

## LESSON OVERVIEW

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During this class, students will be engaged in a challenging Social Studies activity designed to address the Critical Thinking core competency. Students will receive formative feedback on the quality of their thinking, made visible through research-based thinking routines and strategies.

### CONTENT STANDARDS (Social Studies 5)

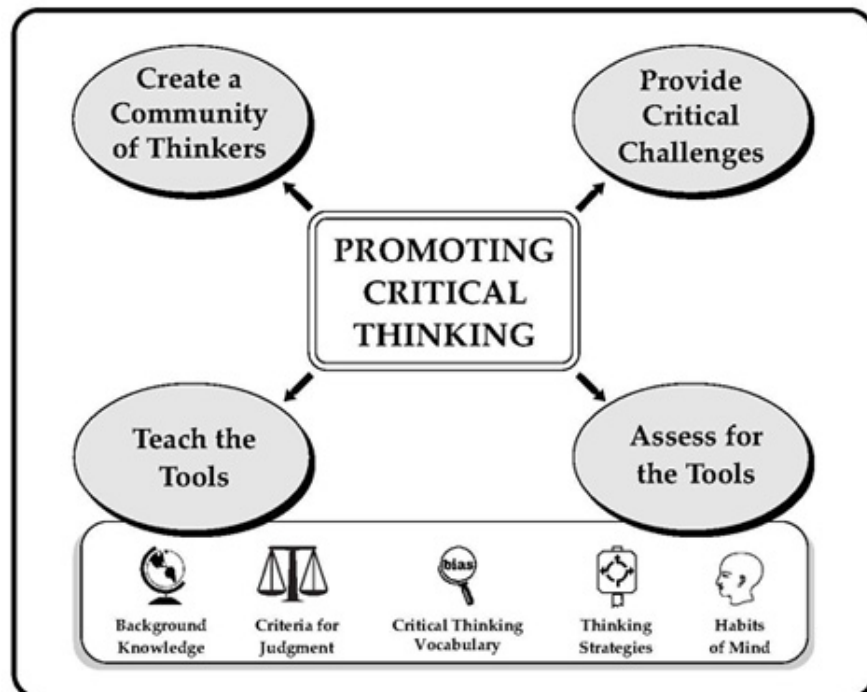
- participation and representation in Canada's system of government

FIRST-PAST-THE-POST (FPTP)  
PROPORTIONAL REPRESENTATION  
SINGLE TRANSFERABLE VOTE (STV)  
RIDING  
PLATFORM

MEMBER OF LEGISLATIVE ASSEMBLY (MLA)  
GOVERNMENT  
OPPOSITION  
SEATS  
BALLOT

### CURRICULAR COMPETENCIES STANDARDS (Social Studies 4 and Social Studies 5)

- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)



## BIG IDEA

Good thinkers are critically minded. They use criteria and expert knowledge to make responsible decisions about important topics.

## ESSENTIAL QUESTIONS

1. How do we elect a government in B.C.?
2. Is our electoral system the best option?

## SCOPE & SEQUENCE (1-2 periods)

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### 1. SET-UP

- Distribute sort and predict (CONCEPTS TO KNOW) terms & post-it notes or cards

### 2. INTRODUCTION (**Visible Thinking Routines/Thinking Strategies**)

- **Sort and Predict**

- What do students know? Can they organize into groups of terms with similar meanings? Use cards or post-it notes to provide headings showing meaning.
- Predict: What are we going to learn about today?

- **Four Corners**: Canada uses the best system possible to elect our governments.

- (A) Strongly Agree
- (B) Somewhat Agree
- (C) Somewhat Disagree
- (D) Strongly Disagree
- *Do students support reasons with knowledge? Is knowledge of the electoral system accurate?*
- *Are students using criteria to make judgements? What do they need to know to make an informed ethical judgment about this topic?*
- *Are students' responses demonstrate preferential thinking or critical thinking?*
- *Are students open-minded, flexible, consider alternative perspectives? (Habits of Mind)*

### 3. LESSON/ROLE PLAY

- Show ridings map of BC.
  - *What is shown here?*
  - *How do we use this to decide our legislature?*

- Election results 2013
  - (See-Wonder-Learn) **What do you notice about this? Look closely?**
  - **Do the results seem fair?**
- Garnettville Electoral Ridings
  - Explain purpose
- BC Legislature image & diagram of Garnettville Legislature – explain government vs. opposition
- Garnettville Political Parties
  - **What do the parties promise in their platforms?**
- Hand out Voter Registration Cards – reorganize class into electoral ridings; place envelopes and Voter Profiles on five tables
- Criteria: **What criteria is important to you based on your profile?** (graphic organizer – group discussion)
  - Share as a class: **What 2 criteria are most important to you? Why?**
- Party Comparisons (organizer; group and individual)
  - Discuss the party platforms – **what are pros and cons of each?**
  - Rank each in terms of how closely it fits your criteria for judgment.
- Decision Profile
  - **Can students use criteria to explain their decisions?** (first choice and second choice) Provide oral feedback on their thinking.
- Voting
  - Fill out ballot #1 and place in envelop. Show election results by ridings.
    - **Is our electoral system the best option?** Explain how Justin Trudeau promised to change our system (First-Past-The-Post). **Is this system fair? Did you get what you wanted in the election?**
    - **What if we used a Proportional System (everyone gets seats based on % of the vote)**
  - Fill out ballot #2 – STV
    - **How does this change results? Are the results fairer?**
    - **What criteria did you use in your head to decide which system is fairer? What are pros and cons?**

