


Create Your Own Political Party CARC Social Studies

Please note, all support materials are after the lesson plan template and begin on page 5. Each support page is linked in the lesson plan. Click on the red push pin () in each support page to return to the lesson plan template.

Grade Level	9	General Outcome	9.2 Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.
Time Frame	3 - 4 classes (80 mins each)	Enduring Understanding (purpose of the lesson)	To better understand the effect of philosophy, values and beliefs on political party platforms, students will create a political party complete with party platform and a budget proposal. A leaders' debate follows the platform creation. Students will then analyse their own platform to interpret how it reflects their philosophy, values and beliefs.
Developed By	Alan Whitehead		
Critical Challenge/Big Idea	How do political party platforms reflect philosophy, values, and beliefs?		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER) 9.2.3 appreciate the impact of government decision making on quality of life (D, DD, PADM)	9.2.6 critically assess the interrelationship between political decisions and economic systems 9.2.6.1 How do the economic platforms of political parties differ from one another (i.e., democrat vs. republican; liberal vs. conservative)? (ER, PADM) 9.2.6.2 How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? (ER, PADM) 9.2.6.3 How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black marker)? (ER, PADM, C) 9.2.6.4 How do government decisions on environmental issues impact quality of life (i.e.,	Decision making and problem solving 9.S.4.1 take appropriate action and initiative when required in decision making and problem solving scenarios 9.S.4.2 participate in and predict outcomes of problem solving and decision-making scenarios 9.S.4.4 Propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons Research for deliberative inquiry 9.S.7.2 integrate and synthesize concepts to provide an informed point of view on a research question or an issue 9.S.7.3 develop a position supported by information gathered during research Cooperation, conflict resolution and consensus building	

	preservation, exploitation and trade of natural resources)? (PADM, ER)	<p>9.S.5.1 demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably</p> <p>9.S.5.2 demonstrate a positive attitude regarding the needs and perspectives of others</p> <p>Communication</p> <p>9.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations, written and oral reports, taking particular audiences and purposes into consideration</p> <p>Media literacy</p> <p>9.S.9.1 examine techniques used to enhance the authority and authenticity of media messages</p>
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Note: Not all of the outcomes are summatively assessed. Those whose numbers appear in bold are summatively assessed, however the task can be altered to emphasis and assess the other outcomes as well at the teacher's discretion.

Summative Assessment Strategies	My Party Platform Rubric	
Introductory Activity/ The Hook	<p>Activity 1: Differing Political Parties</p> <ol style="list-style-type: none"> 1. Show students examples of past leader debates. Discuss how political parties differ from each other, and why this is important in a democracy. Discuss techniques leaders used to enhance their message. 2. Show students the music video by Rage Against the Machine entitled, "Testify". Discuss the video's message of the two presidential candidates from the 2000 U.S. Election being the same. Why is this similarity a problem for democracy? (http://www.youtube.com/watch?v=1JSBhI_0at0). <p>Optional – have students analyse the bias in the song, editing, and images. Lyrics can be found at: http://www.metrolyrics.com/testify-lyrics-rage-against-the-machine.html</p>	
Teaching/ Learning Strategies and Activities	<p>Activity 2: Introduce the Project</p> <ol style="list-style-type: none"> 3. Conduct a class discussion based on the following question: "If you could change the way Canada is run, how would you change it?" Have students brainstorm things they would change about the decisions of the Canadian government. Let students know that they will be simulating a situation where they can do just that. <p>Activity 3: Create A Political Platform</p> <p>Part A: Understanding Social Programs</p> <ol style="list-style-type: none"> 4. Let students know that they will have to decide what their party platform will be in various areas such as social programs, education, taxation, military, environment, foreign aid, etc. In order to make those decisions they will have to know something about each. 	

5. Have students analyse the similarities and differences in social programs (Health Care, Pensions for Senior Citizens and Income Assistance) between Canada and the United States using pages 270 – 277 in their text and the Venn diagram [*Comparing Social Programs in Canada and the United States*](#).

Part B: Taxation

6. Using pages 281-285 in their text have students complete the [*Taxation*](#) support document. Students can work on this in groups ensuring each person understands each vocabulary word and its role in taxation. Check for understanding in reviewing the webs.

