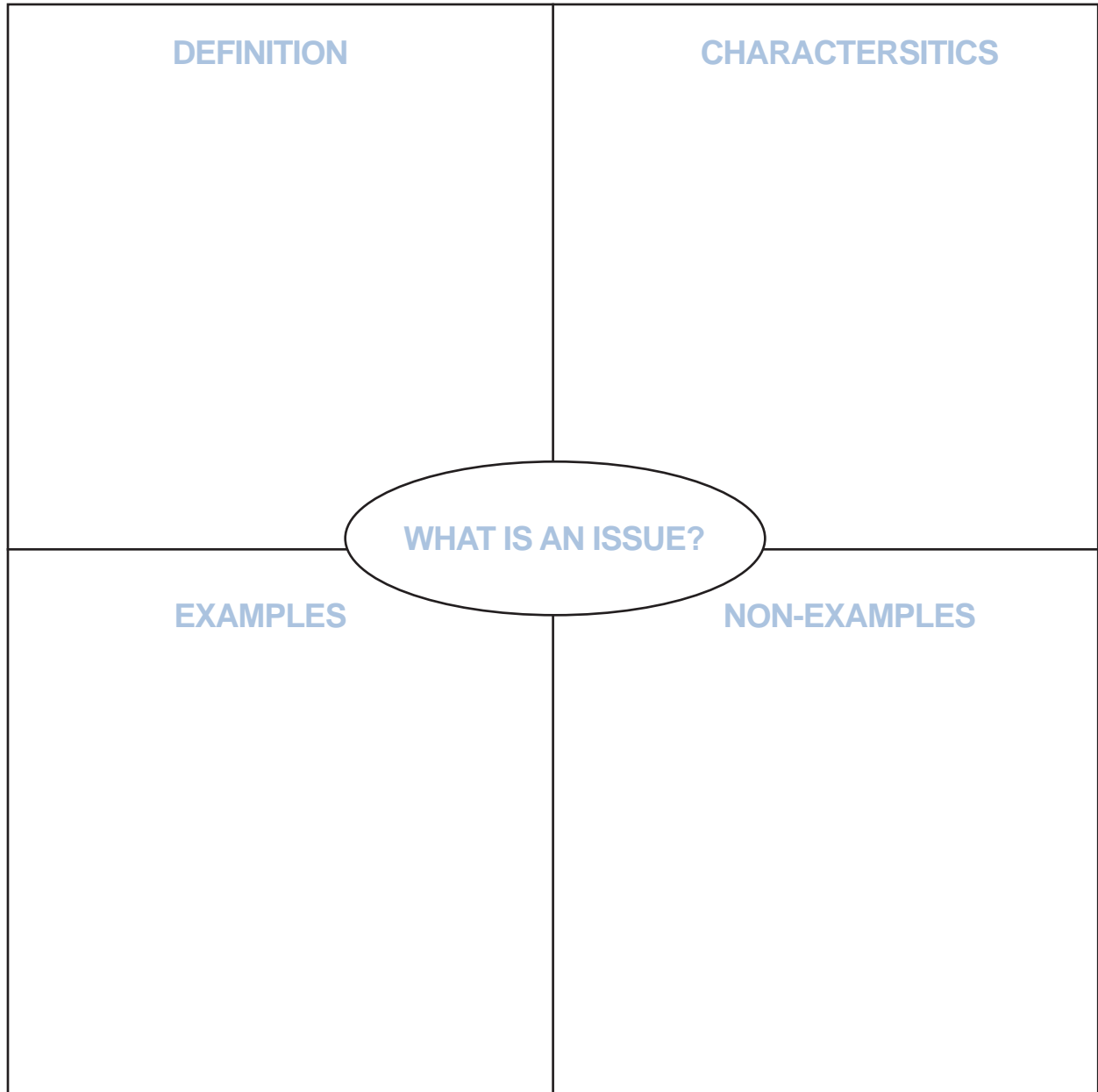
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	Limited evidence	Some evidence	Considerable evidence	Thoroughly evident	Suggestion/comments for improvement
My pamphlet has a title and headings to organize the information	1	2	3	4	
All of the topics in my pamphlet have been properly addressed	1	2	3	4	
The information clearly relates to the main topic	1	2	3	4	
My pamphlet uses precise, descriptive language (e.g., slogans and persuasive vocabulary)	1	2	3	4	
There is a balance of text and images, use of font and colour to engage audience	1	2	3	4	
Presentation of information is effective and creative to engage a specific audience	1	2	3	4	
My pamphlet convinces the reader of the significance of a particular right and responsibility	1	2	3	4	