4. CONCLUSION (Exit Card)

- How do we elect a government in B.C.?
- Is our electoral system the best option?

5. ASSESSMENT OF LEARNING

- Students self-assess and complete organizers to show thinking (CORE COMPETENCY: Thinking & Communication)
  - *I can create my own criteria to help make important decisions.*
  - *I can show and explain my thinking when making decisions.*
  - *I acquire knowledge and consider different options when making decisions.*
  - *I shared ideas respectfully and listened carefully to other's ideas.*



**ELECTIONS BC**  
A non-partisan Office of the Legislature

**VOTER REGISTRATION CARD**

**Garnett Central**



**ELECTIONS BC**  
A non-partisan Office of the Legislature

**VOTER REGISTRATION CARD**

**Garnett West**



**ELECTIONS BC**  
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**VOTER REGISTRATION CARD**

**East Garnett**



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**VOTER REGISTRATION CARD**

**South Garnett**



**ELECTIONS BC**  
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**VOTER REGISTRATION CARD**

**North Garnett**

**RIDING  
PROFILE****GARNETT CENTRAL**

(average family income: \$20,000 per year)

- You live in a very poor, working class part of the city. Most people have to work two jobs to make a good living and they rent small homes or suites.
- You want the new government to raise taxes on the richest people in the city so that schools and hospitals can be improved.
- There is a lot of crime in your neighbourhoods.
- You pay only about 25% in income taxes.
- Most people cannot afford to own their own home or a reliable car, but the transit system is slow and expensive to ride. You want the government to put limits on how much rent can be charged.
- There are a lot of families working extra hours on only \$10 per hour, which is the minimum wage.
- There are not enough affordable and safe day care spaces in your community. The public schools are run down and need more money for playgrounds, books and computers. A lot of kids in your community don't graduate from school and most cannot get into good university programs.
- A lot of people in your part of the city came from another country and you have family who would like to immigrate to your new homeland.
- You want better public hospitals and don't want the best doctors to go to private hospitals. There are long waits to get treatment and most people don't have a family doctor.

**RIDING  
PROFILE****GARNETT WEST**

(average family income: \$400,000 per year)

- You live in a very wealthy part of the city. Most people are business owners and are some of the richest people in the province. You think taxes are high enough and you pay over 40% of your income in taxes.
- Most people have homes that are more than \$2,000,000 and pay a lot of money in property taxes.
- Your business taxes and the wages you pay to your employees cost you a lot of money. You don't want minimum wage raised because you will have to lay off some of your employees if your costs go any higher.
- Not many kids in your community go to public schools, but the public schools have everything they need because parents pay for books, playgrounds and computers. There are excellent, but very expensive private schools in your communities. Most kids graduate and go on to university, and later get good jobs.
- No one uses transit. Most people own at least two reliable cars.
- Your community is a mix of new immigrants and people who have lived here a long time.
- Most people are healthy, but when they are sick they want to be able to avoid wait times and pay for private health care. They want the best doctors available.

**RIDING  
PROFILE****NORTH GARNETT**

(average family income: \$100,000 per year)

- Your community is mostly middle class, though lately a lot of people are feeling like the government doesn't care about the middle class. You feel that basic things necessary for daily life and entertainment cost you nearly all your money and you can't save. Taxes seem high to you. You pay about 35% of your income in taxes.
- Most people own their own homes, but a lot of people also rent homes and basement suites.
- A lot of people are professionals such as police officers, teachers, managers and small business owners. You are worried that a raise in minimum wage will make it too expensive to hire extra help and you will have to work more every week.
- The public schools are good in your community, but the classroom sizes are very big and there is not enough books and computers for all kids. Some people send their kids to the private schools in Garnett West. Families find it expensive to send their kids to university so a lot of kids get student loans.
- About half the people in your community rely on transit to get to shopping and work. They don't like bridge tolls.
- Your community is a mix of new immigrants and people who have lived here a long time.
- Hospital wait times are a problem. Hospitals are crowded and old. Your community needs a new hospital.