Part C: Other Spending

7. **Environment:** Students read p. 302-305 in their text. Have them think about how much each of them values the environment and how much they believe Canadians should alter their behaviour to protect it.

Note: Little time is given to this rather large topic. A study of Chapter 9 in the student text would be beneficial prior to this activity.

8. **Education:** Conduct a discussion on education funding – who should be responsible for paying for schools and education. What priority should a country place on educating its citizens?
9. **Foreign Aid:** Bring to light current global issues, i.e., situations where foreign aid would be advantageous. Conduct a discussion (either full class or small group) on what responsibility those countries that can provide financial support have in sending aid to countries in need. A discussion on military spending should be part of this topic as well.

Part D: Create Your Platform

10. Students should fill out the support document [*Create Your Platform*](#) individually to establish their own priorities and ideas on each topic. The support page [*Your Party Platform*](#) can aid their thinking in this process. Stress the importance of ranking the issues as to which ones students feel are most important to them. This will help them in their group work since the ones that are less important may be ones on which they can make concessions when trying to reach consensus.
11. As a small group, students review the information on consensus building on pages 279-280 in the text and choose a group leader and recorder. Students negotiate and come to a consensus on the issues in the support document "Create Your Platform". The recorder records the consensus on a group copy of the support document.

Activity 4: Create Your Budget

12. Basic background information is available in the document [*Create a National Budget*](#). Review this information with students. A copy of the 2007 budget plan can be found at <http://www.budget.gc.ca/2007/pdf/bp2007e.pdf> as a reference. Give students a copy of the [*2007 Example Budget*](#) as a starting point for decisions on budget considerations. Students must decide on the spending their party proposes on the [*working copy*](#) of the budget and justify the spending.

Activity 5: Create Your Party Identity

13. Within their groups, students will create a party poster with the following requirements (criteria for each is listed after the requirement):

- A party name – short, representative of party values
- A party logo – simple, specific colour, recognizable, representative
- A party slogan – catchy, concise, capture party philosophy
- Position on the economic continuum

Tell students that this is a campaign poster to be used at their leaders’ debate to influence the viewing public, so it must be eye-catching and memorable.

Note: use examples of existing parties’ names, slogans, and logos to illustrate the criteria for the each of those requirements. These are readily available on the internet. See Resources section of this plan for links to official party websites.

Activity 6: Leaders’ Debate

14. Groups are to choose one representative from their party for the Leaders’ Debate. This individual should be well-spoken, and fully aware of the party platform the group has created. Have each group contribute to preparing a brief overview of their party’s platform including their budget ideas. Party leaders will use the last page of the SMART Notebook support material to illustrate their platform.

Note: During the debate, party members should be encouraged to ask questions of the leaders.

Activity 7: Summative Task

15. When leaders’ debate is completed, ask students to revisit their own “Create Your Platform” document. Students will indicate in what areas they have changed their views on their original platform and why. They will then create a budget plan for their own platform. Once completed, ask students to indicate the connection between the money spent on various aspects and their personal philosophy, values and beliefs. They can report their analysis in various ways including a podcast, a video-taped interview, a written composition, an audio recording of their explanation, a live speech, or a means of their choice which has been approved by the teacher.

OPTIONAL: Teachers may wish to hold a class election following the leaders’ debate. Have every student bring a loonie (tax) allowing the winning party to decide how to spend the class tax for the class.

Resources

Conservative Party of Canada (2011). Retrieved February 27, 2011 from <http://www.conservative.ca/>

Department of Finance Canada (2007). *The Budget Plan 2007*. Retrieved February 27, 2011 from <http://www.budget.gc.ca/2007/pdf/bp2007e.pdf>

Lychak, P., D. Gerrits, A. Nogue, J. Parsons. (2008). *Issues for Canadians*. Toronto, Ont.: Nelson Education Ltd., Pages 270-285 and 302-305.

