

At the end of today I will be able to...

1) Understand what a law is.

2) Understand the process of making a law.

3) Identify when people are abusing their power.

4) Respond to a news article.

5) Assess what I've learned through writing a tweet

Who's Got the Power?

A socially just lesson plan that talks about society's abuse of power.

Outcome: PA6.3 → Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

Subject: Main focus is social studies, also incorporates literacy and arts education.

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Main Idea: Students will be able to understand how the abuse of power effects individuals, communities, and the entire population.

Essential Question: What does the abuse of power look like and feel like in our society?

I Can Statements:

- I can understand what a law is.
- I can understand the process of making a law.
- I can identify when people are abusing their power.
- I can respond to a news article.
- I can assess what I've learned through writing a tweet.

Outcome:

PA6.3 → Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

Indicators:

- a) Describe incidents of the misuse of power in groups of which students are aware.
- b) Identify the misuse of power and the impacts it can have on society.

Interdisciplinary Outcomes:

English Language Arts:

CC6.4 → Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Arts Education: (if doing the comic strip)

CP8.11 → Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.

Total Time: 50 minutes + work time on comics

Prior Knowledge:

- What is power?
- What is privilege?

- How are laws formed? (in this lesson, we will be going over this)
- What are the forms of government?

Set (15 minutes)

1. Focus student's attention to the *At the end of the day, I will be able to...* sheet. Go over with students what they will be learning to prepare them for the lesson ahead.
2. Prompt students with the questions: What are rules? What are some rules we have in this space? What are some rules outside of school? Think about how these rules are made? Who decides these rules?
3. Show the definition of laws to students. Have it pre-wrote out on the big sticky note. Ask students how the discussion on rules is similar to laws.

Laws: a rule of conduct or action that a nation or a group of people agrees to follow. They are enforced and if not followed, consequences are to be made. I.e. there is a law on shoplifting or theft. (Mariam-webster <https://www.merriam-webster.com/dictionary/law>)

4. With the space in the classroom, put students into the groups needed to make a law. The teacher represents Cabinet and has already come up with an idea for a bill. **Ms. Sandiford must always greet you at the door in the morning.** *In table groups, put the card they are representing on their table. Have the 5th table join other table groups so there are 4 groups.

- one group of students represents the **House of Commons**
- one group of students represent the **committee**
- one group of students represents the Senate
- one group of students represents the Governor General

5. Show students the process of making a law that has been drafted on big note paper. Follow the steps and decide as a class if Ms. Sandiford will have to greet everyone at the door in the morning.

- i) An idea is discussed and approved by Cabinet which then writes it up as a bill. **A bill is a proposed law.**
- ii) The Cabinet introduces the bill to the House of Commons and the members of the House read it. This is called the **first reading.**
- iii) **The bill is discussed and voted on in the House of Commons. This is called the second reading and is the most important stage.**
- iv) The House of Commons sends the bill to committee where a smaller group of its members examines the bill in detail and makes changes.
- v) Then the revised bill is voted on by the House of Commons which either accepts or rejects the whole bill. **This is the third reading.**
- vi) If the House passes the bill it is sent on to the Senate which discusses it and generally approves it.
- vii) The final step is Royal Assent. The Governor General on behalf of the Crown, sign the bill to make it officially law.

6. Have students decide with these steps if they want to implement the new law.

Development (20 minutes)

1. Have students go back to their regular seats.
2. Discuss with students the importance of everyone's voice being represented and heard. By doing so, as a collective we can understand different people's perspectives and how a diversity of people can help in the decision of a new law. If I didn't allow for the process of perspective and opinion, that would be me a teacher abusing my power over my students. **Making laws/rules for the benefit of oneself, is the abuse of power.**
*Have that written down on big sticky note. Lead this into a short discussion of whether or not we think the Supreme Court of Canada abuses their power. Maybe we aren't sure, and that's okay. The next step in the lesson can help shape our ideas of abuse of power.
3. Inform students that we will be discussing a current event in Canada. Share with the students the article from the news we will be reviewing.
4. Watch the video. <https://www.ctvnews.ca/politics/supreme-court-rules-ministers-do-not-have-to-consult-first-nations-when-drafting-laws-1.4128842> Share with the students the article from the news we will be reviewing. Pre-highlight the points in the article so they have a visual to go off of.
5. Three important points we learned from the video (have them on the big sticky note already to prompt students into comic activity and/or for circle discussion)

***Discussion Idea:** Have students sit in a circle while we discuss the topics highlighted in the article and pointed out on the big sticky note. At each point, there will be a talking stick passed around for the discussion.

