

MLA vs. Cabinet Ministers
CARC Social Studies

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| Grade Level | 6 | General Outcome | 6.1 Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process |
| Time Frame | 2-3 classes | Enduring Understanding (purpose of the lesson) | In this inquiry activity, students ask questions of MLAs and cabinet ministers discover the differences between their responsibilities. |
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| Critical Challenge/Big Idea | What are the most significant differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister? | | |
| Values and Attitudes Outcomes | Knowledge and Understanding Outcomes | Skills and Processes Outcomes | |
| 6.1.1.4 value citizens' participation in a democratic society (C) | 6.1.5.5 What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister? (PADM) | <p>develop skills of critical thinking and creative thinking</p> <p>6.S.1.4 generate original ideas and strategies in individual and group activities</p> <p>□ 6.S.1.5 seek responses to inquiries from various authorities through electronic media</p> <p>demonstrate skills of cooperation, conflict resolution and consensus building</p> <p>6.S.5.1 demonstrate the skills of compromise to reach group consensus</p> <p>6.S.5.2 work collaboratively with others to achieve a common goal</p> | |

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| | | <p>□ 6.S.5.4 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail</p> <p>demonstrate skills of oral, written and visual literacy</p> <p>□ 6.S.8.6 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories</p> |
| <p>Summative Assessment Strategies</p> | <p>This activity is intended to be a formative assessment activity and is not summatively assessed.</p> | |
| <p>Introductory Activity/ The Hook</p> | <p>Activity 1: Determining Differences</p> <ol style="list-style-type: none"> 1. Ask students what the differences are between the responsibilities of teachers and students. Record student responses. Ask students which of these differences are most important. Through this process students can begin to look at criteria for what makes a difference significant. Some possible criteria are uniqueness of position, role in society, number of people affected, and effect on society. 2. Using the same process, ask students what the differences are between the Oilers and the Flames. This will help to clarify the appropriateness of the criteria you are using. | |
| <p>Teaching/ Learning Strategies and Activities</p> | <p>Note: a SMART board would be useful for this lesson.</p> <p>Activity 2: Information Gathering</p> <ol style="list-style-type: none"> 3. Either take students through the Learn Alberta activity Asking Powerful Questions or watch Classroom examples of this activity to have students determine criteria for powerful questions. 4. Using the criteria for powerful questions, have students come up with one powerful question to ask the MLA and one cabinet minister. 5. Have one student from each group write their group’s question on the (SMART) board. Have students discuss the questions in terms of meeting the criteria. For any questions that are missing meeting the criteria, work as a class to improve the question. In a large group, choose (vote) for the 5 questions with would best meet the criteria. | |

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| | <p>6. Introduce students to proper e-mail etiquette. Here are a number of useful internet resource sites, e.g., Email Etiquette for Kids. Have students find their MLA using http://www.assembly.ab.ca/visitor/student_zone/index.htm</p> <p>7. In groups, students can e-mail their questions both to a cabinet minister of their choice and to their MLA.</p> <p>Activity 3: Organizing Information</p> <p>8. When responses come in students will create a Venn diagram to determine the similarities and differences between MLAs and cabinet ministers.</p> <p>9. Working with the information on the outsides of the Venn diagram, students use the criteria for important differences to determine the most significant differences between MLAs and cabinet ministers. Students justify their responses.</p> |
| Resources | <p>Learn Alberta (2008). <i>A classroom example of asking powerful questions</i>. Retrieved March 24, 2010 from http://www.learnalberta.ca/content/ssmt/html/askingpowerfulquestions_mt_session1.html</p> <p>Research Possibilities: Premier Dalton McGuinty's On Zone. http://www.onzone.ca/english/default.asp</p> <p>Executive Council of Alberta http://en.wikipedia.org/wiki/Executive_Council_of_Alberta</p> <p>Legislative Assembly of Alberta - Visitor Services. Student Zone. http://www.assembly.ab.ca/visitor/student_zone/index.htm</p> <p>You and the Legislative Assembly. http://www.assembly.ab.ca/visitor/ELL/ELL.pdf A good ESL Resource</p> |
| Formative Assessment Strategies | <p>Students will act/illustrate/write significant responsibilities of MLA or cabinet ministers. The other students will guess which government official is being portrayed.</p> |

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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