Liberal Party of Canada (2011) Retrieved February 27, 2011 from <http://www.liberal.ca/>

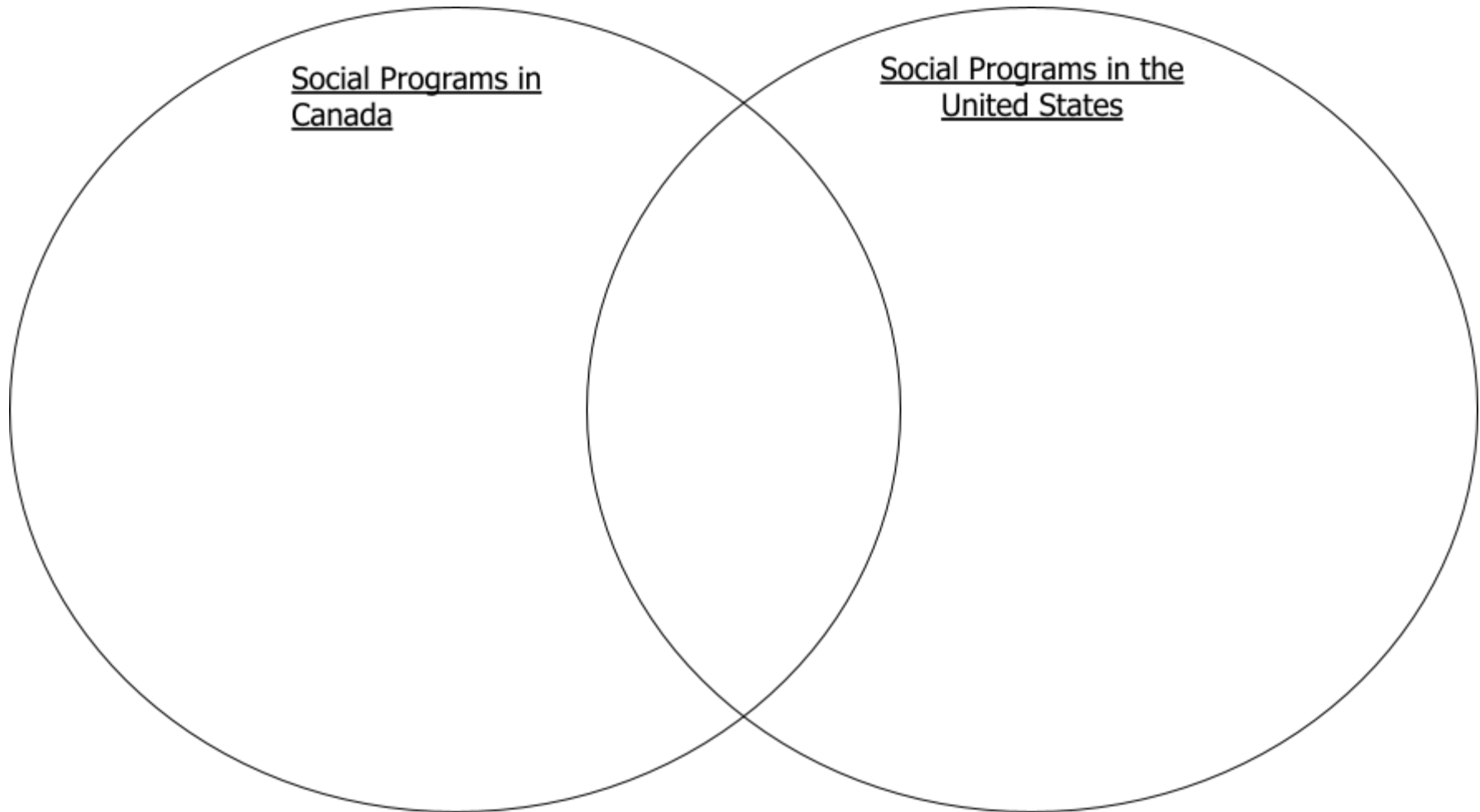
	New Democratic Party of Canada (2010) Retrieved February 27, 2011 from http://www.ndp.ca/
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Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

My Party Platform Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
Interprets the effect (9.S.1.1, 9.S.1.2)	Provides an insightful interpretation of the effect of philosophy on political platform	Provides an thorough interpretation of the effect of philosophy on political platform	Provides an appropriate interpretation of the effect of philosophy on political platform	Provides an superficial interpretation of the effect of philosophy on political platform
Develops and supports position (9.S.7.2, 9.S.7.3)	Synthesizes information to develop an astute recommendation supported by compelling evidence	Synthesizes information to develop a convincing recommendation supported by credible evidence	Synthesizes information to develop a plausible recommendation supported by simplistic evidence	Synthesizes information to develop a weak recommendation supported by minimal evidence.
Communicates information (9.S.8.1)	Communicates information in a compelling manner to engage the audience.	Communicates information in a purposeful manner to interest the audience.	Communicates information in a straight-forward manner that generally holds the attention of the audience.	Communicates information in an ineffective manner that does little to sustain attention of the audience.

