

# RUNNING THE COUNTRY

## TEACHING RESOURCE

BY MARIA GILL



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# PLANNING SHEET

'Societies need rules and laws to function properly'

## KEY LEARNING: We want the students to be able to understand –

- How government works
- How laws are made
- How elections are organised

## KEY CONCEPTS AND UNDERSTANDINGS:

- New Zealand has a democratic political system and a constitutional monarchy
- New Zealand has a distinct political system
- People have different roles in Parliament
- What it means to be a leader
- New Zealand's electoral system allows minor parties and Maori to be represented
- How laws are made in New Zealand
- How local government differs from central government

## CURRICULUM CONCEPTS

**LEVEL 2: Understand that people have social, cultural, and economic roles, rights, and responsibilities.**

**Understand how people can make contributions to the society of New Zealand.**

**LEVEL 3: Understand how groups can make and implement rules and laws.**

**LEVEL 4: Understand that the ways in which the leadership of groups is acquired and exercised can have consequences for communities and societies.**

**Understand how formal and informal groups make decisions that impact on communities.**

**LEVEL 5: Understand how systems of government in New Zealand operate and affect people's lives, and how these systems compare with other systems of government.**

## ASSESSMENT CRITERIA

- accessing prior knowledge
- constructing open questions
- investigating focus questions
- answering comprehension questions
- understanding key words
- note-taking
- writing charts, flow charts
- comparing and contrasting – Venn
- role-playing
- working in pairs, groups, class
- completing an investigation
- writing timelines and biographical profiles
- reflecting in a Learning Log
- presenting in a PowerPoint, charts, flow chart, KWL chart, Inquiry project

# LESSON ONE: WHAT DO I KNOW?

LEARNING OUTCOME	I WILL KNOW THIS
<ul style="list-style-type: none"><li>Students will access prior knowledge about key political words</li><li>Students will investigate the meaning of key political words</li></ul>	<ul style="list-style-type: none"><li>Students have remembered and shared what they know about key political words</li><li>Students can investigate one of the questions, write it in their own words, and share it with a group</li></ul>
RESOURCES	LINKS
<p><i>Running the Country</i> by Maria Gill</p> <p>Five questions on A3 paper on five tables around the room, Template 1</p>	<p><a href="http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf">www.eduplace.com/graphicorganizer/pdf/kwl.pdf</a></p>
LEARNING SEQUENCE	
<p>1. Find out what students know about New Zealand's political system. Divide students into groups of five (give each team a different coloured pen: blue, black, green, red, black). Place A3 paper on five tables with one of these questions:</p> <p>Question One: What is democracy?</p> <p>Question Two: What is a constitution?</p> <p>Question Three: What is a government?</p> <p>Question Four: What is parliament?</p> <p>Question Five: What is a political system?</p> <p>Each team goes to a table armed with pens, ready to begin. Students read the question silently for one minute. The teacher starts the stop watch and gives each group five minutes to discuss the question and write their answer. When the teacher says, STOP, students put down their pens and fold their answer (so it looks like a concertina and next group cannot see their answer).</p> <p>Groups move to the next table and do the same again. When the groups have been around all five tables, the teacher asks them to unfold the paper to reveal all the answers. A spokesperson from the group shares those answers.</p> <p>2. Ask students to draw a KWL chart (see link and Template 1). They will write what they KNOW, WHAT they want to find out (with regards to one of the key questions above), do some research with the book <i>Running the Country</i> and then write what they've LEARNT in the chart.</p> <p>Afterwards, all the students who answered Question One will meet, and the other questions/groups. In their groups, students write a summary and a spokesperson shares it with the class.</p>	
CONCLUSION	ASSESSMENT
<ol style="list-style-type: none"><li>Students write up what they've learned in their Learning Log.</li><li>Students talk to their parents and siblings about what they know about government.</li></ol>	<ul style="list-style-type: none"><li>A3 paper with students before-knowledge</li><li>KWL charts</li><li>Observation of group work</li></ul>

## LESSON TWO: WHAT TYPE OF GOVERNMENT?

### LEARNING OUTCOME

- Students will identify what type of government New Zealand has
- Students understand what makes up New Zealand's constitution

### I WILL KNOW THIS

- Students successfully identify New Zealand has a constitutional monarchy
- Students recognise parts of the New Zealand constitution

### RESOURCES

*Running the Country* by Maria Gill

White board or Smart board, marker

Template 2

### LINKS

[http://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_system\\_of\\_government](http://en.wikipedia.org/wiki/List_of_countries_by_system_of_government)

### LEARNING SEQUENCE

1. In pairs, students research what the following words mean in a dictionary race: dictatorship, constitutional republic, totalitarianism, constitutional monarchy, monarchy. Write words down on paper and display as keywords on classroom wall.

