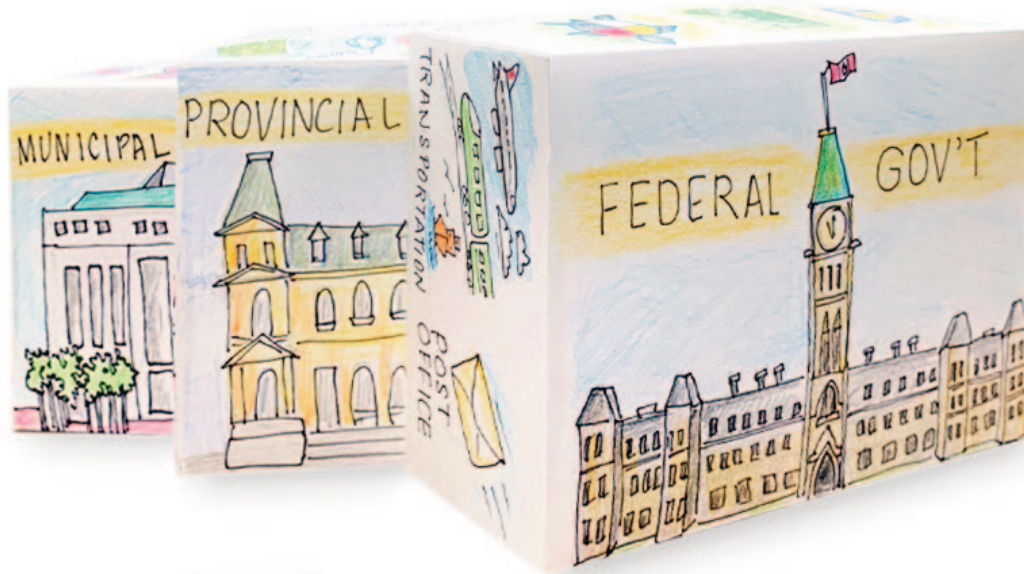


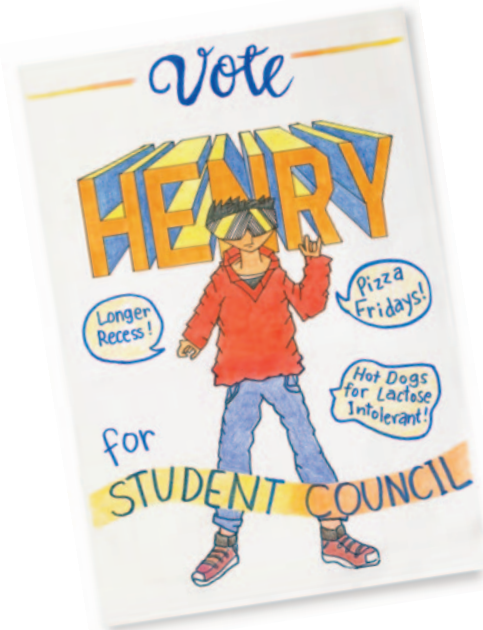


Language Arts Social Studies Visual Arts Media Literacy Mathematics

GOVERNMENT of CANADA



Grades 4 - 8 Bundle





GOVERNMENT of CANADA

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LEARNING STANDARDS

Learning Standards describe what students should know, be able to do, and understand by the end of each grade. Learning standards frame the important competencies/expectations and big ideas for each grade. Lessons in this bundle address the following standards:

VISUAL ARTS

- Apply the creative process to produce works of art using the elements, principles and techniques of visual arts to communicate feelings, ideas, and understandings.
- Use the critical analysis process to describe, interpret and respond to works of art.

LANGUAGE ARTS

- Listen to understand and respond appropriately.
- Use speaking skills and strategies appropriately to communicate.
- Read and demonstrate an understanding of texts including media texts.
- Write for an intended purpose.

SOCIAL STUDIES

- Understand the roles and key responsibilities of citizens and of the different levels of government in Canada.

MATHEMATICS

- Use spatial reasoning to construct shapes and objects.

LOOKING AT ART

Have students use SEEK™ to help organize their thinking and build their observational skills. Guide them to support their ideas with evidence they see in the artwork.

SEE – Look closely at the image for about a minute. What do you see?

EVIDENCE – What do you see that makes you say that?

EXPLAIN – What choices did the artist make? How did those choices help communicate the message?

KNOW – What do you know about the artist's intent? What else do you want to know?

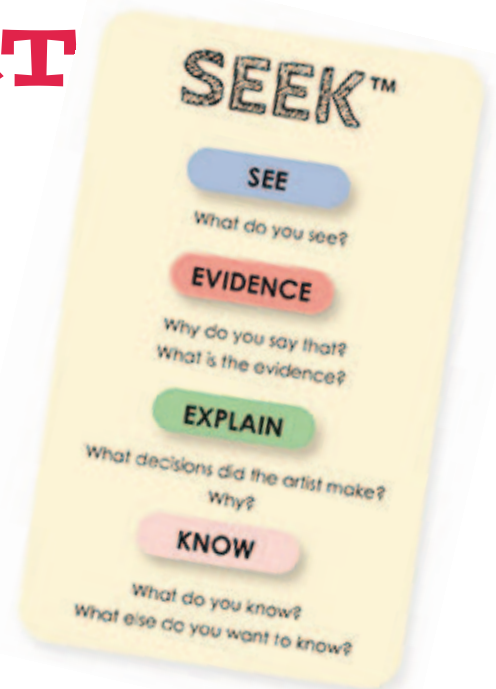




Image: Saffron Blaze, CC BY-SA 3.0 <<https://creativecommons.org/licenses/by-sa/3.0/>>, via Wikimedia Commons



Image: By D. Gordon E. Robertson - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=9069861>

Houses of Parliament



What do you see?

Work with a partner.

BEFORE reading about the Houses of Parliament view the image of it. Read the information about it **after** you answer the following questions:

1. What do you notice? Describe the details you notice that keep you looking at the whole thing. For example, How big is it? What is it made of? What stands out to you? What architectural features do you see?

2. How does it make you feel? What do you see that makes you say that?

3. How important do you think this building is? What do you see that makes you say that?

4. Why do you think the tower in the centre is so tall?

5. What does the building remind you of? What do you see that makes you say that?

6. How does the style of the building influence how you feel about it?

Name: _____

Date: _____

Gargoyles and Grotesques

What Are Gargoyles and Grotesques?

Gargoyles are carved stone figures that often look like animals or fantastical creatures. They serve a practical purpose by directing rainwater away from the building to prevent water damage.

Grotesques are also decorative stone carvings but do not serve a practical function. They can look like strange figures, monsters, or exaggerated human faces.

There are 20 grotesques on five of the Centre Block's towers. Four stick out from the Peace Tower 70 metres above the ground! They are 3.7 metres in total length – twice the size of an average man. You can see 2.5 metres sticking out while 1.2 metres are anchored in the tower walls.

Many of the gargoyles and grotesques are designed to look a bit scary or funny. This was meant to ward off evil spirits and also entertain people. They add character and beauty to the tower, making it more interesting to look at. The carvings on the Peace Tower showcase the craftsmanship of the artists who designed them. Each gargoyle and grotesque is unique, allowing for creativity and imagination.

Learn more about gargoyles and grotesques - **Gargoyles and grotesques: Parliament Hill's sinister sentinels**



Image: By Fabian Roudra Baroi - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=124590258>mons.wikimedia.org/w/index.php?curid=68177989

Houses of Parliament

The Canadian Parliament Buildings are located on Parliament Hill in Ottawa, Ontario. They house Canada's federal government and are a symbol of Canadian democracy. The buildings are designed in the Gothic Revival style, which is known for its tall structures and intricate details that make them look grand and impressive. The building is designed to facilitate the functions of government, with distinct areas for the House of Commons and the Senate. The arrangement allows for public access while maintaining the necessary security and privacy for parliamentary proceedings. A significant landmark is the 92 meters tall **Peace Tower**. It houses a clock and the Memorial Chamber, dedicated to Canadians who died in military service. The **Central Block** is a symmetrical design with large, vaulted ceilings, elaborate woodwork, and stained glass windows that reflect Canada's history and culture.

Why the Gothic Revival style



Connection to Tradition

The original Parliament Buildings were completed in 1876. Many considered them one of the finest examples of Gothic Revival architecture in the British Empire. Sadly, most of the buildings were destroyed by fire in 1916. The current buildings, known as **Parliament Hill**, were rebuilt and completed in 1927.

The Gothic Revival style was the most popular style in Britain during that time. Many of Canada's early architects were influenced by British design and brought those aesthetics to their own projects. It was natural for Canada to embrace this style because it gave a sense of historical continuity and tradition, linking the new country of Canada to its colonial past and European roots. Significant Canadian institutions were created during the 19th century. Major public buildings, such as universities, churches, and the Parliament Buildings were built in this style because it was associated with a sense of permanence and stability.

Symbolism of Democracy

The pointed arches, tall spires, and intricate details found in Gothic architecture convey a sense of hope and enlightenment – qualities that reflect democracy. The style suggests the ambitions to achieve higher ideals. Gothic Revival architecture is known for its majestic and imposing presence, which helps convey the importance of the legislative process and the workings of the government. The grandeur of the buildings aims to inspire respect and reverence for the parliamentary system.

Aesthetic Appeal

The buildings are made from local sandstone, which blends in nicely with the surrounding landscape. The natural colour adds to its beauty. Ornate details, such as elaborate carvings, stained glass windows, and decorative motifs provide a visually appealing environment for those working in or visiting the buildings.

Be an Architect Sleuth!



Spot the elements of Gothic Revival on Parliament Hill.

KEY CHARACTERISTICS OF THE GOTHIC REVIVAL STYLE IN ARCHITECTURE

WHERE DO YOU SEE IT?

POINTED ARCHES - One of the most recognizable features of Gothic Revival architecture is the use of pointed arches, which create a sense of height and allow for larger windows.

ORNATE DECORATIONS - The style often includes elaborate decorations and details, such as tracery (ornamental stonework), intricate carvings, and decorative motifs that draw upon medieval designs.

VERTICALITY - Emphasis on vertical lines through tall spires, towers, and elongated forms, create an impression of upward movement and grandeur.

GARGOYLES AND GROTESQUES - Sculptural elements, such as gargoyles (water spouts) and grotesques (stylized figures) are featured, serving both decorative and functional purposes.

MATERIAL USE - The revival emphasizes traditional materials, particularly stone, but also includes modern materials like brick and cast iron.

COMPLEX ROOFLINES - Multi-faceted roofs with various slopes, dormers, and gables create visual interest and enhance the building's silhouette.

Houses of Parliament Quiz

NAME: _____

DATE: _____

1. Where are the Canadian Parliament Buildings located?
 - a Toronto
 - b Ottawa
 - c Vancouver
 - d Montreal
2. What style of architecture do the Canadian Parliament Buildings primarily feature?
 - a Modern
 - b Colonial
 - c Gothic Revival
 - d Art Deco
3. What is the name of the tower that is part of the Canadian Parliament Buildings?
 - a The Freedom Tower
 - b The Peace Tower
 - c The Bell Tower
 - d The Parliament Tower
4. Why were the original Parliament Buildings rebuilt?
 - a Canadians wanted a new style of architecture.
 - b The original buildings were too small.
 - c The original buildings were destroyed in a fire.
 - d They found a better location.
5. What kind of material is mostly used in the construction of the Parliament Buildings?
 - a Brick.
 - b Wood
 - c Local sandstone
 - d Glass
6. Why are the Parliament Buildings important in Canada?
 - a They are the tallest buildings
 - b They show Canada's history and democracy.
 - c They are where people go shopping.
 - d They are the oldest homes in the country.