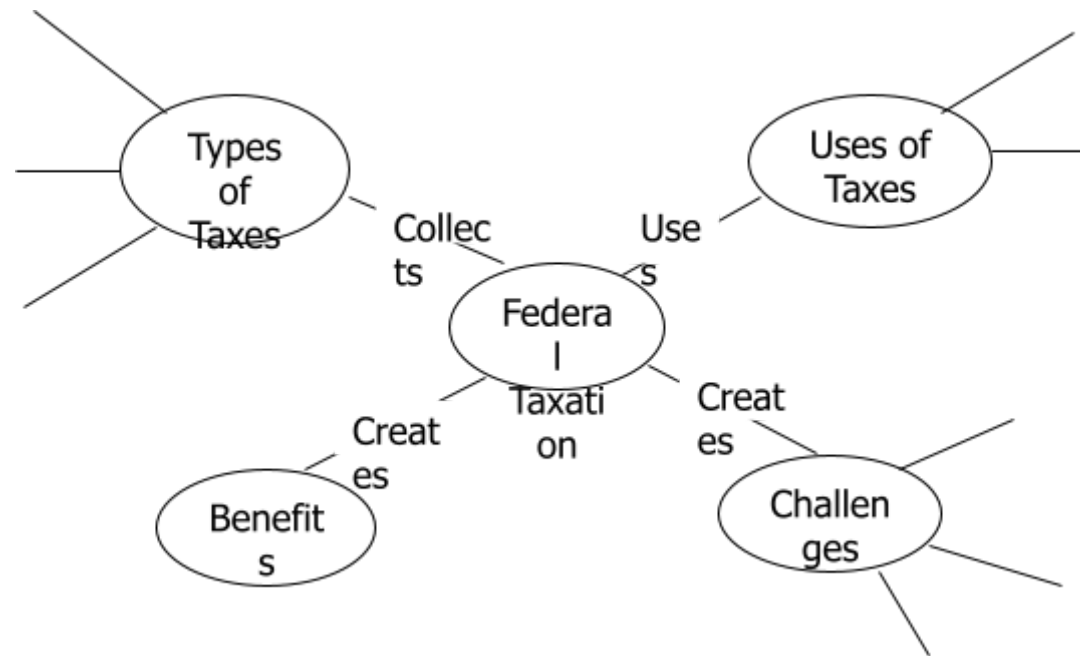
Comparing Social Programs in Canada and the United States 📌



Conclusion: What does the Venn diagram indicate about the difference in philosophy between the United States and Canada? To what extent does each value social programs?

Taxation

Using the information on pages 280-285, show how the following vocabulary words are related, by inserting them into the web in the appropriate places. On each line add a verb that shows the relationship between the two things it connects, for example, the federal government **collects** types of taxes. Several are done for you. Vocabulary words: black market, income tax, goods and services tax (GST), sales tax, taxation models, tax base, tax evasion, and underground economy. Then add as many points as you can to the benefits and challenges sections and add information to explain their relationship.



Summarize: To what extent is tax a necessary part of Canadian society?

TASK ONE: Your Party Platform 📌

Use the following questions to guide your responses on the “Create Your Platform” Chart. Your written answers will create your **Party Policy (Platform)**.

*Do you support Canadian ‘social programs’? (pgs 270 – 274)
(A comparison with USA is provided on page 275)*

- old age pension
- universal health care (pgs 276-277)
- education funding?
- taxation (281-283)

Do you support Canada’s involvement in Afghanistan?

- More funding for military?
- Stay and fight, stay and support, leave?

What measures will you take to save our environment? (316-317)

Do you support Canada providing aid to other countries in need?