**Constitutional republic** - President as head of government with a written constitution

**Totalitarianism** - When a single party controls the government

**Constitutional monarchy** - a queen/king is head of State (represented by a Governor-General), with a prime minister head of government, and a constitution

**Monarchy** - a queen/king have a lot of power but have a government, parliament and a constitution

Ask students to identify what type of government New Zealand has.

2. Ask students to read pages 4-5 in *Running the Country* and answer the following:

- A \_\_\_\_\_ is a group of people who \_\_\_\_\_ a country with a set of \_\_\_\_\_ and methods called a \_\_\_\_\_ system.
- B. What type of government has equal rights for its people?
- C. How is New Zealand's constitution different from other countries?
- D. Who is our monarch and who is his or her representative in New Zealand?
- E. What is our political system modelled on?
- F. What does our country belong to and how many members are there?

3. Encourage students to go on a Constitutional Scavenger Hunt – see Template 2.

### CONCLUSION

- Students write up what they've learned in their Learning Log.
- Students talk to their parents and siblings about what they know about our constitution

### ASSESSMENT

- Comprehension questions
- Participation in class discussion, and scavenger hunt

## LESSON THREE: NEW ZEALAND'S POLITICAL SYSTEM

### LEARNING OUTCOME

- Students will identify New Zealand's political system

### I WILL KNOW THIS

- Students understand we have a parliament, government and judiciary

### RESOURCES

*Running the Country* by Maria Gill: pages 6-7

Three stations set up with information about Parliament, Government, and Judiciary.

Template 3

### LINKS

<http://goo.gl/22Vl3>

<http://goo.gl/VnmBv>

Coat of Arms: <http://www.mch.govt.nz/nz-identity-heritage/coat-arms>

### LEARNING SEQUENCE

- Ask students to share what they learned in their small groups in Lesson Two.
- Have the students answer these questions:
  - What is Parliament made up of?
  - Where do the House of Representatives meet?
  - What is the governing party made up of?
  - Who is the Cabinet?
  - Who makes up the Judiciary?
- In groups of three, each student either researches Parliament, Government or Judiciary using the five W's & How chart (Template Three). Afterwards, students report their findings to their group.
- Look at the Coat of Arms on page 7. Ask students to find information about why New Zealand has a Coat of Arms and how it was designed.
- Have students design their own Coat of Arms. They need to identify a meaning for each symbol on their Coat of Arms.

### CONCLUSION

- Students write up what they've learned in their Learning Log.
- Students talk to their parents and siblings about what they know about the three branches of the political system.

### ASSESSMENT

- Observation of group work
- Research 'W's' & How questions
- Answer comprehension questions
- Design a Coat of Arms

## LESSON FOUR: WHO'S WHO?

### LEARNING OUTCOME

- Students will identify the people running the country
- Students will name the people running the country and be able to list their roles

### I WILL KNOW THIS

### RESOURCES

*Running the Country* by Maria Gill

### LINKS

### LEARNING SEQUENCE

- As a class, students recap Lesson Three and the political system in New Zealand.
- Ask students to think about who they think runs our country. In pairs, students discuss what they know. In fours, students share their ideas about who is in power.
- Have students as a class brainstorm the roles in Parliament/Government. For example, Governor General, Prime Minister, Speaker, Members of Parliament, Ministers, Clerk of the House, Whips, and Leaders of Opposition.
- In pairs, students pick four positions, name who is in that role, explain their role and rank them in order of hierarchy. Students will need to consult the book *Running the Country* by Maria Gill. For example:

	Governor General	Prime Minister	Speaker	Office of the Clerk of House
Name	Governor-General Lt. Gen. Rt. Hon. Sir Jerry Mateparae	Prime Minister Rt Hon John Key	Speaker Rt Hon David Carter	Mary Harris
Role	Representative Queen/King, gives assent to laws, signs order ending Parliament	Leads government, heads cabinet	Runs the House of Representatives	Is the Speaker's main adviser on all things legal and procedural

### CONCLUSION

- Students write up what they've learned in their Learning Log.
- Students talk to their parents about what they know about the people in power