**RIDING  
PROFILE**

**SOUTH GARNETT**

(average family income: \$80,000 per year)

- Your community is mostly young people in the technology or tourism industry. The major entertainment, restaurant and tourist attractions can be found where you live.
- People here enjoy the parks and outdoors and want to seriously reduce greenhouse gases and pollution. Most people live in small condos and apartments. They find rent to be way too high and want limits on how much landlords can charge.
- Most people have good jobs, but a lot of restaurant and tourism workers make only minimum wage and cannot save money or pay for basic necessities.
- Few people own cars. Most rely on transit to get around.
- The community is mostly new immigrants to the country.
- The local hospital is new, modern and very well staffed. Wait times for surgeries and serious health issues are good.
- People here want better, more modern and high tech schools. Education is very important to them.

**RIDING  
PROFILE**

**EAST GARNETT**

(average family income: \$80,000 per year)

- Your community is working class. Most people are forestry workers or miners. You want new mines to be opened up and natural gas plants opened. You would like to see a pipeline built to create jobs and ship oil and gas to a sea port. You get some tax breaks and only pay about 30% of your income in taxes.
- Most people live in small, modest homes but you are very far from shopping and entertainment. Transit does not reach your communities. You have to pay a lot for gas and tolls to get anywhere.
- Wages are generally good in your community. They average over \$25 per hour, but when gas or timber prices drop, people usually are out of work or laid off by their employer.
- Schools are not a priority to many people where you live because most people hope to get jobs in the resource economy. Not many kids go on to university.
- Your community is not home to very many immigrants.
- There are only some small medical clinics in your communities. You have to travel to other parts of the province for serious medical attention.

# VOTING BALLOT #1

Mark your ballot with an X for your choice of candidate. Mark only one box.

RHINO PARTY

DUCK PARTY

FROG PARTY

BEAVER PARTY

# VOTING BALLOT #2

Rank your choice of candidates in order of first choice (1) to last choice (2).

RHINO PARTY

DUCK PARTY

FROG PARTY

BEAVER PARTY

# VOTING BALLOT #1

Mark your ballot with an X for your choice of candidate. Mark only one box.

RHINO PARTY

DUCK PARTY

FROG PARTY

BEAVER PARTY

# VOTING BALLOT #2

Rank your choice of candidates in order of first choice (1) to last choice (2).

RHINO PARTY

DUCK PARTY

FROG PARTY

BEAVER PARTY

# CRITERIA FOR JUDGEMENT

ELECTORAL RIDING: \_\_\_\_\_

- ❖ *What criteria will you use to make a judgment about who is the best party to vote for? Your criteria should fit your voter profile.*

MY CRITERIA	EXPLANATION (Why is this important for you to consider when voting?)
1.	
2.	
3.	
4.	
5.	

# PARTY COMPARISONS

ELECTORAL RIDING: \_\_\_\_\_

- ❖ *List pros and cons of each party.*
- ❖ *Rank each party in terms of how closely it fits your criteria.*

PARTIES	PROS	CONS
Rhino Party Rank 1-2-3-4-5		
Duck Party Rank 1-2-3-4-5		

PARTIES	<i>PROS</i>	<i>CONS</i>
<b>Frog Party</b> Rank 1-2-3-4-5		
<b>Beaver Party</b> Rank 1-2-3-4-5		

# DECISION PROFILE

NAME:

ELECTORAL RIDING: \_\_\_\_\_

- ❖ *Before voting, explain in writing which party is the best choice and which party would be your second choice. Provide reasons that are based on your criteria.*

FIRST CHOICE	Name of party:
Reasons	Explanation (Use your criteria)
#1:	<hr/> <hr/> <hr/> <hr/>
#1:	<hr/> <hr/> <hr/> <hr/>
#1:	<hr/> <hr/> <hr/> <hr/>

<b>SECOND CHOICE</b>	Name of party:
<b>Reasons</b>	<b>Explanation (Use your criteria)</b>
<b>#1:</b>	<hr/> <hr/> <hr/> <hr/>
<b>#1:</b>	<hr/> <hr/> <hr/> <hr/>
<b>#1:</b>	<hr/> <hr/> <hr/> <hr/>



NAME:

# ASSESSMENT

CONCERNS (Areas not yet meeting)	SELF-ASSESSMENT CRITERIA <i>1 = not yet meeting</i> <i>3 = fully meeting</i>	ADVANCED (Ways you can exceed the criteria)
	<input type="checkbox"/> <i>I can create my own criteria to help make important decisions.</i>  <i>1 – 2 – 3</i>	
	<input type="checkbox"/> <i>I can show and explain my thinking when making decisions.</i>  <i>1 – 2 – 3</i>	
	<input type="checkbox"/> <i>I acquire knowledge and consider different options when making decisions.</i>  <i>1 – 2 – 3</i>	
	<input type="checkbox"/> <i>I shared ideas respectfully and listened carefully to other's ideas.</i>  <i>1 – 2 – 3</i>	