Houses of Parliament Quiz

Answers

1. Where are the Canadian Parliament Buildings located?
 - a Toronto
 - b Ottawa
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 - d They are the oldest homes in the country.

b

c

b

c

c

b

What is government?

A government is a group of people or leaders who make decisions and rules to help run a place, like a town, city, or country. The government's job is to manage things that affect their citizens.

Governments make rules and laws to keep everyone safe, for example, traffic laws or laws against stealing. They provide services such as education and health, and help solve problems when disasters, such as floods, storms or fires strike. Governments help solve disagreements between people or groups, and work to make sure everyone is safe from harm.

Governments make decisions about what's best for the people they lead. They collect money from people and businesses to pay for the important services they provide.

How does the government get money?

INCOME TAX - Adults pay a part of the money they earn to the government.

SALES TAX - When people buy things, they pay a little extra money called tax.

PROPERTY TAX - People who own houses or land pay taxes to the government.

BUSINESS TAX - Companies pay taxes on the money they make.

FEES FOR SERVICES - People pay for things like getting a passport or a driver's license.

IMPORT FEES - People pay fees on goods that come into Canada from other countries.

NATURAL RESOURCES - Companies pay to use resources like oil, gas, and forests.

This money helps the government provide services to keep Canada running!

TYPES OF GOVERNMENT

DEMOCRACY

A democracy is a type of government where the people get to have a say in how the country is run. In a democracy people can vote to choose their leaders and help decide what rules and laws should be made.

KEY FEATURES OF A DEMOCRACY

Voting: People vote to choose their leaders, like a Prime Minister, President, or Mayor. In Canada, adults over 18 can vote in elections.

Freedom: People are free to share their ideas, ask questions, and speak up about things they care about.

Equality: Everyone's voice matters, no matter where they come from or who they are.

Fair Laws: Leaders follow rules (laws) that are written to make life fair for everyone.

Representation: Leaders, e.g., Members of Parliament - MPs, represent the people and make decisions for the country or community.

HOW DOES A DEMOCRACY WORK?

Elections: Citizens vote to choose their leaders. Leaders are chosen by the majority, meaning the most votes win.

Laws and Decisions: Leaders work together to create rules and make decisions that benefit everyone.

People's Voices: Citizens can share their opinions, suggest ideas, and even protest if they think something is unfair.

WHY IS LEARNING ABOUT DEMOCRACY IMPORTANT?

Learning about democracy helps us understand that the type of government we have makes a difference in the kinds of freedoms we have. A democracy ensures that everyone has a say in how the country is run. It protects the right for people to speak, learn, and live freely, and helps solve problems in a fair and peaceful way.

TYPES OF GOVERNMENT

DICTATORSHIP

A dictatorship is a type of government where one person or a small group has all the power. In a dictatorship people don't get to vote for their leaders or make decisions about how the country is run.

KEY FEATURES OF A DICTATORSHIP

One Person in Control: A dictator has total power and can make all the rules without asking anyone else.

No Elections: People don't vote to choose their leaders, or if there are elections, they might not be fair.

Strict Rules: Dictators often use force or fear to make sure people follow their rules.

No Free Speech: People are not allowed to say what they think if it goes against the dictator.

HOW DOES A DICTATORSHIP WORK?

No Balance of Power: In a dictatorship, the dictator makes all the decisions without checks or limits on their power. There are no independent groups (like courts) to challenge the dictator.

Strict Rules: The government makes all the rules, and people must follow them without question. Breaking the rules can lead to serious punishment or death. Dictators often use the army or police to stay in power.

No Free Speech: Newspapers, TV, and the internet are controlled by the government to spread propoganda and stop people from sharing opinions.

WHY IS LEARNING ABOUT DICTATORSHIP IMPORTANT?

Studying dictatorships helps us understand that the type of government we have makes a difference in the kinds of freedoms we have. A dictatorship takes away the right for people to speak, learn, and live freely. Countries with dictatorships often face problems like unfair laws, lack of freedom, and unhappy citizens.

TYPES OF GOVERNMENT

MONARCHY

A monarchy is a type of government where a king, queen, or royal family is in charge. The person in power is called a monarch. Monarchs inherit their position from their family. In an Absolute Monarchy the monarch has all the power and makes all the decisions. In a Constitutional Monarchy the monarch has limited power because they have to follow a set of laws or a constitution.

KEY FEATURES OF A MONARCHY

Royal Family: The king, queen, or royal family is the symbol of the country. Power is usually passed down through family members, often from parent to child.

Laws and Government: In an absolute monarchy, the monarch makes the laws. In a constitutional monarchy, elected leaders make most of the laws, while the monarch plays a symbolic or ceremonial role.

Long History: Monarchies are one of the oldest forms of government in the world.

HOW DOES A CONSTITUTIONAL MONARCHY WORK?

Elected Officials: The government is run by elected leaders, e.g., the Prime Minister.

Parliament: A group of representatives chosen by the people to help make laws.

Head of State: The monarch acts as the head of state, but does not control the government.

Ceremonial Duties: Monarchs attend events, meet important visitors, and represent their country.

Tradition and Unity: Monarchs help preserve history and bring the country together during celebrations or difficult times.

WHY IS LEARNING ABOUT CONSTITUTIONAL MONARCHIES IMPORTANT?

Studying constitutional monarchies helps us understand that the type of government we have makes a difference in the kinds of freedoms we have. A constitutional monarchy combines the freedoms of democracy with the symbolism that represents the culture, history, and identity of their country.

Types of Government Quiz

1. What is a democracy?

- a A system where one person has all the power.
- b A system where people vote to make decisions.
- c A government led by kings and queens.

2. In a dictatorship, who makes the rules?

- a Everyone gets to vote.
- b A single leader with absolute power.
- c A group of elected leaders.

3. What is a monarchy?

- a A government run by the people.
- b A system where a king or queen rules.
- c A place where laws are made by a council.

4. Which type of government allows citizens to elect their leaders?

- a Dictatorship
- b Democracy
- c Monarchy

5. What happens in a monarchy when the king or queen dies?

- a A new leader is chosen by the citizens.
- b The next family member usually becomes the leader.
- c The country has a party to decide.

6. Which type of government might not allow people to speak freely?

- a Democracy
- b Dictatorship
- c Monarchy

Name: _____

Date: _____

Types of Government

Quiz

Answers

1. What is a democracy?

- a A system where one person has all the power.
- b A system where people vote to make decisions.
- c A government led by kings and queens.

b

2. In a dictatorship, who makes the rules?

- a Everyone gets to vote.
- b A single leader with absolute power.
- c A group of elected leaders.

b

3. What is a monarchy?

- a A government run by the people.
- b A place where laws are made by a council.
- c A system where a king or queen rules.

c

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- a Democracy
- b Dictatorship
- c Monarchy

a

5. What happens in a monarchy when the king or queen dies?

- a A new leader is chosen by the citizens.
- b The next family member usually becomes the leader.
- c The country has a party to decide.

b

6. Which type of government might not allow people to speak freely?

- a Democracy
- b Monarchy
- c Dictatorship

c

Name: _____

Date: _____

GOVERNMENT of CANADA

Constitutional Monarchy and Parliamentary Democracy.

So what does this mean?

Parliamentary Democracy

Canada is a parliamentary democracy, which means the people vote to choose Members of Parliament - **MPs** who represent them. These MPs go to Parliament to make laws and decisions for the country. They work as a team to run the country and make sure everything is fair.

Canada has **3** LEVELS of government that share the work.

1. **Federal** Government - for the whole country
2. **Provincial/Territorial** Government - for each province or territory
3. **Municipal** Government - for cities or towns

Canada has **3** BRANCHES of government that work together.

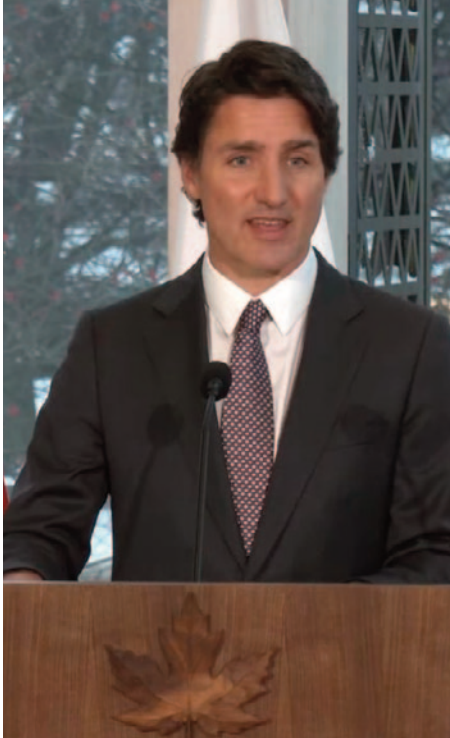
1. **Executive** - The Prime Minister and his team make decisions and run the country.
2. **Legislative** - Parliament makes and votes on the laws.
3. **Judicial** - The courts and judges make sure the laws are fair and being followed.

Constitutional Monarchy

Canada is part of the British monarchy, which means the **King** is the official head of state. The **Governor General** represents the King in Canada.

FEDERAL GOVERNMENT

PRIME MINISTER



In Canada the Prime Minister (PM) is the leader of the government. The Canadian Prime Minister has a lot of power, but he does not have **all** the power. The Prime Minister is very important, but Canada's system makes sure that power is shared and no one person has too much control.

What makes the Prime Minister powerful?

Leader of the Government - The Prime Minister is the head of the federal government and makes important decisions about the whole country.

Chooses the Cabinet - The Prime Minister picks a group of ministers to help run different government departments, such as health, defense, and education.

Proposes New Laws - The Prime Minister and his team suggest new laws and changes to how the country is run.

Represents Canada - The Prime Minister speaks for Canada in meetings with other countries.

How is the Prime Minister's power limited?

Parliament - The Prime Minister needs support from Members of Parliament (MPs) to pass laws. If most MPs disagree, a law won't pass.

The Governor General - The Governor General, who represents the King, has a role in approving new laws and making sure the rules are followed.

The Supreme Court - Judges in Canada's courts make sure the Prime Minister and the government follow the law and the Constitution.

Elections - Canadians vote for MPs and decide who leads the government. If people aren't happy, they can choose a new leader in the next election.

Image: Prime Minister of Canada, CC BY 3.0 <<https://creativecommons.org/licenses/by/3.0/>>, via Wikimedia Commons

FEDERAL GOVERNMENT

KING



In Canada, the role of the king is mostly ceremonial, meaning he doesn't make day-to-day decisions. Canada is a constitutional monarchy, which means the king's powers are limited by the laws and rules of the country.

How is the King's power limited?

No Direct Power - The king doesn't create laws or make political decisions. Canada is a democracy, and the power to govern comes from the people through their elected leaders.

Head of State - The king is officially called the Head of State, but the Prime Minister and the Parliament actually run the government and make decisions.

Ceremonial Duties - The king's role is to give royal approval, called Royal Assent, to new laws, open Parliament sessions, and take part in special events like celebrations or ceremonies. The king represents Canada and is a symbol of the country's history and traditions.

GOVERNOR GENERAL



Since the king lives in the United Kingdom, he chooses someone called the Governor General to represent him in Canada. The Governor General carries out the king's ceremonial duties, which means they attend important events, such as giving awards, meeting with other countries' leaders, and celebrating special days in Canada.

Approves Laws - After the government votes to make a new law, the Governor General gives Royal Assent - official approval. This is a tradition, and it's always given.

Starts and Ends Parliament - The Governor General officially starts a new session of Parliament and can end it on the advice of the Prime Minister.