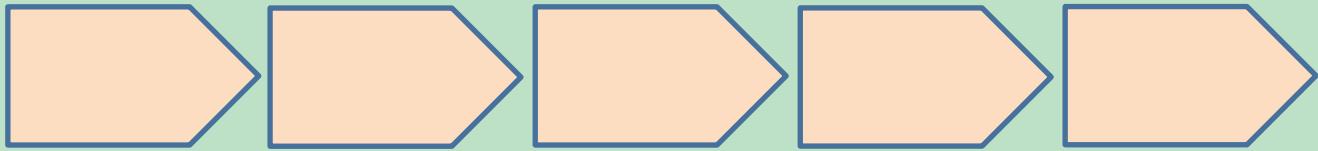
### ASSESSMENT

- Observation of group work
- Who's Who? Chart

## LESSON FIVE: LEADER WANTED!

LEARNING OUTCOME	I WILL KNOW THIS
<ul style="list-style-type: none"><li>Students will identify the leadership skills required to be a Prime Minister</li></ul>	<ul style="list-style-type: none"><li>Students can list the skills required to become a Prime Minister</li><li>Students can identify leadership skills</li></ul>

RESOURCES	LINKS
<i>Running the Country</i> by Maria Gill, pages 12-13	<a href="http://Dpmc.govt.nz">Dpmc.govt.nz</a>

LEARNING SEQUENCE
<ol style="list-style-type: none"><li>Have students recap in pairs what they learned in Lesson Four about the differing roles in Parliament/Government.</li><li>Ask students to read pages 12 – 13 in <i>Running the Country</i> by Maria Gill to find out how to become a Prime Minister. Encourage them to take notes while they are reading.</li><li>Instruct students to draw a flow chart of how to become a Prime Minister.</li></ol>  <ol style="list-style-type: none"><li>Have students design a Wanted! Poster for a Prime Minister. List the skills and character traits they will need to make a good Prime Minister. Remind students they will need a large title, subtitle, border, illustration(s), bullet points.</li><li>Fast Finishers: Write a Character Web for Prime Minister Rt. Hon. John Key or ex-Prime Minister Helen Clark.</li></ol>

CONCLUSION	ASSESSMENT
<ul style="list-style-type: none"><li>Students write up what they've learned in their Learning Log.</li><li>Students talk to their parents about what they know about the current Prime Minister and why they think he/she makes a good/not so good leader.</li></ul>	<ul style="list-style-type: none"><li>Observation of group work</li><li>Students flow chart</li><li>Students Wanted! Poster</li><li>Fast-finishers' Character Web</li></ul>

## LESSON SIX: NEW ZEALAND'S ELECTORAL SYSTEM

### LEARNING OUTCOME

- Students will identify how the electoral system works in New Zealand

### I WILL KNOW THIS

- Students have set and answered three focus questions about the electoral system

### RESOURCES

*Running the Country* by Maria Gill

Template Four

### LINKS

[www.elections.org.nz](http://www.elections.org.nz)

<http://goo.gl/plFoK>

### LEARNING SEQUENCE

- In pairs, students recap what they learned in Lesson Five.
- Assign students a project to find out all they can about New Zealand's electoral process; how MMP works and how seats are allocated in Parliament. Students need to set themselves three questions, research, and then write a summary for each of their questions.
- Once students understand the electoral process, set up an election for Class or School Council.

Election Project			
Source (name of book, web address)	Q1:	Q2:	Q3:
Summary			

Students will need to form parties and write a manifesto. Their leader will need to campaign.

Then students vote using the MMP method and a secret ballot system.

- Once the results are in, set up the classroom in a similar pattern as the Debating Chamber in Parliament. Before the first meeting – students can draw up a table of subjects for discussion. Call the first official meeting.

### CONCLUSION

- Students write up their Learning Log.
- Students talk to their parents about their experience of elections.

