



# **Grade 9 Social Studies (10F): Canada in the Contemporary World**

A Course for Independent Study

Field Validation Version





GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

A Course for Independent Study

Field Validation Version

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Any websites referenced in this resource are subject to change without notice.

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Available in alternate formats upon request.

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GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

Introduction



# INTRODUCTION

## Overview

Welcome to Grade 9 Social Studies!

Social studies is the study of people in relation to each other and to the world in which they live. This course focuses on Canada's social, political, and economic characteristics and how they are influenced by the country's geographic and cultural diversity. It also focuses on Canada's democracy and the role of the citizen in that government, as well as Canada's role in the global village and Canada's responsibilities and potential for leadership regarding current global issues.

As a student enrolled in an independent study course, you have taken on a dual role—that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the learning activities and assignments. As a teacher, you are responsible for checking your work carefully, noting areas in which you need to improve, and motivating yourself to succeed.

## What Will You Learn in This Course?

In each lesson, you will read a few pages and then complete a learning activity and/or assignment. Some lessons may require you to do some investigative research in your community. There are four modules in this course:

- Module 1: Diversity and Pluralism in Canada
- Module 2: Law, Order, and Good Governance
- Module 3: Canada in the Global Context
- Module 4: Canada—Opportunities and Challenges

It is recommended that you work through the modules in their given order. Your midterm examination will cover material from Modules 1 and 2, while your final examination will cover material from Modules 3 and 4.

## How Is This Course Organized?

Each module in this course consists of several lessons, which contain the following components:

- **Introduction:** Each lesson begins with an explanation of what you will be learning in that lesson.
- **Outcomes:** Learning outcomes are goals you should have accomplished by the end of the lesson, as prescribed by Manitoba Education.
- **Lesson:** The main body of the lesson is made up of the content that you need to learn. It includes explanations, diagrams, and fully completed examples.
- **Summary:** Each lesson ends with a brief review of what you just learned.
- **Learning Activities:** Most lessons have a learning activity. These include questions that you should complete in order to help you practice or review what you have just learned. Once you have finished a learning activity, you should check your answers with the answer key provided.
- **Assignments:** Assignments are found at the end of lessons. In total, all assignments will be worth a total of 60% of your final mark. You will mail or electronically submit all of your completed assignments to the Distance Learning Unit for assessment.
- **Glossary Terms:** Throughout the lessons, there will be bolded words. Most of these bolded words are terms that are defined in the glossary included at the end of the course.

## What Resources Will You Need for This Course?

### Required Resources

You do not need a textbook to complete this course. All the content is provided in this package. Here is a list of things that you need to complete this course:

- Current atlas
- Dictionary
- Notebook or computer (to complete your assignments and take notes)

## Optional Resources

It would be helpful if you had access to the following resources:

- **Photocopier/scanner:** With access to a photocopier/scanner, you could make a copy of your assignments before submitting them so that if your tutor/marker wants to discuss an assignment with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you keep a copy in case the originals are lost.
- **Resource people:** Access to local resource people, such as teachers, school counsellors, and librarians, would help you complete the course.
- **A computer with word processing software:** Access to word processing software (e.g., Microsoft Word) would help you complete some assignments.
- **A computer with Internet access:** Some lessons suggest website links as sources of information or for supplementary reference and reading. If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of accessing information.

### Internet Safety

If you choose to use the Internet to do research, be safe. The Internet is a valuable source of information and should be used responsibly. Talk to your parents/guardians about Internet safety, and use the following guidelines when going online:

- Choose a user name that does not tell your name, gender, age, or other personal details.
- Never give anyone private information.
- Do not answer emails from strangers.
- If someone asks you to keep your relationship with them a secret, stop talking to the person and immediately tell your parent/guardian.
- Do not email or post pictures or files.

The above is **not** a complete list because no list can possibly cover all dangerous situations. Use your common sense and be careful.

## Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in your course: your tutor/marker and your learning partner.

### Your Tutor/Marker



Tutor/markers are experienced educators who tutor independent students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information were sent to you with this course. Your tutor/marker information is also available in the learning management system (LMS).

### Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about social studies, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your course work, read the course with you, check your work, look at and respond to your learning activities, or help you make sense of assignments. You may even study for your examinations with your learning partner. If you and your learning partner are taking the same course, however, your assignment work should not be identical.



## Plagiarism

Plagiarism IS a big deal with serious consequences, so it's important that you understand what it is and how to avoid it.

### What is plagiarism?

In brief, plagiarism is taking someone's ideas or words and presenting them as if they are your own.

### How can you avoid plagiarism?

- Begin early. Research takes time. Allow enough time to search for, evaluate, and read sources, and to get help if you need it. Always document your sources immediately.
- Present your research by quoting and paraphrasing.
  - When you use a quote, you use the exact same words with quotation marks, and you indicate exactly where it came from.
  - When you paraphrase, you rewrite an author's idea using your own words and you do not use quotation marks (but you also make sure to state clearly whose idea it is).
- Learn how to use different citation styles.
- Give credit where credit is due. Never pretend someone else's idea is your own.

## How to Cite References

The following citing method is from a style called MLA. There are many writing styles. If your teacher tells you to cite differently, please respect this.

### Quotations

Pretend that you want to use the underlined section of the following text in your essay. The text is found on page 439 of *Geographic Issues of the 21st Century*, by Bruce Clark and John Wallace.

Although you could survive without food for several weeks, you could not survive without water for more than a few days. Humans require about 2.5 litres per day of drinking water to remain healthy. In fact, two-thirds of the human body is made of water.

In dry areas of the world, people view water as a resource more valuable than gold. In Canada, most people take water for granted. Studies show that the average Canadian uses about 330 litres per day for personal use.

If you use the exact words found in the book, you put quotation marks at the beginning and end of the text. After the text you put an opening bracket, the author's name, a space, the page number on which the writing was found, and a closing bracket. Note the location of the period.

Example from the above text: "In dry areas of the world, people view water as a resource more valuable than gold" (Clark 439).

## Paraphrasing

You can also paraphrase, or write this information in your own words. The following is an example of a bad paraphrase followed by an example of a good paraphrase of the whole section of text above. Notice that there are no quotation marks. After your paraphrase, you still put the author and page number in parenthesis (brackets).

**Bad Paraphrase:** People can't live without water for more than a few days. We need 2.5 litres of water a day, since we are mostly made up of water. In dry places, water is seen as being very valuable. Canadians take water for granted. They use about 330 litres each day. (Clark 439)

A good paraphrase follows these rules:

- **Shorten it:** The original text was six sentences. Make your paraphrase two to three sentences.
- **Use synonyms (different words):** For example, a synonym for take for granted is undervalue.
- **Change word order:** Example 2 below changes the order by mentioning Canadians first and dry areas second. (The original text mentions dry areas first and Canadians second.)
- **If you can't make it shorter, quote it:** Sometimes you cannot shorten the text.

**Good Paraphrase:** Water is a necessity that Canadians undervalue. We use large amounts of water every day while people in countries with less access to fresh water view water as an invaluable resource (Clark 439).

## Bibliography

Each book, article, or website you use in your paper must be shown in a bibliography.

- The bibliography must be on a page by itself.
- The sources must be in alphabetical order by the last name of author/editor.
- All book/journal/website names are in italics.
- All article titles are in quotation marks (" ").

## How to Cite Different Sources

**Books:** (example below by author Bruce Clark.)

Author's/Editor's last name, first name. *Title of the book*. Publishing city and abbreviated province or state: Publisher name, year published. Print.

**Article:** (example below by author Laura Snyder.)

Author's/Editor's last name, first name. "Article title." *Title of the Journal or Newspaper*. Date published: page number(s) if available. Web/Print. Date you looked up the article (if it was on the web). <URL>.

**Website:** (Example below has a corporate author. It is an article on water scarcity.)

Author's/Editor's last name, first name. *Name of Site*. Name of Publisher/Sponsor of site, day month year of creation: pages of the article. Web. Date you looked up the article. <URL>.