Top Image: Roger Harris, CC BY 3.0 <<https://creativecommons.org/licenses/by/3.0/>>, via Wikimedia Commons

Bottom Image: New Zealand Government, Office of the Governor-General, CC BY 4.0 <<https://creativecommons.org/licenses/by/4.0/>>, via Wikimedia Commons

PROVINCIAL or TERRITORIAL GOVERNMENT

PREMIER



In Canada, the Premier is the leader of a provincial or territorial government. Their role is similar to the Prime Minister but at the provincial or territorial level. Premiers are powerful because they are the leader of a provincial or territorial government. Even though Premiers in Canada are powerful, their power is limited in several important ways to ensure fairness and balance.

What makes the Premier powerful?

Leader of the Government - The Premier is the head of their province or territory and makes important decisions about how it is run.

Chooses the Cabinet - The Premier picks a group of ministers to help run different government departments, such as health, defense, and education.

Proposes New Laws - The Premier and his team suggest new laws for the province.

Represents The Province - The Premier speaks for their province in meetings with the Prime Minister and other Premiers.

How is the Premier's power limited?

Provincial Legislature - The Premier needs the support of the Members of the Legislative Assembly - MLAs to pass new laws and decisions. If most MLAs disagree, the Premier's ideas may not go through.

The Law and Constitution - Premiers must follow the laws and the Canadian Constitution. They can't make decisions that go against these rules.

The Courts and Judges - The courts can review the Premier's decisions and stop anything that is unfair or illegal.

Elections - Premiers are chosen by the people during elections. If people are unhappy with their leadership, they can vote for a new leader in the next election.

Image: New Brunswick / Nouveau-Brunswick, Public domain, via Wikimedia Commons

MUNICIPAL GOVERNMENT

MAYOR



In Canada, the Mayor is the leader of a municipal government. The municipal government is in charge of running cities, towns, or communities. The mayor works with Councillors to make decisions that make the community a better, safer, and more enjoyable place to live. Even though Mayors in Canada are powerful, their power is limited in several important ways to ensure fairness and balance.

What makes the mayor powerful?

Leader of the City or Town - The mayor is in charge of the municipal government and represents all the people in their community.

Runs City Council Meetings - The mayor leads meetings with councillors to discuss and vote on important decisions.

Makes Decisions - The mayor helps make decisions about things like building new parks, fixing roads, and improving public services.

Plans and Budgets - The mayor works on the city's budget to decide how to spend money on services like libraries, garbage collection, and public safety.

Represents the Community - The mayor represents the city at public events and in meetings with leaders from other cities, provinces, or the federal government.

How is the Mayor's power limited?

City Council - The mayor works with city councillors, and they all vote on decisions. The mayor can't make major decisions alone. If most councillors disagree, the Premier's ideas may not go through.

Laws and Rules - The mayor must follow municipal laws and provincial rules. They cannot make decisions that break these laws.

The Courts and Judges - The courts can review the Mayor's decisions and stop anything that is unfair or illegal.

Elections - Mayors are chosen by the people through elections. If people don't like the mayor's decisions, they can vote for a new mayor in the next election.

Public Opinion and the Media - If people are unhappy with the mayor, they can speak up, protest, or ask for changes. The media reports on what the mayor does helping to keep the mayor honest and transparent.

Image: 5of7 (Cropped by Bde11555 (talk)), CC BY-SA 2.0 <<https://creativecommons.org/licenses/by-sa/2.0/>>, via Wikimedia Commons

MUNICIPAL GOVERNMENT

Who you gonna call



Garbage & Recycling

Collects garbage, recycling, and compost.

Water & Sewers

Makes sure water is safe to drink and safely removes waste water.

Public Transportation

Runs buses, subways, and other local transportation systems.

Animal Control

Looks after lost pets and keeps animals safe.

Parks & Recreation

Maintains parks, playgrounds, swimming pools, and sports fields.

Roads & Sidewalks

Fixes and cleans roads, sidewalks, and streetlights.

Fire Services

Runs the fire department to keep people safe from fires.

Libraries

Runs public libraries where people can borrow books and learn.

Community Planning

Plans where to build new homes, businesses, and schools.

Police Services

Protects the community by providing police officers.

Who you gonna call



Natural Resources

Manages forests, lakes, mines, and other natural resources found in the province.

Healthcare

Runs hospitals, hires doctors and nurses, and makes sure people get medical care.

Education

Responsible for universities and schools from kindergarten to Grade 12 and decides what students learn.

Transportation

Looks after highways, roads, and public transportation such as buses and trains within the province.

Police Services

Provides provincial police services like the Ontario Provincial Police to keep people safe.

Business & Jobs

Makes rules for businesses and helps create job opportunities.

Energy

Manages electricity, gas, and water supplies.

Provincial Parks

Takes care of parks, campgrounds, and places where people enjoy nature.

Courts & Justice

Runs provincial courts and makes sure laws are followed fairly.

Housing

Helps make sure people have safe and affordable places to live.

Who you gonna call



Manages Money

Collects taxes and decides how to spend money on things that will help everyone such as roads, schools, and healthcare.

Healthcare & Services

Helps pay for healthcare and other important services, e.g., helping people who lose their jobs.

Immigration & Citizenship

Decides who can move to Canada and helps people become Canadian citizens.

National Transportation

Helps make sure we have safe roads, trains, airports, and internet for everyone across the country.

National Defense & Security

Maintains a military and makes sure our borders are secure to keep Canada safe.

Foreign Affairs & Trade

Talks and trades with other countries and helps make important agreements.

Indigenous Affairs

Works with First Nations, Métis, and Inuit to support their rights and communities.

Protecting the Environment

Works to keep the air, water, and land clean and protects wildlife.

Courts & Justice

Enforces federal laws across the country, and works with the other governments to make sure people are treated fairly.

Legislates

Makes laws that everyone in Canada must follow

Who does what? Quiz

1. Who is the head of the government in Canada?
a Mayor
b Premier
c Prime Minister

2. What is one responsibility of a Prime Minister?
a To lead the country and make national decisions
b To fix local roads
c To organize school events

3. What does a Premier usually do?
a Manage the local parks
b Lead the provincial government and make provincial laws
c Represent the country in foreign affairs

4. Which leader is in charge of a city?
a Mayor
b Premier
c Prime Minister

5. What is a common responsibility of a Mayor?
a To develop the budget for the city
b To oversee national elections
c To manage sports teams

6. Who makes decisions about health care and education within a province?
a Prime Minister
b Mayor
c Premier

Name: _____

Date: _____

Who does what?

Quiz

Answers

1. Who is the head of the government in Canada?

- a Mayor
- b Premier
- c Prime Minister

c

2. What is one responsibility of a Prime Minister?

- a To lead the country and make national decisions
- b To fix local roads
- c To organize school events

a

3. What does a Premier usually do?

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6. Who makes decisions about health care and education within a province?

- a Prime Minister
- b Mayor
- c Premier

c

Name: _____

Date: _____

FEDERAL & PROVINCIAL GOVERNMENTS

SHARED RESPONSIBILITIES



How does it work?

EXAMPLE - TRANSPORTATION

Federal Government Responsibilities

The federal government is responsible for transportation that crosses provincial borders, such as:

Air Travel - Regulating airlines and airports, ensuring safety standards;

Railways - Overseeing interprovincial rail services and setting safety regulations for trains;

Shipping - Managing major ports and marine transportation, facilitating international trade.

Provincial Government Responsibilities

Provincial governments handle transportation within their regions, focusing on:

Roads and Highways - Building and maintaining provincial roads and highways for cars and trucks;

Public Transit - Operating local transit systems, like buses and subways, to help residents travel within cities;

Driver Licensing - Issuing drivers' licenses and regulating vehicle registration for residents.

Collaboration - Both levels of government often work together on transportation projects.

Funding - The federal government may provide financial support for major infrastructure projects, like building new bridges or expanding highways. Provinces can apply for this funding to improve their transportation systems.

Planning - They may collaborate on transportation planning to ensure that systems are efficient and connect well between provinces and regions.

Safety and Standards - Both governments set safety regulations to ensure that all forms of transportation are safe for citizens. This includes vehicle safety standards, traffic laws, and transportation safety inspections.

Public Participation - Citizens can often provide feedback on transportation services through public consultations or community meetings, influencing decisions at both levels of government, e.g., building a new bridge.

Federal Role - The federal government may contribute funding for the bridge if it connects provinces or is important for national transportation.

Provincial Role - The provincial government would plan, design, and construct the bridge, overseeing the entire project.

Why is it important?

Effective Governance - Sharing responsibilities allows for more efficient governance, as both levels of government can focus on their specific areas of influence while collaborating on broader issues.

Better Service Delivery - By working together, the federal and provincial governments can provide citizens with better access to services, ensuring that needs are met at both local and national levels.

Resource Optimization - Collaborative efforts maximize resources, as each government can contribute funding, expertise, and manpower to projects or programs, making spending more effective.

Responsive to Needs - Shared responsibilities ensure that both levels of government can respond quickly to the needs of Canadians, especially in crises, such as public health emergencies or natural disasters.

Balanced Representation - It allows for representation of diverse interests, as provincial governments can address local concerns while the federal government addresses national priorities, leading to a more inclusive democracy.

Encourages Innovation - Collaboration fosters innovation, as different levels of government share ideas and best practices, leading to improved programs and policies.

Promotes Stability - A structured division of responsibilities contributes to political stability, as citizens see that both levels of government are working together for common goals.

Shared Responsibilities

Quiz

1. What is one main responsibility of both the federal and provincial governments?
a Control all schools in Canada.
b Provide health care services.
c Manage international relations.
2. Who mainly manages hospitals and health services in each province?
a Federal Government
b Provincial Government.
c Local Community.
3. Which level of government helps fund public transportation systems like buses?
a Only the federal government.
b Only the provincial government.
c Both federal and provincial governments.
4. What is one way the federal and provincial governments work together?
a They share resources and funding for projects.
b They always argue.
c They ignore each other.
5. Which area do both levels of government work on to protect the environment?
a Creating laws for public parks.
b Air and water quality regulations.
c Starting a new sport.
6. Why is it important for the federal and provincial governments to share responsibilities?
a It makes things more complicated.
b It allows them to spend less money.
c It helps provide better services to citizens.

NAME: _____

DATE: _____

Shared Responsibilities

Quiz

Answers

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b

b

c

a

b

c

NAME: _____

DATE: _____

A



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B



Image: By Adam Jones, Ph.D. - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=22165646>

C



By Pweid12 - Own work, CC0, <https://commons.wikimedia.org/w/index.php?curid=147022419>

D



By Dwayne Reilander - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=119312956>



Be a Government Detective!

View each picture very carefully. See if you can spot things in the pictures that some level of government is responsible for. Identify the services in each image, and which level of government is responsible for it.

A

WINNIPEG, Manitoba (Possible services 10)

B

VANCOUVER, British Columbia (Possible services 7)

C

ALGONQUIN PARK, Ontario (Possible services 5)

D

CALGARY, Alberta (Possible services 10)



Be a Government Detective!

Answers

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A

WINNIPEG, Manitoba (Possible services 10)

- | | | |
|---------------------------------|-----------------------------------|---------------------------------|
| 1. Garbage Disposal - Municipal | 5. Car Licenses - Provincial | 9. Street Signs - Municipal |
| 2. Water - Hydrant - Municipal | 6. Pedestrian Safety - Provincial | 10. Building Codes - Provincial |
| 3. Traffic Lights - Provincial | 7. Electricity - Provincial | |
| 4. Road Maintenance - Municipal | 8. Parking Rules - Municipal | |

B

VANCOUVER, British Columbia (Possible services 7)

- | | |
|-----------------------------------|--------------------------------------|
| 1. Mail Delivery - Federal | 5. Sidewalk Repair - Municipal |
| 2. Animal Control - Municipal | 6. Public Transportation - Municipal |
| 3. Parking Rules - Municipal | 7. Business Rules - Municipal |
| 4. Pedestrian Safety - Provincial | |

C

ALGONQUIN PARK, Ontario (Possible services 5)

- | | |
|---------------------------------|----------------------------------|
| 1. Provincial Park - Provincial | 5. Park Maintenance - Provincial |
| 2. Water Safety - Provincial | |
| 3. Fire Safety - Provincial | |
| 4. Building Codes - Provincial | |

D

CALGARY, Alberta (Possible services 10)

- | | | |
|--------------------------------------|------------------------------------|------------------------------------|
| 1. Healthcare - Provincial & Federal | 5. Traffic Lights - Provincial | 9. Camp Regulations - Provincial |
| 2. Road Maintenance - Provincial | 6. Electricity - Provincial | 10. Tourism - Provincial & Federal |
| 3. Railway - Federal & Provincial | 7. Bridge Maintenance - Provincial | |
| 4. Street Lights - Municipal | 8. Sewers - Provincial & Federal | |

How do Canadian citizens participate in government?