### ASSESSMENT

- Observation of group work
- Election Project
- Participation in election

## LESSON SEVEN: MAKING LAWS

### LEARNING OUTCOME

- Students will understand how a bill becomes a law, and who makes them

### I WILL KNOW THIS

- Students outline the process involved to make a bill become a law

### RESOURCES

'Running the Country' by Maria Gill: page 32-33

Template Five – Flow chart shown on whiteboard

### LINKS

<http://www.edrawsoft.com/freemind.php>

Create a bill: <http://goo.gl/BI17b>

### LEARNING SEQUENCE

- As a class, students discuss what they learned in Lesson Six.
- In pairs, students discuss a law they feel should or should not exist. After five minutes, ask pairs to share their ideas about the law, how it should be changed, and their justification for this. Write the laws on the board and number them. Ask the class to vote on their favourite. Count the votes and announce the winner. Tell the class – this is how laws start in our country. People come up with an idea for a law (or bill, as it is called before it becomes a law).
- Ask students to read page 33 of *Running the Country* 'How one bill became a law'. In pairs, students put the process into a flow chart – see Template 2. Use e-draw mindmap software (free download online) to create their own flow chart.
- Assign roles to students: Members of House of Representative, Citizens, Select Committee, Experts, Prime Minister, Governor General.  
Ask Citizens to brainstorm a law that will be of benefit to them. The idea they choose for the law is developed and then written up into a bill, which is introduced to the House of Representatives and given its First Reading. The Members of the House consider the bill and have a debate about why it should become a law, and a vote is held to decide whether the bill should proceed to the next stage. If the bill passes the vote, it is then sent to the Select Committee to ask the general public for their views. This is called 'inviting public submissions'. The Select Committee can also call on Experts to recommend changes to the bill. The report prepared by the Select Committee is presented and the revised bill is given a Second Reading in the House. There is a debate and a new vote is called. If the vote is lost, that is the end of the bill. By the time of the Third Reading, when all the changes have been debated, there is a final vote in the House. If the bill is passed, it goes to the Governor General, who signs the Royal Assent and the bill becomes law. (At any time, students might vote the bill out and they must start the process again.)
- For extras: Go to <http://goo.gl/BI17b> and in pairs students create their own bill online.

### CONCLUSION

- Students write up what they've learned in their Learning Log.
- Students talk to their parents about how laws are made.

### ASSESSMENT

- Observation of group work, role play
- Collection of work: Flow chart

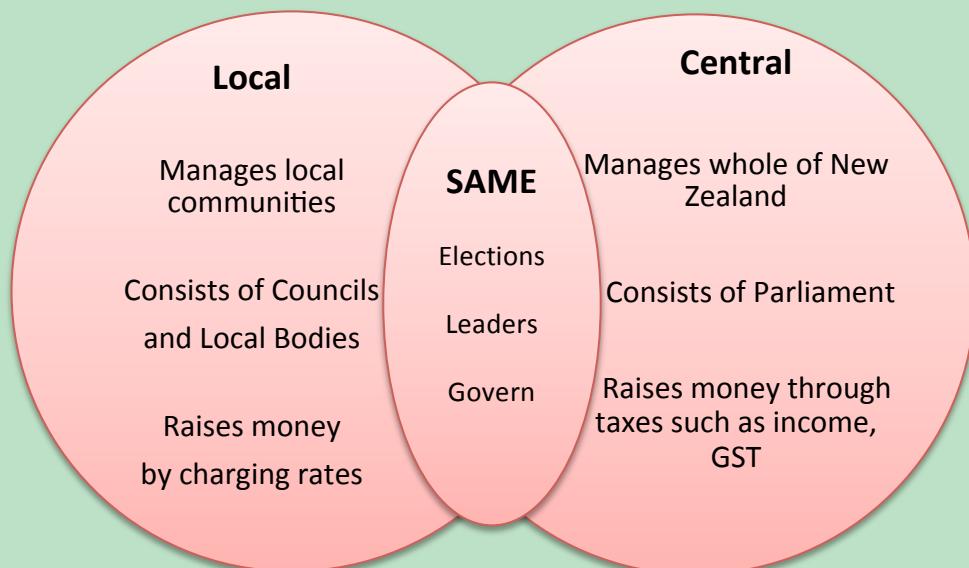
## LESSON EIGHT: LOCAL GOVERNMENT

LEARNING OUTCOME	I WILL KNOW THIS
<ul style="list-style-type: none"><li>Students will identify the function of local government</li></ul>	<ul style="list-style-type: none"><li>Students can compare local and central government</li></ul>

RESOURCES	LINKS
<p><i>Running the Country</i> by Maria Gill: page 42-43</p> <p>Template Six</p>	<a href="http://www.localcouncils.govt.nz">www.localcouncils.govt.nz</a>

### LEARNING SEQUENCE

- As a class, students discuss what they learned in the Lesson Seven.
- Draw two big circles on the board, and ask students to brainstorm what happens in central government and what happens in local government.
- Ask students to read pages 42-43 of *Running the Country*. In pairs, students add more to the two circles on the board.
- Ask students to draw a Venn diagram comparing central and local government:



- Ask students to brainstorm an issue they would like their local government to address and prepare a letter to send to council.

