



LESSON PLANS  
AND ACTIVITIES

Gathering and  
Assessing Information

Grade 6

YOUR  
**power** TO  
CHOOSE

ElectionsManitoba





### Supports

#### Curriculum Outcomes:

6-KP-051

6-KC-004

### Related

#### Curriculum Outcomes:

4-KC-002

### Resources/Materials

- Crossword Challenge and answer key
- Individual Critique
- Group Critique

# GRADE 6

## Gathering and Assessing Information

### Lesson Objectives

Students learn the responsibilities of a voter during a campaign:

- Sources of information
- Information gathering
- Information analysis
- Campaign process

### Teaching Strategies

- Crossword
- Simulations
- Evaluation

## Activating Strategy

### Crossword Challenge Review

1. Hand out the Crossword Challenge face down (see appendix).
2. When each student has a copy, ask the class to turn their handouts over and begin the challenge.
3. Give students seven minutes to finish; do in a pop quiz format or just for fun.
4. Now take a few minutes to correct the questions in class. Students can mark their own crosswords.

## Acquiring Strategy

### Media Influence

1. Along with the class, select a beverage type to serve as a theme for this activity. Examples include: soft drinks, health drinks, sports drinks etc.

**SUGGESTION:** For fun, organize a taste test in the classroom and ask students to include their taste preference on the Individual Critique sheet. Once every group has presented their work at the end of the lesson, the teacher can poll the class to see if student attitudes/preferences have changed now that they know more about the product.

2. Divide the class into four groups.
3. Give each group a specific task:

**Group 1 – Advertising**

*Look for advertisements promoting beverages (newspaper, billboards, radio, tv, magazines).*

**Group 2 – Corporate Marketing**

*Look for materials produced by the company, but not in the form of advertisements such as company websites and newsletters.*

**Group 3 – Independent**

*Find information about the product from independent sources such as local newspapers, journals, Health Canada etc.*

**Group 4 – Third Party**

*Find ads that include a sponsor – a person or company lending his/her or its name and image to the beverage company in support of the product (example: celebrity sponsor). Both the beverage company and the sponsor will benefit from this support. Sponsors are similar to third parties.*

**NOTE: A third party is a person or group other than a candidate, registered political party or constituency association who spend money in support of a candidate or a platform (example: a group of taxpayers run advertising that supports a political party’s position on deep tax cuts).**

4. Encourage students to look in magazines, on the Internet, in newspapers and on radio and TV etc. to find the samples they need.
5. Each student must find at least one source of information (one article, advertisement etc.) to present to his/her group.
6. Students are to bring their findings to their group table and review them individually. While reading, have students fill out the Individual Critique (see appendix) which will help them analyze what they are reading and seeing.

**SUGGESTION:** If there is an election going on when you’re teaching this lesson, have students choose candidates or parties who are running in the election instead of beverages or do both. The beverage activity can be a good way to transition into the real-life election scenario.

## Applying Strategy

1. Once everyone has read the articles/ads individually, have each group fill out one Group Critique for each article/ad (see appendix).

**NOTE: Critique sheets can be presented to the class by a volunteer from each group.**

2. Ask students to discuss the purpose of the previous activity and think about its connection to the campaigning process.
3. Once students have completed the list on their own, ask students to share their learning with a partner.
4. Instruct each pair of students to think of two new things they learned today.

**NOTE: Explain that whatever we read or hear affects the decision we make. During an election, the way candidates communicate their messages and campaign, the way the news media portray the candidates and parties, and the extent to which individual voters educate themselves will influence the outcome of the election.**

## Debriefing

1. Ask each student to share one thing they learned from the activity. When sharing, it is important that the same response not be repeated. This will encourage students to think a little deeper.
2. Example responses include:

