



Lesson Title: *Our Government Today...What a System!*

Purpose	Teacher	Learner
<p>Into (hook)</p>	<p>Display pictures of the White House, Capitol Building, President Obama, George Washington, Poster of the Constitution and Bill of Rights.</p> <p>Follow up with photos of people demonstrating outside government buildings... select from different countries that relate to current events.</p> <p>Explain that the citizens from the Baffin Islands, in Northern Canada, have decided to succeed from Canada. The Canadian government has taken away their rights and is dictating how the citizens must live their lives. They need your help to understand the components of a democratic government.</p>	<p><u>Observe and Discuss</u></p> <p>*Who are these people? What are these documents? Are these people of any importance?</p> <p>*Discuss at table groups ... then list on board each groups ideas as a whole class</p> <p>Discuss whole class what do they think the people are doing? Why are they demonstrating? Why DO people demonstrate? What are the benefits or repercussions from demonstrating?</p> <p>Record responses on the board.</p>
<p>Through</p>	<p>Discuss options available for research to begin collecting information on the different principles and PowerPoint project.</p> <p>Identify as a whole class possible, meaningful strategies using the internet to research information.</p> <p>Have students gather information necessary for their presentation.</p> <p>Students sketch out how they will create each slide.</p> <p>Students prepare PowerPoint and show to class.</p> <p>Class takes notes on each presentation.</p> <p>Have Students study notes and write a response to two of the prompts listed under Assessment 3.</p>	<p>Students choose teams/partners and specific principals of democracy and components of the Constitution to research and begin research process</p> <p>Students review their progress with teacher before beginning PowerPoint process.</p> <p>Each student has note outline.</p> <p>Students will respond to 2 of the 3 questions in assessment 3 to measure their understanding.</p>



Beyond	Instruct students to select 4 key slides that sum up the principle component they were assigned in each presentation. Taking key ideas from each topic, group creates one accumulative PowerPoint presentation to give to the residents of the Baffin Islands.	Teams prioritize the key information on each slide and select 4 slides which best translates main idea/concept Each team narrate their particular slides within the presentation to the Baffin Islanders.
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Special needs of students are considered in this lesson:

Partnering of students is recommended taking into account any special needs regarding use of technology, research skills, reading and writing abilities as well as physical adaptations. Provide assistance from Learning Resource aides.

Extension Ideas:

This lesson is designed to be a precursor for Lessons 2 and 3.

Visual and Performing Arts;

1. Create posters that demonstrates the meaning of each of the Bill of Rights and components of a democracy through the eyes of the students.
2. VAPA Standard 5.4: Create a dance that expresses the students' interpretation of the different components that represent the Bill of Rights.

Digital Media:

1. Students create a Public Service Announcement depicting how people's lives are better with the Bill of Rights.
2. Create a digital Poster.