### CONCLUSION

- Students write up their Learning Log.
- Students talk to their parents about important features of their community that the council is helping to preserve

### ASSESSMENT

- Observation of group work
- Samples of work – Venn Diagram, letter

## LESSON NINE: INQUIRY

LEARNING OUTCOME	I WILL KNOW THIS
<ul style="list-style-type: none"><li>Students will write three focus questions</li><li>Students will write an Inquiry addressing their questions</li></ul>	<ul style="list-style-type: none"><li>Students have asked three open questions</li><li>Students have answered their questions</li></ul>
RESOURCES	LINKS
<i>Running the Country</i> by Maria Gill Template Seven	Photocopy page 47 and draw students' attention to list of websites and resource books
LEARNING SEQUENCE	
<ol style="list-style-type: none"><li>Tell students they are going to set up their own investigation about how the country is run. They need to pick three focus questions – it can be about anything they haven't already covered in class from the book <i>Running the Country</i>. Students can research their questions using internet sources AND books (ask them to cite their references on their report). Students write answers in their own words (and tell them you will be checking to see whether they did that). A technique that can help students to write in their own words is to: Write the main idea, and provide 2-4 supporting ideas about a subject. For example, use page 5 in <i>Running the Country</i>: New Zealand's Government. Main Idea: New Zealand is a constitutional monarchy. Supporting Idea 1: New Zealand's monarch is Queen Elizabeth II. Supporting Idea 2: The governor-general is Queen Elizabeth II's representative in New Zealand. Supporting Idea 3: New Zealand uses the Westminster system, which is modelled on the British political system. Students will then write their report on PowerPoint or on a Tablet using an equivalent application. Students present to class on the big screen.</li><li>After presentation, students self-evaluate their project (See Template 7).</li></ol>	
CONCLUSION	
<ul style="list-style-type: none"><li>Students write up their Learning Log.</li><li>Students talk to their parents about where to get information for their project</li></ul>	
ASSESSMENT	
<ul style="list-style-type: none"><li>Inquiry Method: assessing for use of variety of research material, ability to write in own words, answer focus questions, present in an interesting way on PowerPoint or Tablet</li><li>Self-evaluation - Template Seven</li></ul>	

## LESSON TEN: LANGUAGE & READING PROGRAMME

### LEARNING OUTCOME

- Students will be able to write their own timeline, biographical profile, text box and other visual elements

### I WILL KNOW THIS

- Students have successfully written a timeline, biographical profile, and text boxes for their 'Community' double page spread

### RESOURCES

*Running the Country* by Maria Gill

### LINKS

<http://www.socialstudiesforkids.com/articles/howtomakeatimeline1.htm>

### LEARNING SEQUENCE

- Display one of the double page spreads from the book on a screen. Show the students that the author has used different elements to convey information. Ask them what those visual and text elements are. For example: timeline, profile, Click Here, Statistic Box, Text Boxes, Introduction Header, What's That? text box, and captions for photographs. Ask the students why they think the author has used these elements instead of just writing continuous text. Their answers could be: divides the information up into bite-size pieces of information, makes it visually interesting, enables the author to put different types of information on a page etc.
- Tell students they are going to create their own double page spread with a partner/small group. The idea for their page is 'Community'. Their timeline covers the period of one year. They can write the biography of a prominent leader in their community. Challenge them to find a statistic to go with their topic, a link to put in 'Click Here', and a key word to define in 'What's that?' For younger students, work with each element one at a time and teach students what is needed to produce that element. For example, for a timeline you start at the beginning of a year (on left) and go to end of year (right) and put information that is relevant to the topic on dates through the year. For a profile students will read an article about a leader and choose 2-4 sentences that summarise their main career achievements.
- Students write a draft first and then give to another group to critique. The review criteria should include: does it explain the topic, do they have interesting supporting information, have they successfully written a profile and timeline. Students give feedback on each other's double page spread (positive and constructive feedback).
- Students write a good copy and teacher accumulates all the spreads into a classroom book, for children to read at SSR time.