VOTE

When you turn 18, you can vote in elections to choose who will represent you. Voting is a key way to have a say in how the country is run.

RUN FOR OFFICE

Adults can choose to run for office, which means they can try to become leaders in the government.

JOIN COMMUNITY GROUPS

Join groups or organizations that work to improve your community.

PROTEST PEACEFULLY

Join peaceful protests or rallies to show support for a cause or to ask for changes in laws or policies.

CONTACT ELECTED OFFICIALS

Write letters, send emails, or meet with your elected leaders to share your ideas and concerns.

STAY INFORMED

Read the news and talk about current events to learn about what's happening in the government and make informed decisions.

PARTICIPATE IN PUBLIC CONSULTATIONS

Sometimes the government asks citizens for their opinions on big decisions. This is a way to give your feedback

Student Council Elections

Holding student council elections can be an exciting way for students to experience the role of government and democracy in their lives. Setting up a student council involves several key steps to ensure that it is organized effectively and encourages student participation. Most elementary school student councils do such things as organize school events like dances and fundraisers to build school spirit; participate in community service projects; and promote student interests.

The following plan will help students learn about democracy, develop public speaking skills, and become more engaged in their school community. Remember to keep the atmosphere fun and supportive!

Form a Structure - Decide how many members will be on the council and how they will be elected or chosen, typically involving representatives from different grades. Define positions such as president, vice president, secretary, and treasurer, along with their responsibilities. Work with administration to create rules and guidelines for the council's operations.

Inform and Involve - Introduce the student council idea to students and identify its goals, such as fostering school spirit, promoting student interests, and encouraging leadership. Specify the roles of council members, including event planning, representing classmates, and participating in school improvement activities.

Candidate Registration - Set a timeline for students to nominate themselves or be nominated by peers for a position on the student council. Clarify any eligibility criteria, e.g., behaviour, attendance, or grade requirement.

Campaigning - Allow a specific period for candidates to campaign, e.g., one or two weeks. Include art and language arts lessons on how to create posters, speeches, and presentations so students can skillfully share their ideas and goals.

Voting Process and Voting Day - Organize a fair voting process, such as using secret ballots to elect representatives. Schedule a voting day, ensuring it doesn't conflict with other school activities.

Counting Votes - Form a small group of students (not running for office) to oversee the vote counting.

Announcement of Results and Inauguration - Plan a time to announce the winners publicly in class. Host a brief event where new council members can be introduced and share their plans for the year.

Continuous Engagement - Meet regularly to discuss ideas, plan events, and assess council activities. Use posters, announcements, and newsletters to keep the school community informed about the student council's activities and promote inclusive activities that engage the entire student body. Allow a way for students to share their ideas and concerns with council members.

Evaluate and Reflect - After events, reflect on what worked well and what could be improved. Allow students to express their opinions on council initiatives to help guide future planning.

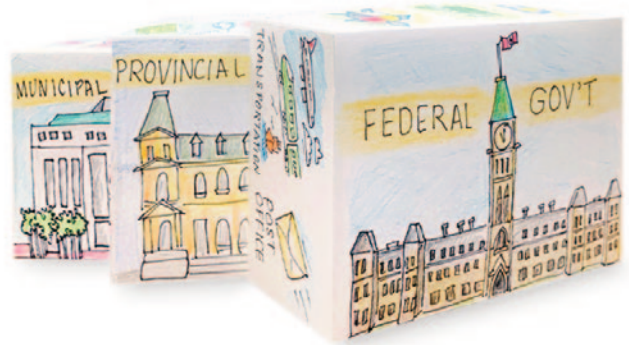
Levels of Government

Nesting Boxes

Can you remember that there are 3 levels of government in Canada – FEDERAL, PROVINCIAL and MUNICIPAL, and that each has its own responsibilities and functions? A fun way to recall what each level does is to make up a mnemonic. For example, **FOUR PENGUINS MARCH** - **F**ederal, **P**rovincial, **M**unicipal. This simple phrase helps you recall that the Federal government is the biggest and deals with the whole country, followed by Provincial/Territorial governments that deal with their individual provinces or territories, and lastly, the smallest Municipal governments that deal with local cities and towns. Understanding these different levels will give you a clearer picture of how government operates in Canada and how they work together to serve citizens!



CREATE a set of 3 nesting boxes to show the levels of government and the services each provides. Design symbols to represent the services each level provides, and draw the buildings where each government conducts its business.



PRESENT your nesting boxes in a small group. Demonstrate how the boxes fit inside one another, and explain how this reinforces the idea that government levels interact. Share how you decided what symbols to use for each service. Discuss what you learned as you created your boxes. Share what surprised you about Canada's government.



RESPOND to the your peer's artwork. Share how you feel as you view the work. Comment on the overall design and the strength of the message it sends. Discuss how well the boxes fit inside each other and how that helps you understand how the different governments work together. Talk about how the boxes in the class are different and how they are the same.



CONNECT how making your nesting boxes reminds you of the levels of government and how they fit and work together. Where else has the size of something influenced how you think about it?

Have some fun with your creation. . . Cut out all the question cards to make a **Who you gonna call?** game. Store the cards in the boxes. Take turns being a government receptionist responsible for greeting customers on the telephone and directing them to the appropriate department.

Levels of Government

Nesting Boxes

You will need:

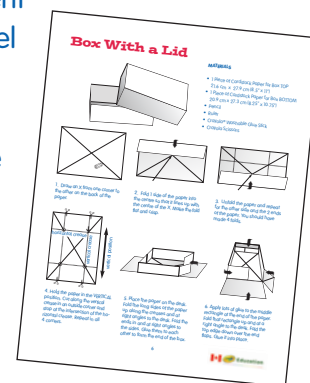
- Crayola Coloured Pencils
- Crayola Washable Glue Sticks
- Crayola Scissors
- Crayola Fine Line Markers
- Pencils, Erasers & Rulers
- Cardstock Paper - 21.6 cm x 27.9



1



1. Research the 3 levels of government in Canada. List the things each level is responsible for.
2. Design symbols for each service.
3. Follow the instructions to make the your biggest box. It will be for the Federal Government.
4. Before glueing the TOP together draw and colour your symbols and information for each service.



2



1. Repeat the process for your 2nd box.
2. This box will be for the Provincial Government.
3. Use a piece of cardstock paper 20.3cm x 26.6 cm (7.75" x 10.25") for the top.
4. Use a piece of cardstock paper 19.7 cm x 26 cm (7.75" x 10.25") for the bottom.

3

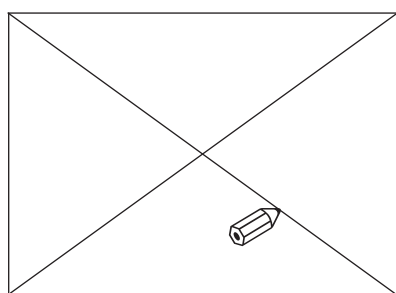
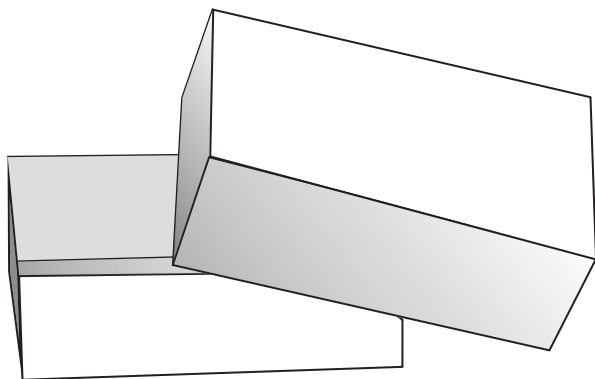


1. Repeat the process for your 3rd box.
2. This box will be for the Municipal Government.
3. Use a piece of cardstock paper 19 cm x 25.4 cm (7.5" x 10") for the top.
4. Use a piece of cardstock paper 18.4 cm x 24.8 cm (7.25" x 9.75") for the bottom.
5. When all 3 boxes are finished place them one inside the other.

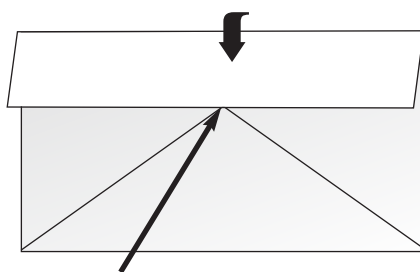
Box With a Lid

MATERIALS

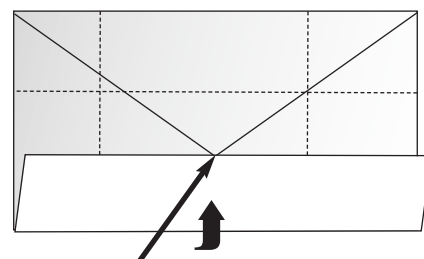
- 1 Piece of Cardstock Paper for Box TOP
21.6 cm x 27.9 cm (8.5" x 11")
- 1 Piece of Cardstock Paper for Box BOTTOM
20.9 cm x 27.3 cm (8.25" x 10.75")
- Pencil
- Ruler
- Crayola® Washable Glue Stick
- Crayola Scissors



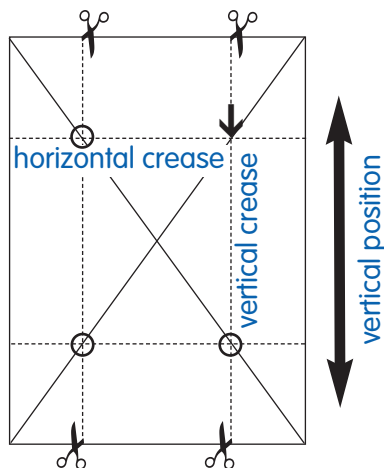
1. Draw an X from one corner to the other on the back of the paper.



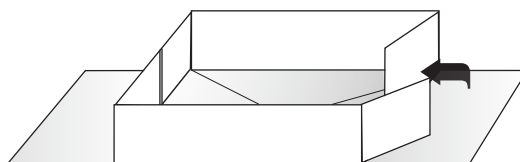
2. Fold 1 side of the paper into the centre so that it lines up with the centre of the X. Make the fold flat and crisp.



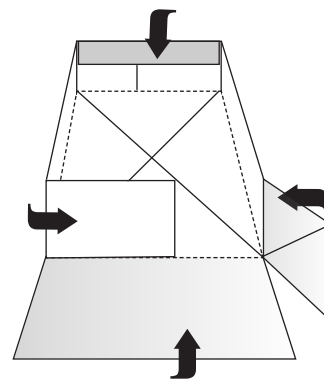
3. Unfold the paper and repeat for the other side and the 2 ends of the paper. You should have made 4 folds.



4. Hold the paper in the VERTICAL position. Cut along the vertical crease in an outside corner and stop at the intersection of the horizontal crease. Repeat in all 4 corners.



5. Place the paper on the desk. Fold the long sides of the paper up along the creases and at right angles to the desk. Fold the ends in and at right angles to the sides. Glue them to each other to form the end of the box.