- i) The federal government does not have to consult Indigenous communities when drafting new legislation, the Supreme Court of Canada has rules, dismissing the appeal of the Mikisew Cree First Nation. **In other words, going back to when we made up a law, I could skip the drafting stage. I would not have to consult you.**
- ii) Bill were set in 2012 that changed environmental and waterway protections. The Cree nation argues that the government had a **legal duty to consult them** while developing the bills, in alignment with the duty to consult aspects of the treaty signed in 1899. **In other words, a bill had been set in place that did not protect the treaty rights of the Mikisew Cree First Nation and because this bill directly effected their treaty rights to hunt, trap and fish on the land they traditionally held they should've been apart of that bill.** Just like how this law we created directly effects you. How would it feel if I had just made that a rule without anybody's perspective and how it might make you feel?
- iii) Even though the Supreme Court of Canada has now made this ruling, they stated in the article: **"Our Government remain wholly committed to respecting our Constitution and respecting and upholding Indigenous**

rights, and will continue to work collaboratively with Indigenous peoples on matters that directly and significantly affect them.” In other words, even though the courts have ruled the federal government no longer needs to seek the perspectives of Indigenous Peoples, they believe they are committed and respecting Indigenous rights.

6. Talk about with students how this makes them feel? Confused? Mad? Happy? Excited? Worried? Concerned? Write these feelings on the board.

Only if time permits... (can use this lesson as scope and sequence if doing the comic strip activity)

7. Only introduce the assessment activity. Provide an example of the expectations required by the students. They will be making a 1-2 box comic strip that answers the questions: If you could say something to the Supreme Court of Canada, illustrate what that would be. If you could say something to the Mikisew Cree First Nation, illustrate what that would be. (There will not be enough time for students to finish this, they can work on it in the next class)

Closure (15 minutes)

1. Exit slip!!!! (If doing the comics)
 - i) Have students write out their dialogue for their comic strip to what they would say to the Supreme Court of Canada.
 - ii) Have students also write out how the Supreme Court has abused their power.
 - iii) Also provide an example of the expectations here.
2. *Exit slip!!! → Twitter board
 - i) Students will be given a small sheet of paper in the format of a tweet. @name and 140 characters at the bottom. Make these before hand.
 - ii) In 140 characters, students pick one thing they learned in the lesson. Show example of my tweet and share it on the pre-created twitter board.

Assessment

Formative: Assessment for Learning → In this lesson, students will be required to engage and participate in whole class discussion. Through this, the teacher can evaluate who is engaged and learning and who maybe needs more support, differentiated instruction or support. Students will also need to hand in an exit slip about what they plan to write to the Supreme Court of Canada. Through these forms of assessment of learning, the teacher can begin to get a sense of where the student has learned and where there needs to be more instruction.

Assessment for & as Learning → The twitter board is a quick activity for students to understand what they have learned and also a way for the teacher to observe what they got out of the lesson.

Summative: Assessment of Learning → The overall assessment is the comic strip project. From this assignment the teacher can reflect on the student's learning and reflect on where to

go from there. Teacher can see evidence of achievement related to curricular outcomes and I can statements.

Adaptations

1. Instead of having students act on the bill, just provide an example and walk the class through the steps. Continue with the rest of the lesson.
2. Cancel the summative assessment comic strip assignment and come up with a statement for each party as a class.

Resources

1. <https://www.ctvnews.ca/politics/supreme-court-rules-ministers-do-not-have-to-consult-first-nations-when-drafting-laws-1.4128842>

Rubric/Assessment

Criteria	Strong	Competent	Adequate	Developing	Not Yet
	Level 5	Level 4	Level 3	Level 2	Level 1
	Composition is original and insightful.	Composition is clear and thoughtful.	Composition is adequate.	Composition is limited and overgeneralized.	Composition is unclear and unfocused.
Mechanics (These criteria consider the conventions of writing including sentence structure, usage, spelling, punctuation, and capitalization. Legibility and layout are also considered.)	<ul style="list-style-type: none"> The sentences are clear, correct, and varied. Word choices are precise, interesting, and appropriate. Most words are spelled correctly. Correct punctuation and capitalization is used. The handwriting is legible/ the fonts and formatting are effective. (Any errors are the result of risk taking) 	<ul style="list-style-type: none"> The sentences are correct with some variety. Most word choices are effective. A couple of words may be misspelled. There may be a couple of punctuation and capitalization errors. The handwriting is legible/ fonts and formatting are appropriate. (Few errors) 	<ul style="list-style-type: none"> The sentences are generally correct but lack variety in length and structure. Most word choices are appropriate and correct but they lack flair and originality. Some words may be misspelled. There may be some punctuation and capitalization errors. The handwriting is legible/ the fonts and formatting are adequate. (Occasional errors) 	<ul style="list-style-type: none"> The sentences are often not correct and lack variety in length and structure. Word choices are commonplace and lack punch. Several words are misspelled. There may be several punctuation and capitalization errors. The handwriting/ fonts and formatting need to be improved. (Several errors) 	<ul style="list-style-type: none"> The sentences are incomplete, run-on, or simple in structure. Word choices are vague, inappropriate, or immature. Many words are misspelled. There are many punctuation and capitalization errors. The message is difficult to understand because of the handwriting/ fonts and formatting choices. (Many errors)

<http://blogs.gssd.ca/csmith/files/2012/08/Assessing-Reporting-and-Evaluating-Student-Progress-April-2011.pdf>