### CONCLUSION

- Students write up their Learning Log.
- Students talk to their parents about what makes their community unique

### ASSESSMENT

- Observation of group work
- Double page spread
- Observation of critiquing in groups

## **TEMPLATE ONE**

<b>KWL CHART</b>		
<b>WHAT I KNOW</b>	<b>WHAT I WANT TO LEARN</b>	<b>WHAT I LEARNED</b>
<b>SUMMARY:</b>		

## TEMPLATE TWO

## SCAVENGER HUNT

What year was our constitution first written and then revised?	Name one thing that makes New Zealand's constitution unique.
Hint: look at <i>Running the Country</i> timeline	Hint: look on <i>Running the Country</i> page 17
Whose rights does the constitution protect?	<p>Name three Rights protected in the Bill of Rights.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
Hint: go to <a href="http://www.ourconstitution.org.nz/">http://www.ourconstitution.org.nz/</a> Then go to Resources, click on Constitution Fact Sheet	Hint: go to <a href="http://www.ourconstitution.org.nz">www.ourconstitution.org.nz</a> Then go to Resources, click on Bill of Rights, Fact Sheet
<p>Name two documents that are an important part of New Zealand's constitution.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	<p>Name three constitutional principles</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
Hint: look on <i>Running the Country</i> page	Hint: go to Fact Sheet page 1 on <a href="http://www.ourconstitution.org.nz">www.ourconstitution.org.nz</a>

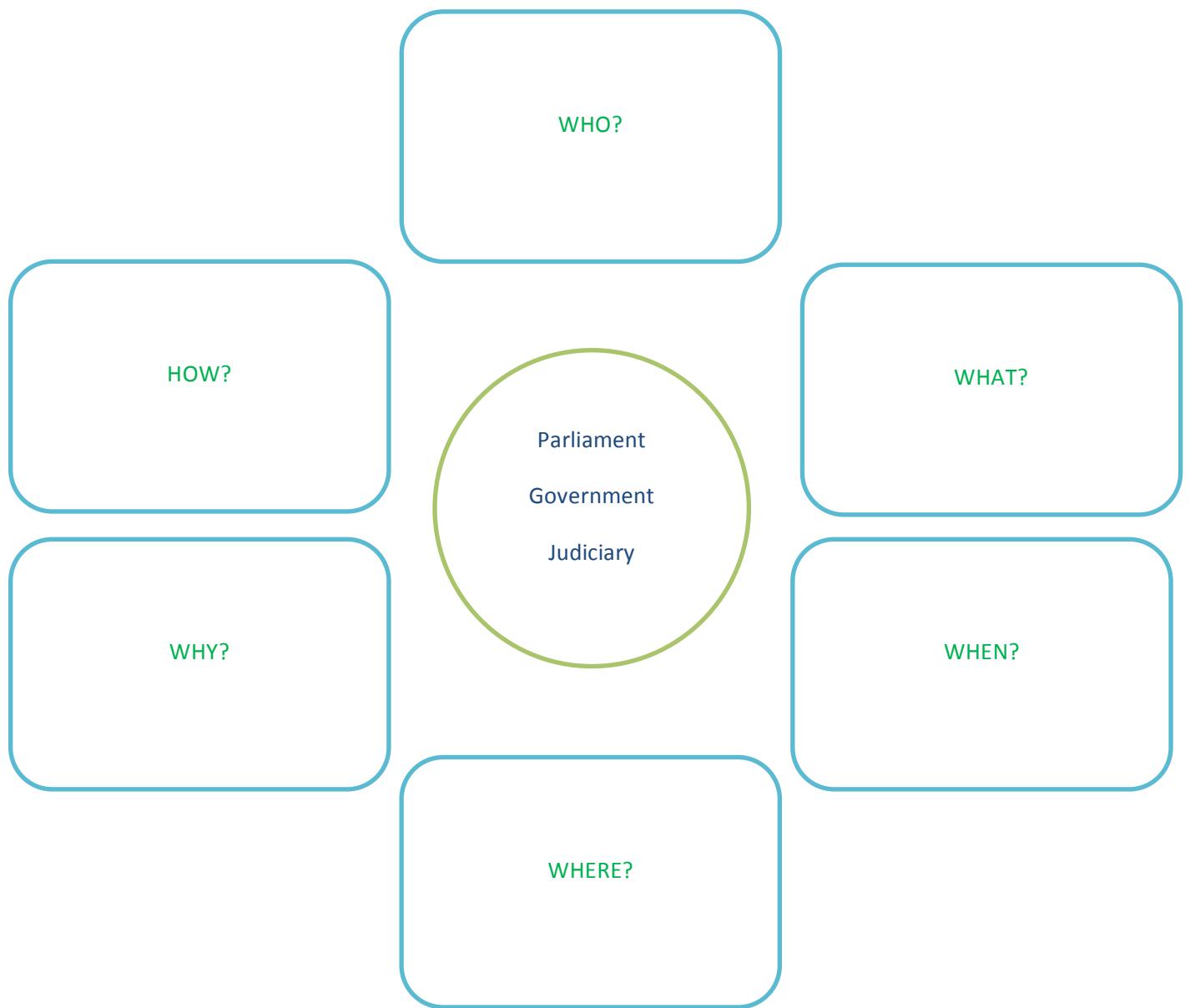
16-17	
<p>Who signed the Treaty of Waitangi agreement and when?</p> <p>Hint: <a href="http://www.ourconstitution.org.nz">www.ourconstitution.org.nz</a> go to Resources, Treaty of Waitangi Fact Sheet</p>	<p>What is New Zealand's electoral system and what does it mean for voters?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Hint: <a href="http://www.ourconstitution.org.nz">www.ourconstitution.org.nz</a> go to Resources, Electoral matters Fact Sheet</p>