6. Apply lots of glue to the middle rectangle at the end of the paper. Fold that rectangle up and at a right angle to the desk. Fold the top edge down over the end flaps. Glue it into place.

My local bus is not running on time. I always miss it because it comes early. How can I be sure what time the bus will come?

The school my kids go to has a lot of garbage all over the yard after every weekend. The principal says she can't do anything about it. Who can do something about it?

The road in front of my daughter's school is full of potholes. When will it be fixed?

How can we get a new skatepark in the north end of town?

Why can't we add more teen swimming programs to the weekend schedule at our recreation centre?

Why is my library closed during the week?

What do I have to do if I want to put an addition on the front of my house?

I found the cutest little puppy who seems to be lost. I can't keep him. What should I do?

Now that the new school has opened we need to add a new bus route from the school to the library. Who should I talk to about this?

The families in our community want a new water treatment facility built as soon as possible. Who is responsible for this?

There are huge rocks all over Route 11 just before you get to Campbellton near the Quebec border. It's almost impossible to drive around them.

I heard there is going to be a new mental health facility built a few blocks from where I live. I want more information about this project.

People in my community are saying that there is going to be a new nuclear energy plant built right outside of town. Why is there no information available about this?

I'm a builder and want to know exactly what is required for new school builds.

Too many workers are leaving the work force because of stress. You must change the mandatory work week for all workers.

I'm speaking for the parents in my community. We want smaller classes for our kids. We're not happy with what is happening in the elementary grades.

I want more information about the way the graduation requirements for grade 8 students are going to change.

I want to be sure I am not breaking any hunting laws. Who should I speak to?

Parents are demanding more police officers in their community and schools. We need to increase our budget in order to hire more officers.

We need some incentives to get doctors to move to our small town.

I want to know more about how Canada is helping Ukraine.

Why are the cost of postage stamps going up?

Maritimers are not be happy about plans to ban lobster fishing. Who can I speak to about this?

I'm representing the Francophone Artists Festival and need to speak to someone about additional funding for our event in Ottawa this summer.

We need to deal with the lyrics of the national anthem. Who should I talk to about this?

I saw a man ice fishing on Georgian Bay. He has taken way more fish than allowed. Someone needs to look into this.

I'm turning 65 next month. What do I have to do to start receiving the Canada Pension Plan?

I want to appeal the decision about selling my new Protein Plus bar in Canada?

Why haven't there been any new tax breaks for small businesses such as mine?

The kids are out of control! Why aren't there more police officers in our high school?

My local bus is not running on time. I always miss it because it comes early. How can I be sure what time the bus will come?

MUNICIPAL

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MUNICIPAL



Clay Gargoyle

Where have you seen gargoyles – those carved stone creatures found on old buildings, often with scary or funny faces? If you ever go to Canada’s Parliament Buildings you’ll be able to spot lots of them! The Parliament Buildings were built in a style inspired by medieval architecture – a style that LOVED gargoyles!

Many gargoyles have big eyes, sharp teeth, and funny or scary expressions. Some look like monsters, dragons, or mythical creatures.

True gargoyles have an open mouth where rainwater flows out. They help protect buildings from water damage. Some gargoyle-like carvings, called grotesques, don’t have a water spout. They are just meant to be fun, creepy, or artistic. Many gargoyles look like bats, birds, lions, dragons, or humans. Some are based on mythical creatures like gryphons or demons. If you had a pet gargoyle, what would it look like?



CREATE a clay sculpture of a pet gargoyle using a variety of handbuilding techniques. Add details to communicate your gargoyle's personality. Combine features that make it look like a real gargoyle, e.g., bat-like or feathery wings; clawed feet or hands for gripping buildings; horns or pointy ears for a mystical look; a hunched or crouching body; and a scary, funny, or mysterious expression. Give your gargoyle a name and backstory!



PRESENT your gargoyle to a small group of your peers. Introduce it by speaking in the voice of the creature in a way that emphasizes its personality. When you are finished explain how the details you added are meant to help identify its character. Explain what you like best about your work.



RESPOND to your classmate’s gargoyle and presentation. Describe the details in the gargoyle that you think are especially well done and explain why. Talk about the craftsmanship demonstrated by careful modelling and overall construction of the sculpture. Ask questions and comment on how specific details help to communicate the gargoyle’s personality.



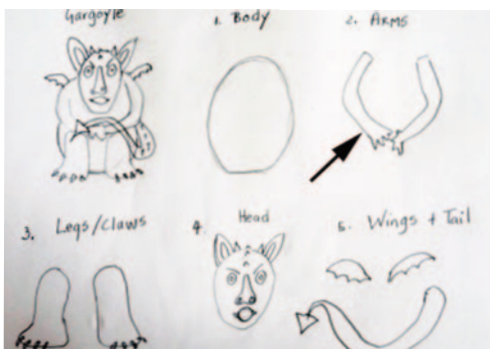
CONNECT your gargoyle with other creatures you have seen like this. What does it remind you of? Do you think gargoyles are more scary or protective? Why do you think people are attracted to gargoyles? How did you decide on your gargoyle’s personality? What did you learn about yourself by making and presenting this gargoyle?

Creating a Clay Gargoyle

You will need:

- Crayola Air-Dry Clay - White
- Crayola Acrylic Paint - Black & White
- Crayola Paintbrushes
- Crayola Sketchbooks
- Paper Clips
- Masking Tape
- Pencils & Toothbrushes
- Plastic Placemats
- Paper Towels & Water Containers

1



1. Make several thumbnail sketches focusing on exaggeration and proportions.
2. Choose the drawing you like best to work with.
3. Draw each part of the gargoyle separately.

2



1. Make all the parts of the gargoyle separately based on the drawings.
2. Make a pin tool by taping an open paperclip to a pencil or pen.
3. Use it to cut details into the clay.

3



1. Before joining clay pieces be sure to score the ends of the clay using a toothbrush or the pin tool and then apply slip.
2. Continue to join all the parts of the gargoyle using the score and slip technique.

Creating a Clay Gargoyle

4



1. Allow the clay to dry for about a week.
2. If there are any parts that need to be supported during the drying time use some newspaper or cardboard to prop them up.

5



1. Once the clay is dry paint the entire gargoyle with black acrylic paint.
2. Allow it to dry for about 15 minutes.

6



1. Dry brush light grey acrylic paint over the black allowing some of the black to show through – this will give the gargoyle the look of stone or concrete.
2. Write a story about your pet gargoyle. Give it a name, and describe how it became your pet. Write your story so it paints a picture of the whole experience in the mind's eye of the listener/reader.

Joining Pieces of Clay

1



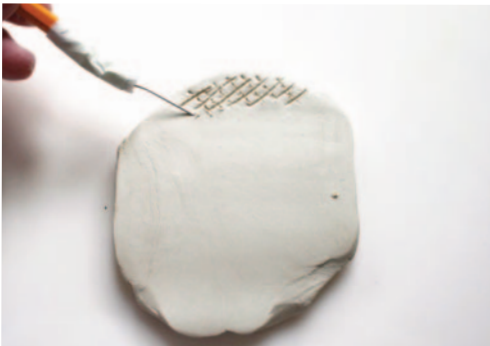
1. You use slip to help hold the clay together.
2. Place several lumps of clay into a small amount of water.

2



1. Mix the clay and water until it is like a creamy milkshake.
2. If it is too watery add more clay and continue to squeeze the clay through your fingers until it dissolves.

3



1. Make a pin tool by taping an open paperclip to the end of a pencil.
2. Use the pin tool to scratch cross hatched lines into the clay where you want to join it to another piece of clay.
3. This is called **scoring** the clay.

4



1. Paint slip on top of the score lines.
2. This is called **score and slip** technique.

Steps for Writing a Descriptive Paragraph

A descriptive paragraph paints a clear picture using details, senses, and strong words. Here are some steps to guide you as you write your story.

1. Choose a **Topic**
2. Start with a strong **Hook** – The first sentence introduces what you are describing. Use a simile or an exciting fact to grab the reader’s attention!
e.g., Perched on the roof of my school, the old stone gargoyle watches over us like a silent protector.
3. Use Your **5 Senses** – Describe how it looks, sounds, smells, feels, or even tastes if possible! Use adjectives and strong verbs.
e.g., LOOKS LIKE - Its cracked stone skin is covered in patches of green moss.
SOUNDS LIKE - When the wind howls, it almost seems like the gargoyle is whispering secrets.
FEELS LIKE - If you touched it, the stone would feel rough and cool, like a mountain rock.
SMELLS LIKE - The air around it smells damp, like rain-soaked stone.
4. Add **details** to bring it to life. Use personification (give it human-like actions) to make it more interesting!
e.g., Its wide, bulging eyes seem to glow at night, making kids wonder if it comes to life after dark.
5. End with a strong **closing sentence**. Wrap up your paragraph with a final thought or feeling.
e.g., Even though it never moves, the gargoyle makes our school feel both protected and a little mysterious.

EXAMPLE DESCRIPTIVE PARAGRAPHS

Long ago, high on the roof of Maplewood Castle, a stone gargoyle named Grizzle sat watching over the kingdom. Carved by a master stonemason hundreds of years ago, Grizzle had a very important job – to protect the castle from evil spirits and bad luck.

With his bat-like wings, sharp claws, and glowing stone eyes, Grizzle scared away anything that tried to bring harm to the castle. Legend says that on stormy nights, when lightning flashes across the sky, Grizzle comes to life for a few moments to chase away shadows and guard the people below.

Over time, the castle crumbled, but Grizzle remained. Now, he watches over my school built on the same land. Once when I was waiting for a ride, I noticed him sitting quietly above the entrance. I was in bad mood and all of a sudden I thought I heard him say something to me. “That’s weird!” I thought. Then I heard it again. . .

Gargoyle Backstory

Rough Draft

1. Name of Gargoyle

2. Write a sentence that introduces what you are describing.

Example: "Perched on the roof of my school, the old stone gargoyle watches over us like a silent protector."

3. Use your 5 senses to describe the gargoyle.

SIGHT - What does it LOOK like?

SOUND - What sounds does it make?

TOUCH - How does it feel?

SMELL - Does it have a scent?

4. Add sentences with more details. What makes it special, mysterious, or unique? How did it become your pet?

5. Closing sentence. Write a sentence that ends your paragraph with a strong final thought.



Government in Perspective

Have you ever thought about how the roads and sidewalks you walk on, the traffic lights and stop signs that keep cars moving safely, and even the streetlights that shine at night got there? These things are all put there by the government. Parks, schools, and libraries are also part of your community

because of government support. Next time you walk down your street, take a moment to notice all the things your government provides to help keep your community safe and running smoothly! See how many things, such as a fire hydrant, a bus stop, or a recycling bin, you can find near your home? These are all signs of how the government helps your neighborhood every day!



CREATE a 1-point perspective drawing of a street scene that shows a variety of ways the government impacts people's daily lives. Choose things that are the responsibility of all 3 levels of the Canadian government. Think of things such as, traffic lights, stop signs, and crosswalks; streetlights; garbage and recycling bins; trees, benches, and playgrounds; schools; mailboxes; buses and trains. Challenge yourself to include lots of different services.



PRESENT your drawing to a small group of your peers. Speak clearly and make eye contact. Point to areas in your drawing as you describe what inspired you and why you added specific details. Explain how you decided what services to include. Ask students to see if they can find all the government services you drew, and if they know what level of government provides them.



RESPOND to your classmate's drawing. Describe the details that you think are especially well done and explain why. Share how the drawing reminds you of something you have seen before. Comment on the variety of services you can see in the drawing, and how they compare to your own choices.