*It is your responsibility to educate yourself and be informed.*

*Information comes in many different formats.*

*The visual presentation of information affects how you interpret it.*

*The way a message is written affects how you interpret it.*

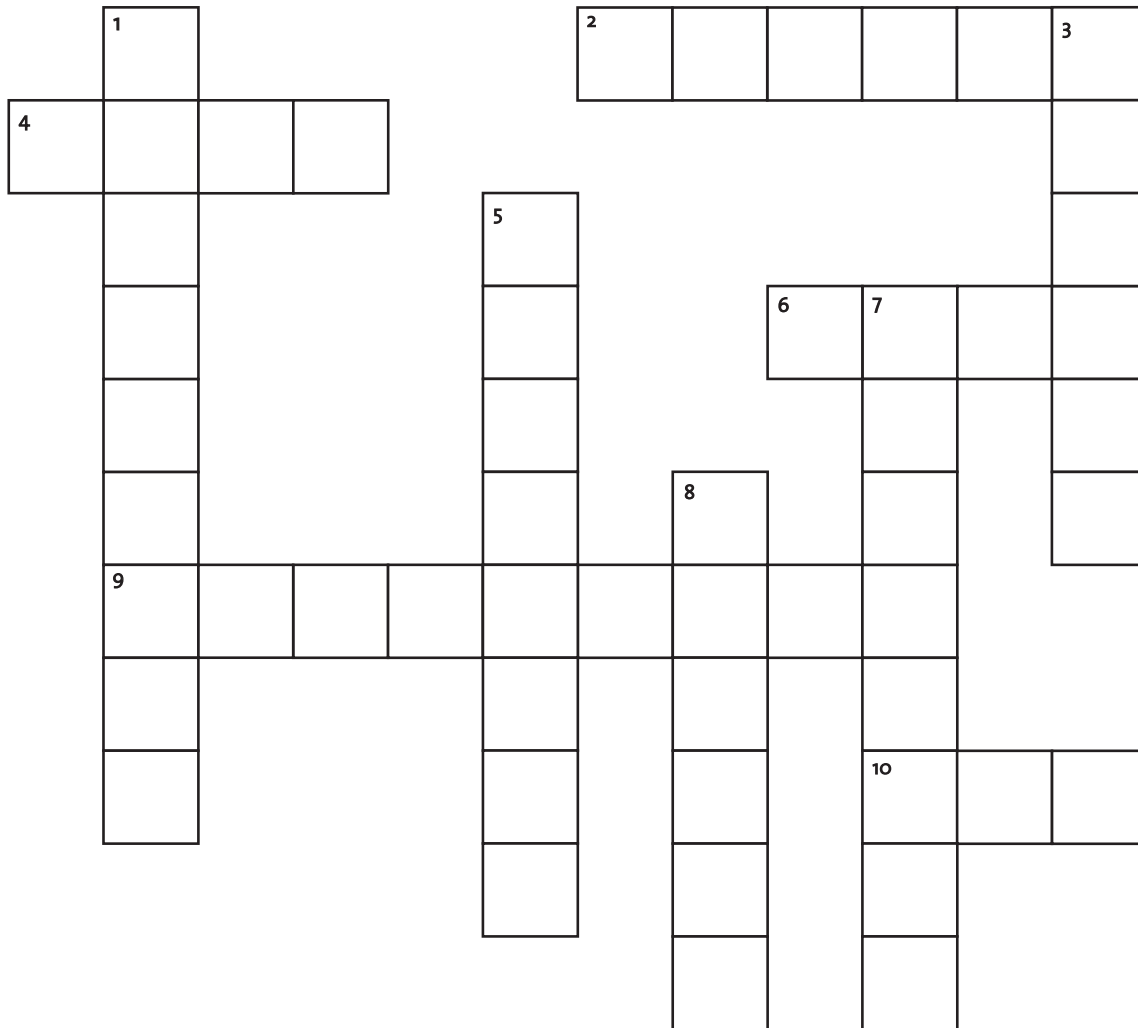
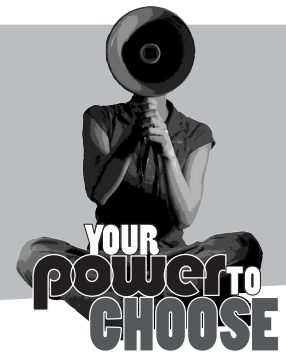
*Everyone will interpret a message differently.*

*Advertisements don't always give you all the information.*

*It is important to be aware of different sources of information to get a better understanding of the bigger picture.*

# CROSSWORD CHALLENGE

## Political Experience



### ACROSS

2. The piece of paper used at the voting station to make sure no one votes twice is called a \_\_\_\_\_ list
4. To make a choice
6. Rules make elections \_\_\_\_\_
9. A person you can vote for
10. Where you put your ballot

### DOWN

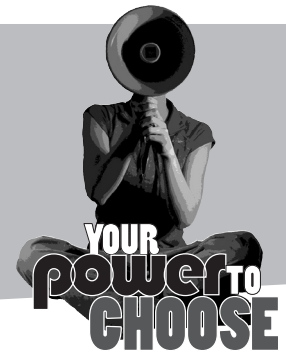
1. \_\_\_\_\_ party
3. Ballots are marked in \_\_\_\_\_
5. The word you write on the front of your ballot if you don't want to vote for any of the candidates
7. A person elected in a Manitoba provincial election becomes a Member of the Legislative \_\_\_\_\_
8. The paper you mark your 'X' on





# GROUP CRITIQUE

## Political Experience



**Group Name:**

**Date:**

**Title of Article/Ad:**

**Source:**

**Date Published:**

1. What is the main message?
2. Is this in support of or against the product? Explain.
3. After viewing this, would you consider purchasing this product? Explain.
4. As a result of your discussion with group members, has your point of view changed? How and why?