## SCAVENGER HUNT ANSWERS

<p>What year was our constitution first written and then revised.</p> <p>In 1852, then revised in 1986. It is being reviewed in 2013.</p>	<p>Name one thing that makes New Zealand's constitution unique.</p> <ul style="list-style-type: none"> <li>• The supreme power of Parliament</li> <li>• The constitution is not one document</li> <li>• Treaty of Waitangi is an important part of it</li> </ul>
<p>Whose rights does the constitution protect?</p> <p>It protects the rights of everyone in New Zealand</p>	<p>Name three Rights protected in the Bill of Rights.</p> <ol style="list-style-type: none"> <li>1. Right to vote</li> <li>2. Right to life</li> <li>3. Freedom of expression</li> </ol>
<p>Name two documents that are an important part of New Zealand's constitution.</p> <p>1. Treaty of Waitangi 2. Bill of Rights</p>	<p>Name three constitutional principles</p> <ol style="list-style-type: none"> <li>1. The rule of law</li> <li>2. NZ representative democracy</li> <li>3. We have a responsible government</li> </ol>
<p>Who signed the Treaty of Waitangi agreement and when?</p> <p>British Crown and Maori Chiefs 1840</p>	<p>What is New Zealand's electoral system and what does it mean for voters?</p> <ol style="list-style-type: none"> <li>1. MMP</li> <li>2. One vote for MP, one vote for Party</li> </ol>