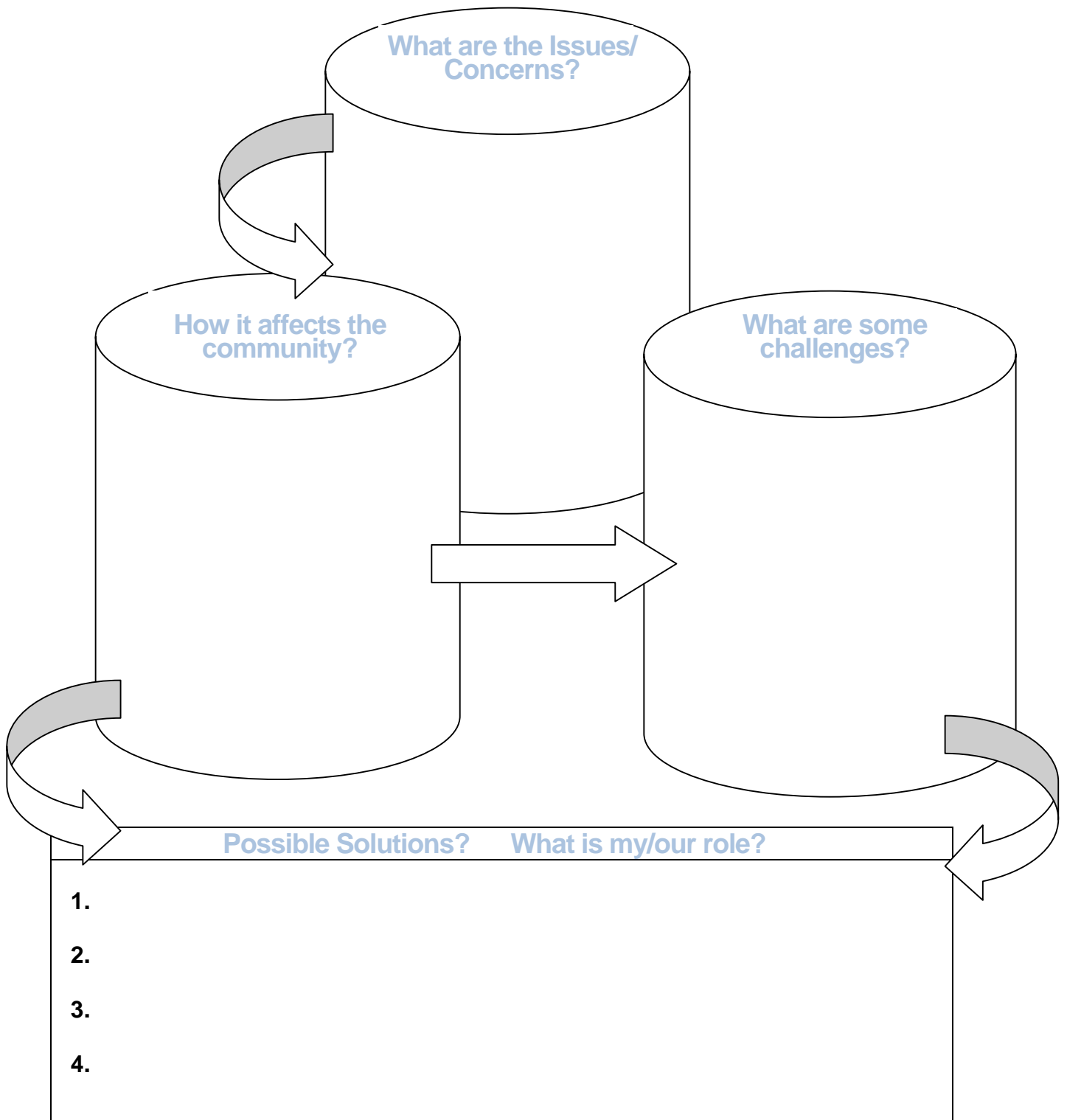
# Appendix #7

## Group Concept Attainment Organizer



# Appendix #8

## Class Concept Attainment Organizer



# Appendix #9

## Community Research Chart

I see	It looks like	It is located	It is used for

# Appendix #10

## Shared Reading Activity

### Zach's First Day of School

"Time to get up Zachary," Zach could hear his mother yelling down the hall. Zach groaned, slowly turning his head towards the clock. 7:30 a.m., that's the time Zach's mother began her morning routine of trying to get Zach out of bed. "Why does school have to start so early"? Zach complained. Zach slowly made his way to the bathroom. He reached for his toothbrush and toothpaste and turned on the tap. **(STOP AND READ PERSON #1)**

Zach sat down at the kitchen table just as his father placed a big bowl of his favourite cereal in front of him. "We really need to get moving this morning Zach; we've got an extra stop on our way to school." "Extra stop?" asked Zach. "Yup" replied his father. "Your mother has a doctor's appointment this morning and she needs us to drop your little sister off at the daycare." **(STOP AND READ PERSON #2)**

Zach, his father, and little sister Emma began their walk to the bus stop. They had not gone very far when all of a sudden they heard sirens approaching them, getting louder and louder. Just as Zach was about to turn around two police cars drove past them. Another set of sirens could be heard down the street, this time an ambulance drove by them. **(STOP AND READ PERSON #3)**

Zach was first to reach the intersection, which they would need to cross in order to get to the bus stop across the street. "Remember to wait for the walking man to light up" Zach's father reminded him. **(STOP AND READ PERSON #4)**

As they made their way across the street a man driving in his car tossed his coffee cup out the window. "Hey" shouted Zach, "that's littering!" Zach bent down to pick up the garbage the man had thrown onto the sidewalk, and walked over to a garbage can and tossed it in. "That's where we throw our garbage", said Zach. **(STOP AND READ PERSON #5)**

Shortly after the garbage incident, the bus arrived. Zach and Emma were first to get on, their father followed them and put money into the fare box/toll box. **(STOP AND READ PERSON #6)**