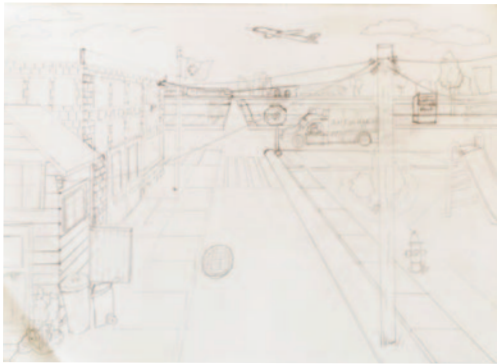
CONNECT how making this drawing was the same or different than other drawings you have made. Was this drawing easy or challenging for you? Why? How did you feel while drawing this? Does your drawing remind you of a place, a person, or a memory? How did making the drawing affect your understanding of the government? What is your favourite part of the drawing? Why?

Government in Perspective

You will need:

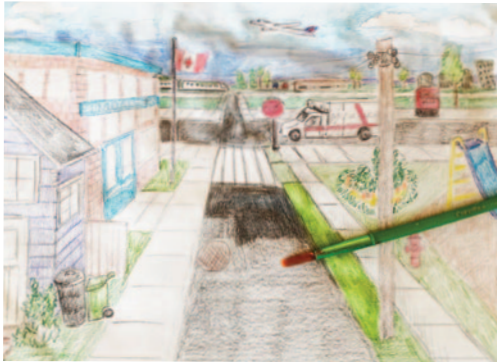
- Crayola Watercolour Pencils
- Crayola Fine Line Markers - Black
- Crayola Paintbrushes
- Crayola Marker & Watercolour Paper
22.9 cm x 30.5 cm (9" x 12")
- Pencils & Rulers
- Erasers
- Water Containers
- Paper Towels

1



1. Make a list of services provided by the Canadian government that you might want to add to your drawing.
2. Lightly draw a horizon Line across your paper.
3. Place a vanishing point near the center of the horizon line.
4. Draw two diagonal lines from the vanishing point going to the bottom of the paper to form a road.
5. Add sidewalks by drawing two more diagonal lines, slightly apart from the road.
6. Follow the 1-point perspective steps to add buildings and details.

2



1. Use watercolour pencils to colour the drawing.
2. Paint water into the coloured pencil to liquify it.

3



1. Once it is dry, add texture details by dipping the watercolour pencil into water and drawing with the wet lead.
2. Once the drawing is complete outline the details using a black fine line marker.

One-Point Perspective

- 1 The **horizon line** is an imaginary line that is drawn at the viewer's eye level. Draw it first.
- 2 The **vanishing point** is an imaginary point directly in front of the viewer. Draw it next.
- 3 Draw the lines that are closest to the viewer first, e.g., the edge of a box, or building.
 - Things that are standing straight up and down, are drawn parallel to the **sides** of the paper.
 - Things that are meant to lie flat, are drawn parallel to the **top and bottom** of the paper.
- 4 Lightly draw guide lines from the top and bottom of the line to the vanishing point.
- 5 Use the guidelines to determine the angle of the receding lines.

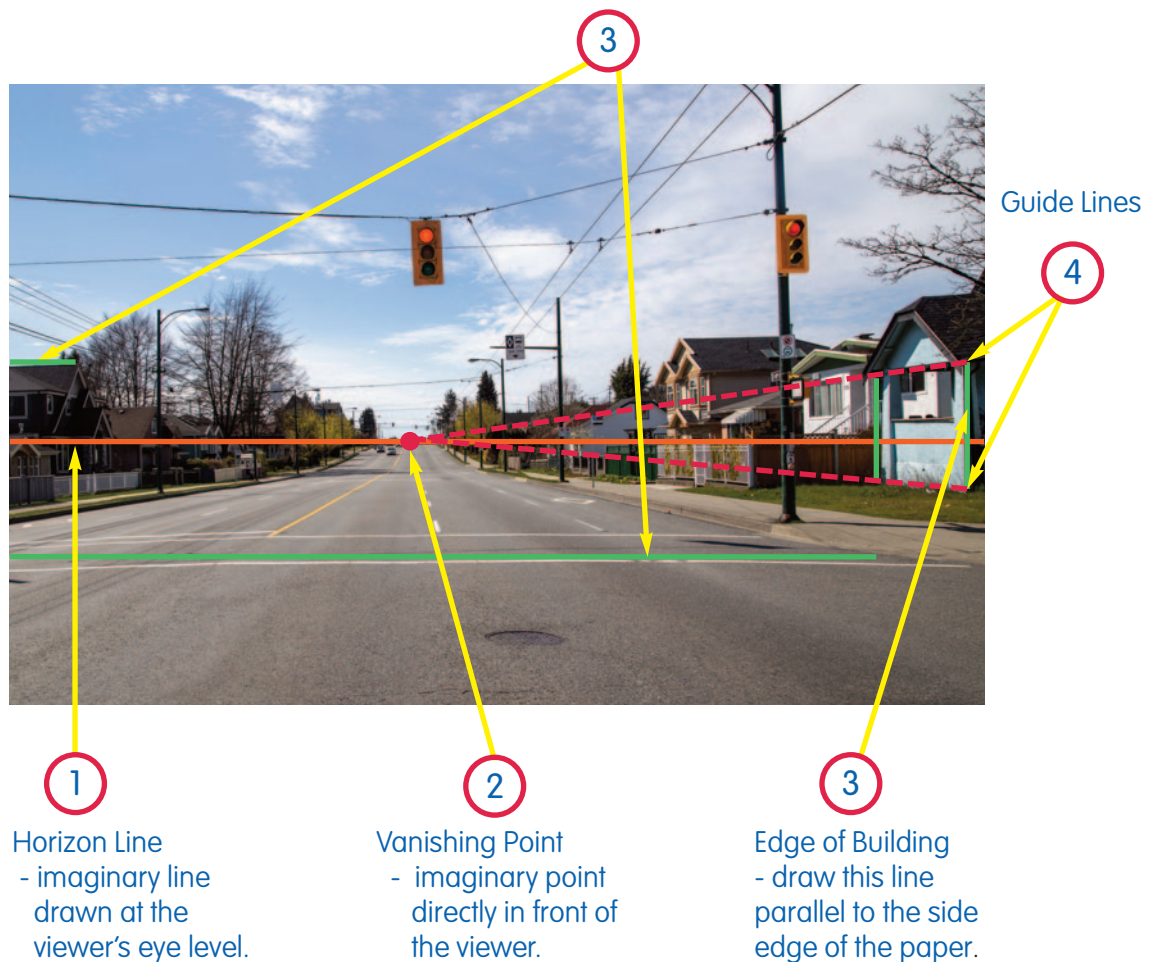
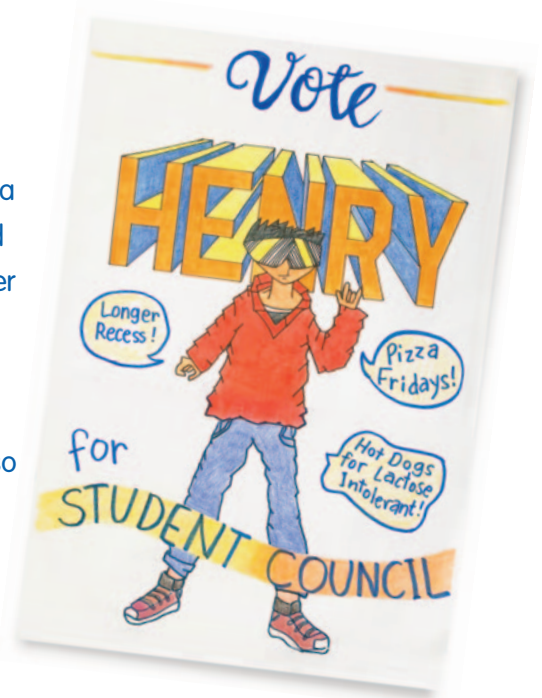


Image: By Rod Raglin from Vancouver - COVID-19 Scenes from Vancouver, Canada, CC BY-SA 2.0, <https://commons.wikimedia.org/w/index.php?curid=89276877>

Student Council Election

Poster

Have you noticed how persuasive posters can be? An effective poster is a great way to get your classmates to vote for you. A bright, well-designed poster makes people notice your campaign. It helps classmates remember your name and what you stand for. A poster lets you tell others why you would make a great student council member. You can list your goals, ideas, and promises (e.g., "More fun activities!" or "Better playground rules!"). Making a poster is a chance to show your leadership skills. It also lets you be creative with colours, pictures, and fun designs. A unique design or funny slogan can make your campaign more exciting!



CREATE a poster to persuade people to vote for you for student council. Use 1-point perspective as part of your design. Create a dynamic design using coloured pencil techniques. Use contrast to grab attention. Use simple, easy to read language and large, clear fonts. Include a main image, headline or key message. Avoid clutter - make sure elements are well-organized with good spacing.



PRESENT your poster to the class. Speak clearly, confidently, and with enthusiasm! Point to your poster and describe what it's about. Explain important parts (slogan, pictures, or main points). Use your finger or a pointer to guide your classmates. Explain how you wanted to use both text and image to get your message across. Explain why your message matters. Remind your classmates to go and vote!



RESPOND to your peer's poster with enthusiasm. Look at the poster carefully and find something you like. Give a positive comment about the design, message, or creativity. If you're curious, ask a question about the poster. If you have a good idea, share it in a positive way. Show appreciation for their hard work.



CONNECT making your own poster with posters you have seen. Where have you seen posters before? What makes them stand out? How does your poster communicate your ideas without too many words? How does your poster reflect your creativity and ideas? How did you decide what to include and what to leave out? What did you learn about yourself by making your poster?

Student Council Election Poster

You will need:

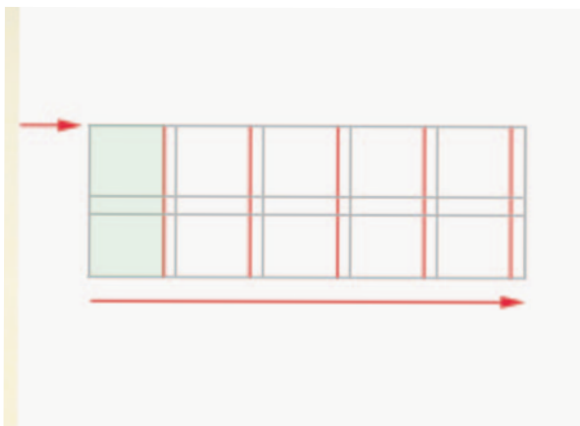
- Crayola Coloured Pencils
- Crayola Sketchbooks
- Rulers
- Crayola Fine Line Markers
- Pencils & Erasers
- Paper - 27.9 cm X 43.2 cm (11" x 17")

1



1. Choose the orientation you want to use for your poster - horizontal, vertical, square
2. Draw some layout ideas in your sketchbook.
3. Use boxes and lines to indicate:
 - information zones
 - framing - negative space or borders
 - typography - font weight, size, slant
4. Choose the design you like the best.

2



1. Carefully measure out the information zones.
2. Lightly draw a box for your name.
3. Measure the length of the text box and divide the length by the number of letters in your name.
4. Mark the spots.
5. Draw vertical guidelines at each mark.
6. Draw horizontal guidelines for the middle of the letters.
7. Measure .5 cm to the **left** of each guideline to provide a space between each letter.
8. Draw a new vertical guideline at this mark.