## TEMPLATE THREE

### WHO? WHAT? WHERE? CHART



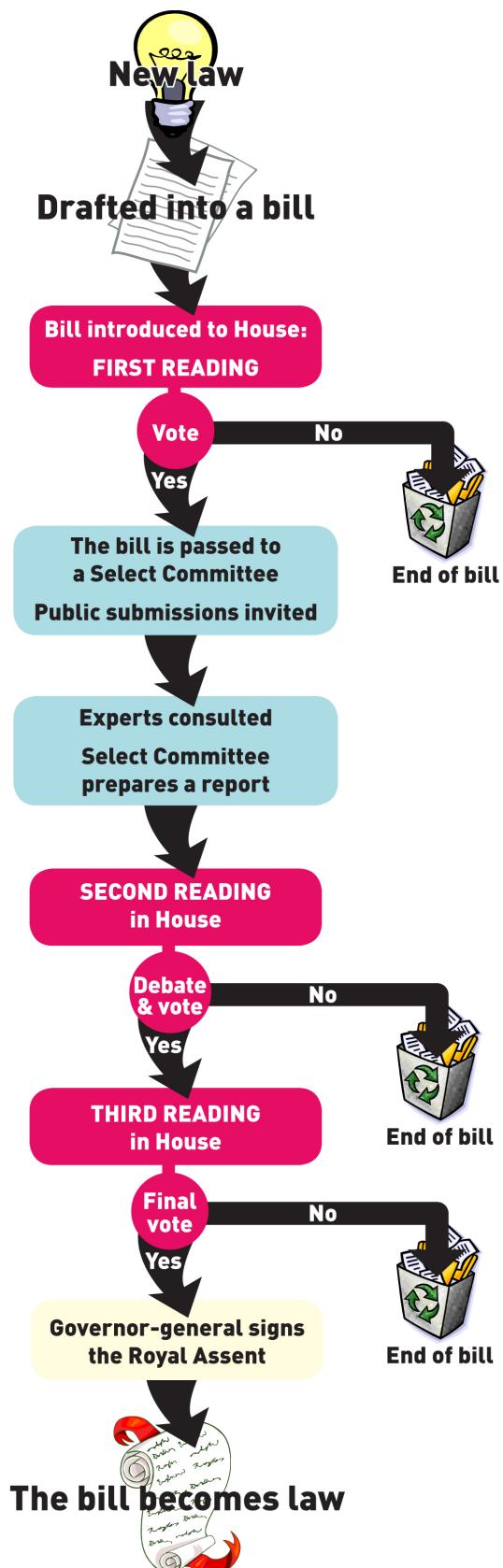
## **TEMPLATE FOUR**

### **ELECTION PROJECT**

Source (name of book, web address)	Q1:	Q2:	Q3:
Summary			

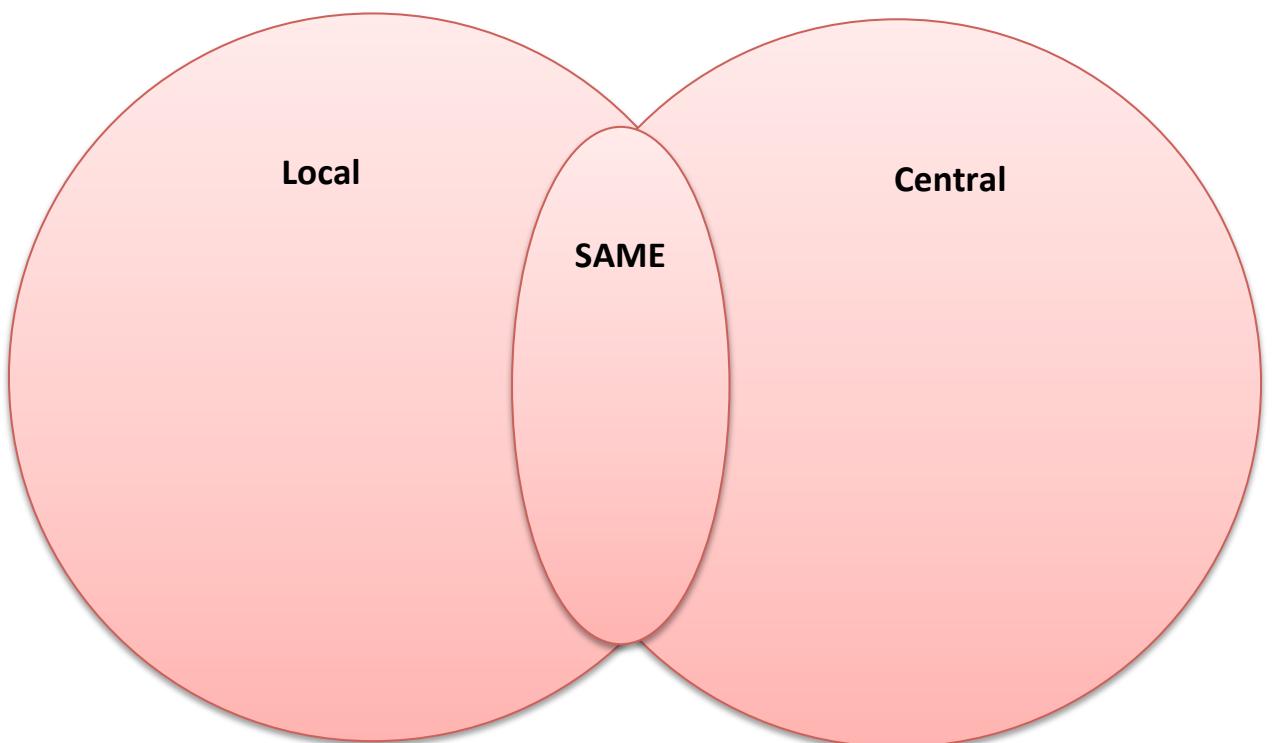
## TEMPLATE FIVE

### HOW LAWS ARE MADE



## **TEMPLATE SIX**

### **VENN DIAGRAM**



## TEMPLATE SEVEN

<b>SELF-EVALUATION</b>				
#	EVALUATE	Great!	Okay	Needs work
1	Used open questions.			
2	Used a range of books/internet for research.			
3	Answered questions.			
4	Summarised in own words.			
5	Used technical words appropriately.			
7	Edited work.			
8	Final presentation.			
<b>Comments</b>	<b>What was good?</b>	<b>What you could have done better</b>		
You				
Classmate				
Teacher				

**How can you tell it is ...**

Great! – You do it fully and take it one step further.

Okay – You complete it but do the least you can get away with.

Needs work – Your work is untidy and unfinished.

**Comments:**

Write an honest comment about your work, describing what you did well and what you could have done better.

Ask a classmate to comment on your work.

Ask the teacher to comment on your work.