

YOUR
POWER
TO Choose



Election Warm-up

GRADE 6



Lesson Outcomes

Students learn the history of the electoral process in Manitoba:

- Individuals and events
- How times have changed
- Impacts of democracy on life in Manitoba



Teaching Strategies

Comparing Past/Present
Word Splash
True & False

Supports Curriculum Outcomes:

6-KH-027
6-KH-037
6-KC-002

Related Curriculum Outcomes:

4-KH-035
5-VH-012
5-KC-001
5-KC-002
5-KC-003

Resources/Materials

- KWL Handout
- Statement Labels
- White paper
- Markers/pencil crayons
- Red and green index cards

Key Concepts

Democracy

- From the Greek, demos means “people”; Kratos means “rule” (government of the people).
- Eligible voters choose who represents them through their right to vote in free and fair elections.
- People elected are accountable to the people who voted for them.

History

- The right to vote was based on sex, property, and other criteria. For example, voters:
 - Had to own property; women and Indigenous peoples were not eligible
 - Could not be patients in hospital (including mental health care facilities)
 - Could not be in correctional facilities

Electoral System in Manitoba

- Election takes place on a set date every four years.
- Any group can form a political party and nominate candidates.
- All seats are contested; candidates run in all 57 divisions.
- Campaigns and elections are carried out fairly.
- Voting takes place freely and secretly.

Activating Strategy

1. Ask students to fold a piece of paper into three columns. A pre-printed KWL handout is also available (see page 5). On the top of each column write the following headings:

What do I already know about elections?

What did I learn about elections today?

What do I still want to know about elections?

2. Ask your students to answer only the question under the column labeled:

What do I already know about elections?

3. Have students share answers with a partner and create two new points together. Then ask each student to share one point with the class.

Times Have Changed Game

1. Introduce the game.
2. Randomly hand out statement labels to the students (see page 6).
3. Ask the class to stick the labels on their shirts so their classmates will have a clear view of each label.
4. When the game is done, ask each pair to take one to two minutes to discuss the following: Which label represents the past and which the present? Why do you think your labels match? Are you surprised by the statements on your labels?
5. Each pair will now share the statements on their labels and their answers to the questions with the class.
6. Once presentations are completed, reveal the correct pair combinations.
NOTE: Any students who were initially paired up incorrectly can now be given the opportunity to find their match.
7. As a class, discuss what students learned from this activity.

How to

The objective of the game is to pair up students with matching label statements.

- Each label statement represents either a past or a current perspective on an issue.
- No talking allowed – if students talk (including students with matching labels) they are immediately disqualified.
- Once a match is found, students are to stand beside their partner and wait until everyone in the room has found a partner.

Word Splash Activity

1.

Pose the question:

When I say the word “voting,” what are all the words and images that come to your mind?

2.

Ask students to brainstorm on a white sheet of paper all the words they associate with the topic. For this word splash activity, students may also draw any pictures that come to mind when they hear the word “voting”.

3.

When each student has had a chance to write something down, ask him/ her to share the word splashes with a partner and come up with two new words or images.

4.

Each pair can now share a word or image with the entire class.

SUGGESTION: As students are giving their examples, record responses on the board.

Applying Strategy

1.

Have the class work together to create a definition for voting using the words from the word splash activity.

2.

Supply students with two index cards, one red and one green.

3.

Ask the following question:

Remembering the activity from the beginning of today's class, and now that we have a definition for what elections are, do you think that all Manitobans over the age of 18 have always had the right to vote?

4.

Ask students to hold up the green card if they agree, or hold up the red card if they disagree. Have students show their cards all at once.

5.

Now reveal the correct answer: NO

NOTE: This question is further discussed in "Elections Past and Present."

Debriefing

Ask students to take out the KWL folded paper from the beginning of the lesson and complete the remaining two columns:

What did I learn about elections today?

What do I still want to know about elections?



KWL Handout

*What do I already know
about _____?*

*What did I learn about
_____ today?*

*What do I still want to know
about _____?*

Statement Labels

In order to vote, you have to be a male who owns property.

Anyone who is a Canadian citizen, 18, and has lived in Manitoba for at least six months can vote.

For an Indigenous person to be able to vote, he/she has to join the army.

Any Indigenous person can vote as long as he/she is a Canadian citizen, 18, and has lived in Manitoba for at least six months.

If you end up in the hospital on voting day, you will miss your chance to vote.

Special ballots allow hospital patients to vote without having to leave their hospital bed.

The voting age is 21.

The voting age is 18.

If you are on vacation in Florida and there is an election in Manitoba, you cannot vote.

If you are away on holiday during the election you can still vote – you can vote in advance or by absentee ballot.