For the schools of Canada...

Create some legislation (at least 3 ideas) that will improve the education system in Canada.

Examples:

- *Do you want to change our school’s nutrition standard?*
- *Ban junk foods from the cafeterias/vending machines?*
- *Implement school uniforms?*

How will you spend our “class tax”?

A preview of our nation’s political parties and their platforms can be found on pgs. 287 – 290.

Create Your Platform

Aspect of Platform	Issue in Canada	Your Solution and Justification	Ranking
Education			
Health Care			
Pension Support			
Income Assistance			
Environment			
Foreign Aid			

Create a National Budget

A key indicator of a political party's values is where they spend money.

The national budget is created every year by the government, and must pass through parliament to become law. The budget is always a confidence vote, so it is a very important part of governing.

Look at the example of Canada's national budget from 2007 on the sheet "Budget Planning". What values are expressed by the governments spending decisions?

Create a budget proposal for your political party. For the changes you propose from the 2007 example please write a note on the sheet describing why you are making this change. (Example: Raised the taxation rate from 26% to 28% because we believe in taxing those who earn higher incomes to provide for lower income earners through increased social programs)

You can also increase taxes to increase the amount you have to spend. For every 1% you raise the tax rate you add \$9 billion to the amount of taxes collected.

BEWARE: raising tax rates is generally a very unpopular thing for a government to do.

Again, attach the final copy of your budget proposal to your poster.



[Redacted]

[Redacted]

[Redacted]



BUDGET EXAMPLE – Canada 2007

NATIONAL SPENDING AREAS

Social Services (<i>pensions for seniors, welfare, UI, workers compensation, etc</i>)	32%	74
Debt Charges (<i>paying the interest on debt</i>)	15%	35
Protection and Security (<i>RCMP, CSIS, policing, coast guard, military</i>)	12%	28
Health (<i>transfer of funds to provinces to help cover Medicare</i>)	10%	23
Resource Conservation and Industrial Aid (<i>policing, fire fighting</i>)	4%	9.3
Education (<i>financial aid to universities and colleges across Canada</i>)	3%	7
Foreign Affairs and International Aid (<i>UN contributions, humanitarian aid</i>)	3%	7
Recreation and Culture (<i>National Parks, national festivals, CBC</i>)	2%	4.7
Transportation and Communication (<i>highways, Canada Post, CPR, Via Rail, etc</i>)	2%	4.7
Environmental (<i>assistance to support green initiatives</i>)	1%	2.3
Other (<i>political party allowances, Election Canada, GG, Revenue Canada, Disaster Relief</i>)	16%	37

Spent = 232 Collected = 236 Surplus = 4 B Taxation Rate = 26%



As a GROUP, complete this NEW budget for the federal budget. If the budgeted amount goes:

- **UP** - write the new amount in **RED**
- **DOWN** - write the new amount in **BLACK**
- **Taxation Rate:**
- **STAYS THE SAME** - write the amount in **BLUE**

NOTE: Each 1% increase costs 2.3 B
- SHORT ON CASH? - Increase Your
 Increase 1% = 9 B more to spend!

NEW PROPOSED BUDGET

NATIONAL SPENDING AREAS	ACTUAL SPENDING <u>G</u> (billions \$)
Social Services <i>(pensions for seniors, welfare, UI, workers compensation, etc)</i>	%
Debt Charges <i>(paying the interest on debt)</i>	%
Protection and Security <i>(RCMP, CSIS, policing, coast guard, military)</i>	%
Health <i>(transfer of funds to provinces to help cover Medicare)</i>	%
Resource Conservation and Industrial Aid <i>(policing, fire fighting)</i>	%
Education <i>(financial aid to universities and colleges across Canada)</i>	%
Foreign Affairs and International Aid <i>(UN contributions, humanitarian aid)</i>	%
Recreation and Culture <i>(National Parks, national festivals, CBC)</i>	%
Transportation and Communication <i>(CPR, Via Rail, etc)</i>	%
Environmental <i>(assistance to support green initiatives)</i>	%
Other <i>(political party allowances, Election Canada,)</i>	%
Spent = Collected = Surplus /Deficit = Taxation Rate =	