## Bibliography

Clark, Bruce, and John Wallace. *Geographic Issues of the 21st Century*. Don Mills, ON: Pearson Education Canada Inc., 2005. Print.

Snyder, Laura. "Water Scarcity Will Create Global Security Concerns." *Medical News Today*. 7 Oct. 2009: Web. 31 Aug. 2012.  
<http://www.medicalnewstoday.com/releases/166540.php>.

United Nations. *Water Scarcity*. United Nations, 2012. Web. 31 Aug. 2012.  
<http://www.un.org/waterforlifedecade/scarcity.shtml>.

The above is **not** a complete list because using citations could be a lesson in itself. This is a quick guide to help you research ethically and efficiently. When in doubt, talk to your tutor/marker, librarian, family member, or teacher.

## Where Do I Find This Information?

The information you need for the bibliography should be found on the cover and inside the first few pages of the book. Look for the © symbol, which tells you the date the book was published. The publisher name and city are found there as well. On websites, look for links on the home page. You may have noticed that two of the above references did not provide all the requested information. For example, the article did not have page numbers to include, as there were no page numbers provided on the website. Try to find and include as much information as possible. If you cannot find all the information, write the citation as completely as you can with the information you have. This is a basic guide for citing references. More details can be found on the Purdue Owl Site at <http://owl.english.purdue.edu/> or contact your tutor/marker.

## How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the learning activities, assignments, and examinations.

### Learning Activities



The learning activities in this course will help you to review and practise what you have learned in the lessons. You will **not** submit the completed learning activities to the Distance Learning Unit. Instead, you will complete the learning activities and compare your responses to those provided in the Learning Activity Answer Key found at the end of each module.

Make sure you complete the learning activities. Doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments and the examinations successfully. Many of the questions on the examinations will be similar to the questions in the learning activities. Remember that you **will not submit learning activities to the Distance Learning Unit**.

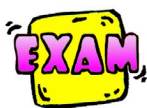
### Assignments



Most lessons contain assignments that you will submit to the Distance Learning Unit for assessment. The assignment component of this course is worth 60% of your final mark. In order to do well on each assignment, you should complete all learning activities first and check your answers in the answer key provided.

The tutor/marker will mark your assignments and return them to you. Remember to keep all marked assignments until you have finished the course so that you can use them to study for your examinations.

### Midterm and Final Examinations



This course contains a midterm examination and a final examination.

- The **midterm examination** is based on Modules 1 and 2, and is worth 20 percent of your final mark in this course. You will write the midterm examination when you have completed Module 2.
- The **final examination** is based on Modules 3 and 4, and is worth 20 percent of your final mark in this course. You will write the final examination when you have completed Module 4.

The two examinations are worth a total of 40 percent of your final course mark. You will write both examinations under supervision.

To do well on each examination, you should review all the work you have completed from the modules, including all learning activities and assignments.

### **Practice Examinations and Answer Keys**

To help you succeed in your examinations, you will have an opportunity to complete a Midterm Practice Examination and a Final Practice Examination. These examinations, along with the answer keys, are found in the learning management system (LMS). If you do not have access to the Internet, contact the Distance Learning Unit at 1-800-465-9915 to obtain a copy of the practice examinations.

These practice examinations are similar to the actual examinations you will be writing. The answer keys enable you to check your answers. This will give you the confidence you need to do well on your examinations.

### **Requesting Your Examination(s)**

You are responsible for making arrangements to have the examinations sent to your proctor from the Distance Learning Unit. Please make arrangements before you finish Module 2 to write the midterm examination. Likewise, you should begin arranging for your final examination before you finish Module 4.

To write your examinations, you need to make the following arrangements:

- **If you are attending school**, your examination will be sent to your school as soon as all the applicable assignments have been submitted. You should make arrangements with your school's Independent Study Option (ISO) school facilitator to determine a date, time, and location to write the examination.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. Examination Request Forms can be found on the Distance Learning Unit's website, or look for information in the learning management system (LMS). **Two weeks before** you are ready to write the examination, fill in the Examination Request Form and mail, fax, or email it to

Distance Learning Unit  
500-555 Main Street  
P.O. Box 2020  
Winkler, MB R6W 4B8  
Fax: 204-325-1719  
Toll-Free Telephone: 1-800-465-9915  
Email: distance.learning@gov.mb.ca

## How Much Time Will You Need to Complete This Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and can choose how quickly you will complete the course. You do not have to wait for your teacher or classmates, and can read as many lessons as you wish in a single session.