3



1. Lightly draw block letters inside each box.

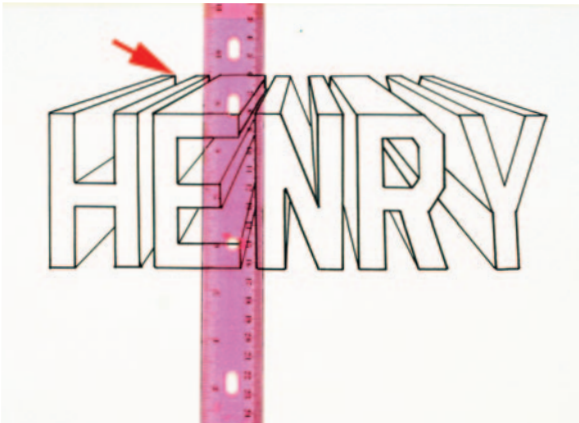
Student Council Election Poster

4



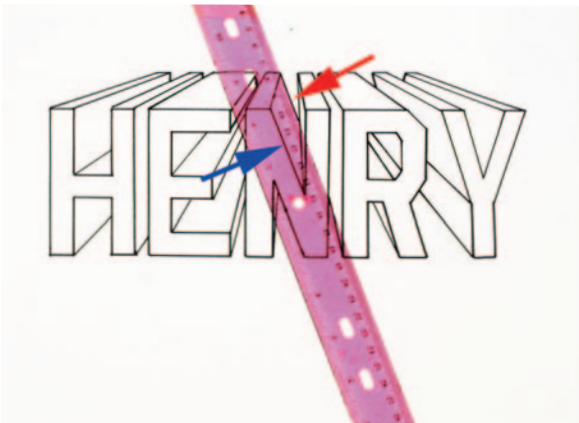
1. Draw a horizon line above or below the name.
2. Mark a vanishing point near the middle on the horizon line.
3. Decide how far back you want your letters to go.
4. Draw a horizontal line at this spot.
5. Line up your ruler from a corner of a letter to the vanishing point.
6. Lightly draw a line along this line, stopping at the horizontal guideline.
7. Repeat for every letter.

5



1. Line up your ruler so it is parallel to the side of the paper.
2. Draw vertical lines from the far corners of the vertical parts of the letters.

6



1. Line up your ruler with the diagonal part of a letter.
2. Draw a line for the end of the letter starting at the far corner and parallel to that diagonal line.

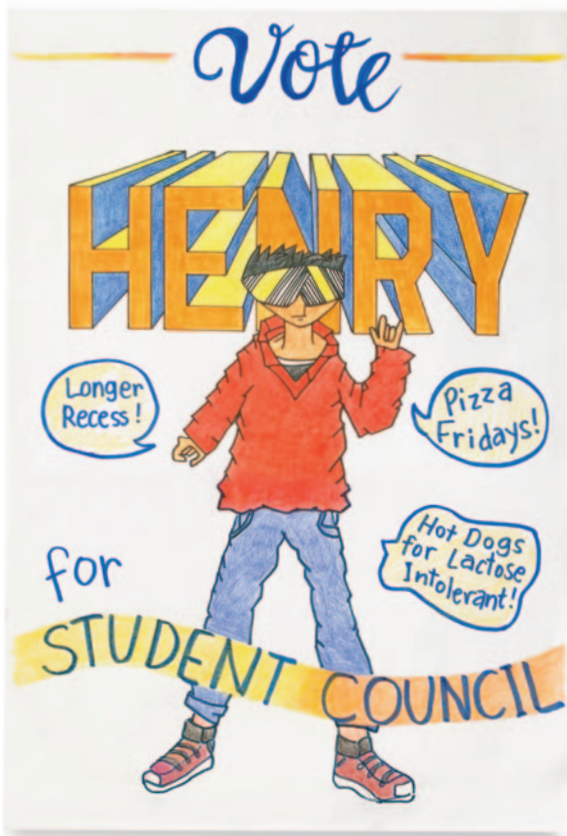
Student Council Election Poster

7



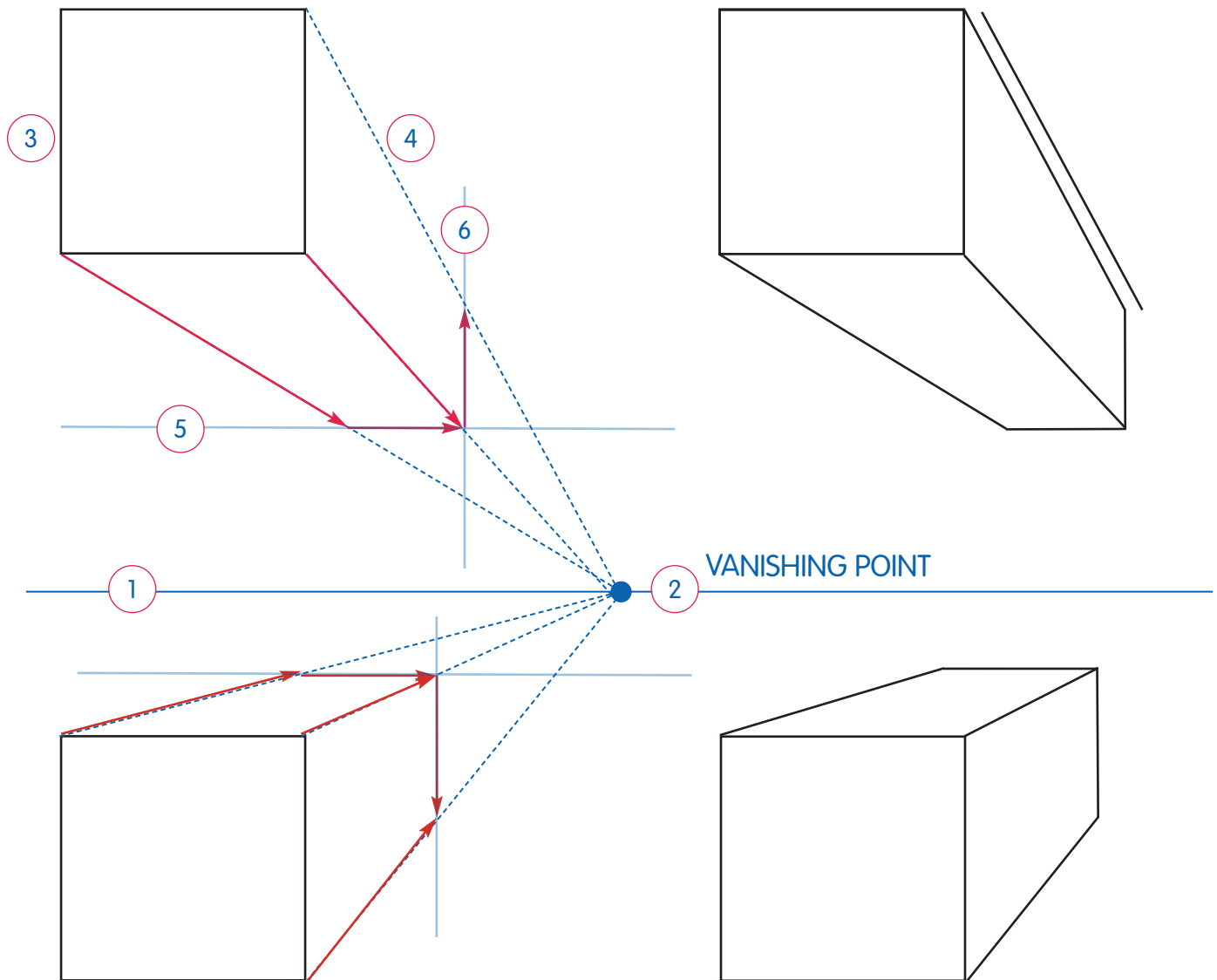
1. Imagine yourself as a cartoon character.
 - What aspects of yourself would it represent?
 - How would it show something about you?
 - What cartoon style of drawing would you use?
 - How would that style help you get elected?
2. Make several sketches of yourself as that cartoon character.
3. Choose the one you like best.
4. Trace the drawing in place.
3. Erase all the guide lines.
4. Use a black fine line marker to outline it.

8



1. Add all the details.
2. Choose a colour scheme that reflects your style and energy.
3. Use coloured pencils and fine line markers to complete the poster.
4. Use coloured pencil techniques to make your poster dynamic. For example,
 - use one light colour where the light hits the letters the most
 - use one medium colour where the light hits the letters a little
 - use one darker, contrasting colour where the light casts a shadow

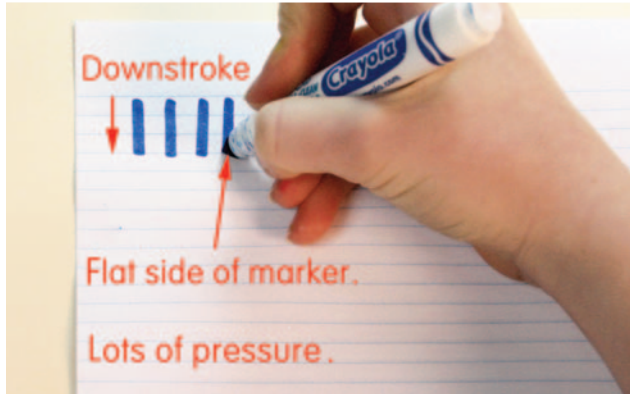
One-Point Perspective



1. Lightly draw a horizontal line across your paper. This is the **horizon line** and represents the viewer's eye level.
2. Choose a point anywhere on the horizon line. This is the **vanishing point** where all depth lines will **converge**.
3. Below or above the horizon line, draw a square or rectangle. This will be the closest side of your box.
4. Use a ruler to draw light guidelines from each corner of the square to the vanishing point.
5. Decide how far back you want your box to go. Draw a **horizontal** guideline at this spot.
6. Draw a vertical guideline where the diagonal guidelines converge.
7. Draw along the guidelines to complete the box.
8. Gently erase the guidelines.

Modern Calligraphy

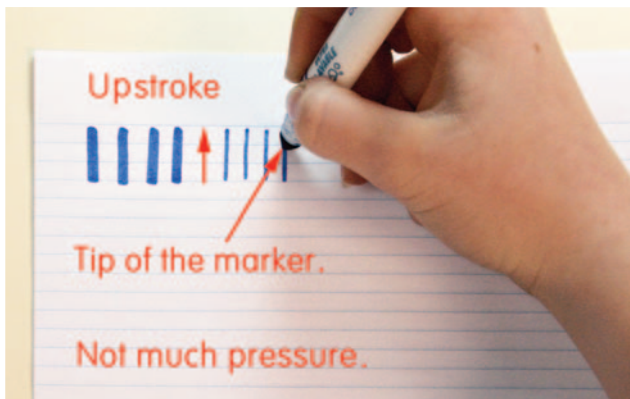
Calligraphy is beautiful writing. Modern calligraphy is easy to learn and fun to do. All it takes is a marker and lots of practice. Beautiful writing makes your written words feel special and important.



1. Downstrokes are always **thick**.

Practise making downstrokes.

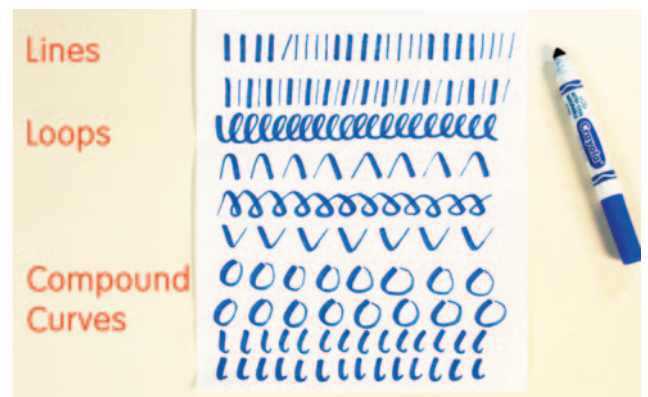
- hold the marker at a 45° angle to the paper
- apply pressure on the downstroke as you pull the marker towards you
- use the **flat** side of the marker



2. Upstrokes are always **thin**.

Practise making upstrokes.

