

\*\*Each Student will also need a copy of the Prime Minister Note Sheet

# Prime Minister Jigsaw Activity

Details regarding Classroom Jigsaw Activities may be found at <https://www.jigsaw.org/overview/>

Basically, though, a Classroom Jigsaw Activity is a cooperative learning strategy that involves having a number of different related possible subjects for groups to research and present their findings to the rest of the class, and within each topic group each student has a role as an 'expert' in a particular aspect of their study.

## Group Topics for Prime Minister Jigsaw Activity;

Suggested possible pairs of Prime Ministers for Groups to Present – intended to provide different situations for each group to present on. Teachers may choose to narrow down or rearrange the list to suit the needs of the class.

- 1) Alexander Mackenzie, John Joseph Caldwell Abbott
- 2) John Sparrow David Thompson, Wilfred Laurier
- 3) Mackenzie Bowell, Robert Laird Borden
- 4) Charles Tupper, William Lyon Mackenzie King
- 5) Arthur Meighen, Richard Bedford Bennett
- 6) Louis Stephen St. Laurent, Joseph Clark
- 7) John George Diefenbaker, John Napier Turner
- 8) Lester Bowles Pearson, A. Kim Campbell
- 9) Pierre Elliott Trudeau, Paul Edgar Phillippe Martin
- 10) Martin Brian Mulroney, Stephen Harper
- 11) Joseph Jean Jacques Chretien, Justin Trudeau

When presenting, groups should of course provide the information that is needed for note-taking;

Name of Prime Minister (provided), & Party Represented (please include)	Term or Terms in Office (First day to last day, each term)	Way Into Office Each Term	Majority or Minority Government	Way Out of Office Each Term
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Each member of a group should have a research and presentation focus. The 3 possible foci that a student can choose from are **Personal Biography; Political Climate; and Historical Context.**

**Personal Biography; \* Tell the story of the person.** (date of birth, other jobs that the person did besides being Prime Minister, how old the person was when he or she became Prime Minister, any notable accomplishments of the person as Prime Minister, other notes of interest, and (if relevant) date of death.) For this focus, students should look for biography-related resources that have to do with the

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Prime Ministers that they are presenting about. The group member expert on biography should also present the name of the Prime Minister, their term or terms in office, and their way into office each term, to the class.

**Political Climate; tell the political story** (campaign promises that the person made when being Prime Minister; what the party stated as its beliefs and platform; the extent to which the campaign promises that were made were fulfilled, and what reasons were given (if any) for not fulfilling campaign promises.) The group member expert on political climate should also present which party was led/represented by the Prime Minister, and whether in each term the Prime Minister in question led a majority or minority government. This group member should look for more general historical/political information sites/books about the political parties involved.

**Historical Context; tell the story of the times** (notable Canadian and/or world events that took place while the person was Prime Minister, and any notable controversies or scandals that took place while the person was Prime Minister. Also, if possible, note how many more seats there were in the House Of Commons when the person became Prime Minister than there were in the previous Parliament, and if there were any new Provinces or Territories included in Canadian Confederation at that time.) The group member in charge of historical context should review the term or terms in office of the Prime Minister, and should relate those terms to a timeline of other important Canadian and world events. This group member should also review the Prime Minister's way out of office. This group member should look for resources that have to do with the period of time when the person was Prime Minister – historical timelines related to Canadian and World History specific to that time would be ideal.

### **Jigsaw Process**

After getting into groups and establishing roles, students should get some time to explore and do research independently regarding their specific focus. Then, student 'experts' from each topic group should get together and share their strategies for accumulating research and how they plan to focus their information and to present it. After taking notes from and learning from other experts in their focus, the topic groups get together and make some decisions about how they plan to present their information, and how they plan to keep in touch and keep their work accessible for all topic group members to work on (perhaps saving their work on a shared drive or shared area, so that if one student is sick or unexpectedly away it does not cause all group work to grind to a halt). Teachers should let students know what sort of technology or materials may be available for them for creating their presentation, and any other expectations related to illustrations, etc.

Finally, topic groups should gather and practise their presentations, and the teacher should schedule those presentations to take place during a class or series of classes. The 'Prime Ministers of Canada Note Sheet' or some condensed version of it should be made available in some form to all students, and as the topic groups make their presentations, other students take notes.

This process allows for the repetition of important concepts, like 'Majority Government', 'Party Platforms', 'Conservative', 'Liberal', and the role of 'Prime Minister', but in a historical and individual context, and allows students to practise research, cooperation, synthesis, presentation, and technology-related skills.