1) STOP AND READ: Did you know that the clean water flowing from our taps comes from the municipal water supply? Toronto's main source of water is Lake Ontario, but before the water reaches the pipes in our homes, schools and other buildings in the city, it must be cleaned before it is considered safe for Torontonians to drink and use. Clean water in Toronto comes from one of four water treatment/filtration plants, most of which are located along Lakeshore.

2) STOP AND READ: How many people have a brother or sister who goes to a day care? Many families in the Toronto area depend on the city to provide them with child care programs. Child care services allow parents to go about their daily lives whether they are going to work or school, while knowing that their kids are being cared for and safe.

3) STOP AND READ: The municipal government provides many essential services such as ambulances and police officers. Municipalities provide safe neighbourhoods with emergency response services such as Police and Emergency Medical Services (EMS).

4) STOP AND READ: On your way to school today all of you must have used either a road or sidewalk to get here. The city of Toronto is responsible for maintaining roads, sidewalks, pedestrian crosswalks, and traffic signals, all of which help keep our roads safe for pedestrians.

5) STOP AND READ: Every week a garbage truck passes through your neighbourhood to pick up everybody's garbage and recycling. But do you know where this garbage goes? Most of what we throw away is taken to landfills. Landfills are large holes dug into the ground and filled with waste. The city tries to limit the amount of garbage going into these landfills by encouraging citizens to practice the 3 R's, Reduce, Reuse and Recycle. The municipal government collects, transports, and sorts through all of the city's garbage and recycling.

6) STOP AND READ: Some of you may have used public transit (e.g., the subway, streetcar or bus) to get to school today. Have you ever thought about what allows people in the city to move around from one place to another? The municipal government also looks after the transit system.