- you may want to rotate the marker so you are holding it in a vertical position
- press lightly on the upstroke as you push the marker away from you
- use the tip of the marker



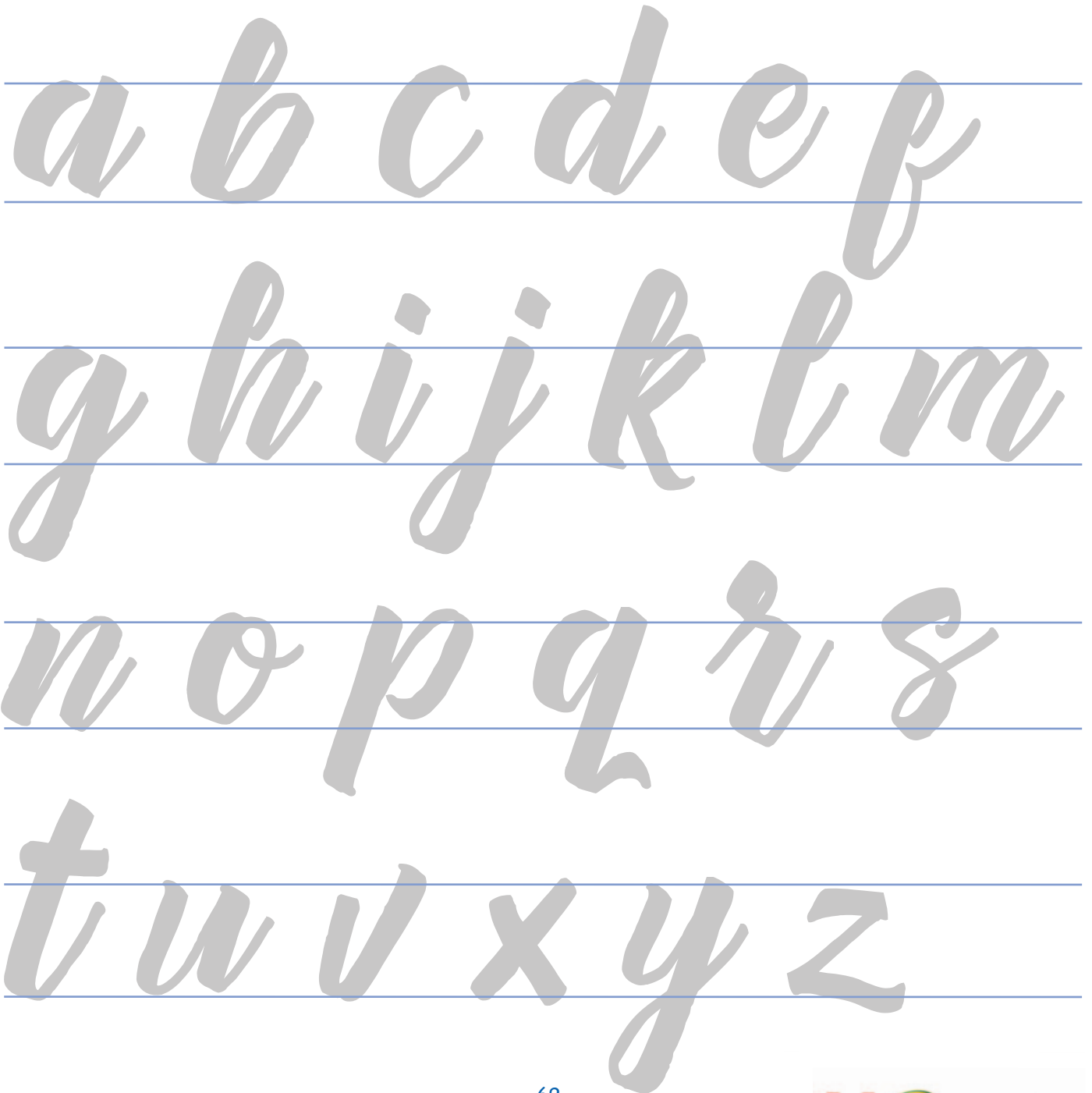
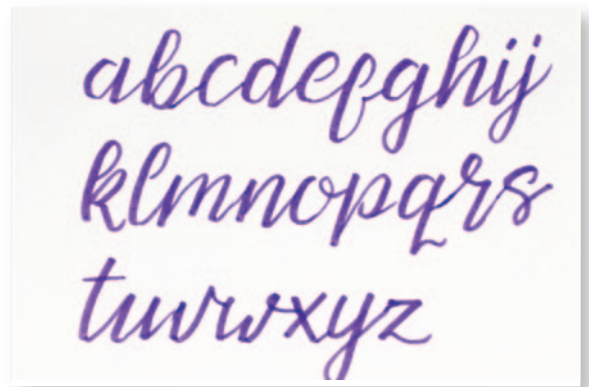
3. Practise making thick and thin strokes.

Fill a page with:

- combinations of thick and thin lines.
- thick straight lines
- thin straight lines
- loops
- ovals



4. Practise making letters. The more you practise, the better your letters will be.



a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

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V

W

X

y

Z

Hello

Elements of Art Booklet

Trim the paper along the lines at the outer edges. This will ensure the pages of the booklet line up properly.



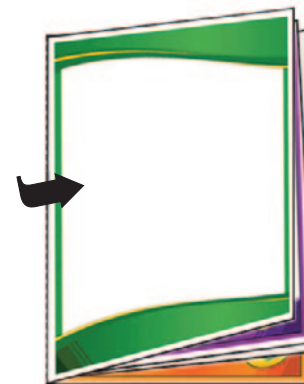
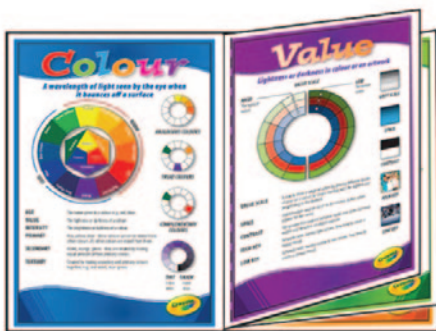
1. Fold the paper in half and in half again, short end to short end. Open it up and fold it in half long end to long end. Open the paper. There should be 8 boxes.

2. Fold the paper in half short end to short end.



3. Hold the edges. Cut from the FOLD side along the horizontal crease. Stop at the intersection of the vertical crease. Open the paper.

4. Fold the paper in half long end to long end. Hold the edges of the paper and push towards the centre until you see a box formed. Keep pushing until all the pages line up.



5. Flatten the paper.

6. Fold it in half to create the booklet. Design a cover for your booklet.



Colour

A wavelength of light seen by the eye when it bounces off a surface

HUE
The name given to colours, e.g., red, blue.

VALUE
The brightness or darkness of a colour.

INTENSITY
The amount of colour in a colour.

PRIMARY
The colours that cannot be mixed from other colours. All other colours are mixed from these.

SECONDARY
Made, through mixing, they are made by mixing equal amounts of two primary colours.

TERTIARY
Created by mixing secondary and primary colours together, e.g., red and blue, blue and green.

ANALOGOUS COLOURS
Colours that are next to each other on the color wheel.

TRIAD COLOURS
Three colours that are evenly spaced around the color wheel.

COMPLEMENTARY COLOURS
Two colours that are opposite each other on the color wheel.

TINT
A color with white added.

SHADE
A color with black added.

CRAYOLA

Value

Lightness or darkness in colour or an artwork

VALUE SCALE
A scale to show a range of values by placing different shades of grey, for a colour, to range starting with the lightest and progressing to the darkest.

SPACE
The greater the contrast between light and dark, the more apparent the space.

CONTRAST
The greater the contrast between light and dark, the more apparent the space.

HIGH KEY
A range of light values or light colours.

LOW KEY
A range of dark values or dark colours.

ARTISTS
Artists can usually decide to use values, they must be created a certain mood.

CRAYOLA

Shape

A 2-dimensional figure or object

ORGANIC
Free-forming, created by nature.

GEOMETRIC
Based on geometry, e.g., circle, square, triangle.

NEGATIVE
The shapes around or between the positive shape - the background.

POSITIVE
The self-contained, 2-dimensional figures.

2-DIMENSIONAL
Has height and width.

CRAYOLA

Form

A 3-dimensional figure or object

ORGANIC
Free-forming, created by nature.

GEOMETRIC
Based on geometry, e.g., sphere, cube, cylinder.

OPEN / CLOSED
Has spaces that can be looked into.

MASS
Is self-contained with no open spaces.

3-DIMENSIONAL
Has height, width and depth.

CRAYOLA

Line

A path created by a moving pencil stroke on a pencil

DIRECTION
Depends on the direction of the pencil stroke.

WIDTH
Thick, thin, light, dark, heavy, light, dark.

LENGTH
Long, short.

RHYTHMIC
Sharp, smooth, heavy, light.

TEXTURAL
Bumpy, smooth, rough.

REAL
The way something actually feels, e.g., rough, smooth, hard.

SHOULDERED
The way something looks as if it feels. The impression that a rough, dark line is shiny, flat.

CRAYOLA

Space

The area around, inside or between shapes or forms

ORGANIZING
The way we arrange things in an artwork.

COLOUR
Organic, geometric, and other colors.

TEXTURE
The way something feels or looks.

CRAYOLA

DEEP
The feeling of depth in a drawing. The background is dark and the foreground is light.

SHALLOW
The feeling of depth in a drawing. The background is light and the foreground is dark.

BACKGROUND
The area behind the subject.

MIDDLE GROUND
The area between the foreground and the background.

FOREGROUND
The area in front of the subject.

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CONTRAST

The juxtaposition of related and significantly different elements.

TEXTURES: rough vs. smooth

SHAPES: geometric vs. organic

LINE: thick vs. thin

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PROPORTION

The spatial relationship of one object to another or to the whole.

EXAGGERATED/INVERTED PROPORTION: intentionally changing proportions to communicate a specific message

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REPETITION

The repeated use of similar elements.

LIMITED: 1 or 2 repeated elements, such as a visual echo

NOTICE: a distinctive unit in a series, such as a specific shape

PATTERN: recurring motifs, predictable way

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MOVEMENT

The arrangement of elements so that they lead the eyes throughout an artwork.

DIRECTIONAL: LINES: moves the eye through movement in a visual sequence

SHAPES: dominant shapes are placed together, one object to another

EDGES: fuzzy edges are blurred, sharp edges bring in motion

CRAYOLA

RHYTHM

The repeated use of similar elements, but with variations, to create a sense of movement.

RANDOM: repetition of motif in no obvious order

ALTERNATING: placement of motif in a predictable way

PROGRESSIVE: motif has gradual change over time as it is repeated

CRAYOLA

VARIETY

The use of similar and different elements in an artwork.

OPPOSITION: juxtapositions of objects, size, point of view, angle is strong contrast

CHANGE: objects size, point of view, angle is altered

ELABORATION: intricate details with simplicity

CRAYOLA

EMPHASIS

Highlighting part of an artwork to draw attention to it.

CONVERGENCE: elements pointing toward a focal point

LOCATION: elements close to the focal point

ISOLATION: element placed off center to create a focal point

CRAYOLA

BALANCE

The arrangement of elements so that they seem equal in weight or importance.

SYMMETRY: one side is the mirror image of the other

ASYMMETRY: two sides are not equal, but arranged so their weight is equal

RADIAL: elements are evenly spaced around a central point

CRAYOLA

UNITY

The arrangement of elements in such a way as to highlight their similarities.

REpetition: similar elements are repeated, limiting the negative space

PROXIMITY: elements placed close together, limiting the negative space

CONTINUATION: elements that flow without a line or edge

CRAYOLA

HARMONY

The arrangement of elements so they work together as a whole.

TONES: limited colour palette, elements to work together

SHAPES: shapes work together to tell a story

LINE: helps create a relationship between elements

CRAYOLA

PRINCIPLES OF DESIGN