From the date of your registration, you have a maximum of **12 months** to complete the course, but the pace at which you proceed is up to you. Read the next few pages to get a recommendation on how to pace yourself.

### Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Module	Completion Date
Module 1	End of September
Module 2	End of October
Midterm Examination	Middle of November
Module 3	Beginning December
Module 4	Beginning of January
Final Examination	Middle of January

### Chart B: Semester 2

If you want to start the course in February and complete it in May, you can follow the timeline suggested below.

Module	Completion Date
Module 1	Middle of February
Module 2	Beginning of March
Midterm Examination	Middle of March
Module 3	Middle of April
Module 4	Beginning of May
Final Examination	Middle of May

## Chart C: Full School Year (Not Semestered)

If you want to start the course in September and complete it in May, you can follow the timeline suggested below.

Module	Completion Date
Module 1	End of October
Module 2	End of November
Midterm Examination	Middle of January
Module 3	Middle of March
Module 4	Middle of April
Final Examination	Middle of May

### Timelines

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you.



If you need this course to graduate this school year, all coursework must be received by the Distance Learning Unit on or before the first Friday in May, and all examinations must be received by the Distance Learning Unit on or before the last Friday in May. Any coursework or examinations received after these deadlines may not be processed in time for a June graduation. Assignments or examinations submitted after these recommended deadlines will be processed and marked as they are received.

## When and How Will You Submit Completed Assignments?

### When to Submit Assignments

While working on this course, you will submit completed assignments to the Distance Learning Unit four times. The following chart shows you exactly what assignments you will be submitting at the end of each module.

Submission of Assignments		
Mailing	Modules	Assignments You Will Mail In
Mailing 1	Module 1	Assignments 1.1 to 1.4
Mailing 2	Module 2	Assignments 2.1 to 2.3
Mailing 3	Module 3	Assignments 3.1 to 3.4
Mailing 4	Module 4	Assignments 4.1 to 4.3

## How to Submit Assignments

In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction). Complete the information at the top of each Cover Sheet before submitting it along with your assignments.
- **Electronic submission:** You do not need to include a cover sheet when submitting assignments electronically.

### Submitting Your Assignments by Mail



If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

Distance Learning Unit  
500-555 Main Street  
P.O. Box 2020  
Winkler MB R6W 4B8

Your tutor/marker will mark your work and return it to you by mail.

### Submitting Your Assignments Electronically



Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. In addition, this information is available in the learning management system (LMS).

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.



The Distance Learning Unit does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.



## What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



**Assignment:** Complete an assignment. You will submit your completed assignments to the Distance Learning Unit for assessment. You will be submitting your assignments at the end of every module.



**Examination:** Write your midterm or final examination at this time.



**Internet:** Use the Internet, if you have access to it, to obtain more information. Internet access is optional for this course.



**Check Your Work:** Check your responses against those provided in the Learning Activity Answer Key found at the end of the applicable module.



**Learning Activity:** Complete a learning activity. This will help you to review or practise what you have learned and to prepare for an assignment or an examination. You will not submit learning activities to the Distance Learning Unit. Instead, you will compare your responses to the Learning Activity Answer Keys found at the end of the applicable module.



**Learning Partner:** Ask your learning partner to help you with this task.



**Mail or Electronic Submission:** Mail or electronically submit your completed assignment(s) to the Distance Learning Unit for assessment at this time.



**Note:** Take note of and remember this important information or reminder.



**Phone Your Tutor/Marker:** Telephone your tutor/marker.

**Remember:** If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.

Good luck with the course!

---

## Notes

# GRADE 9 SOCIAL STUDIES (10F) CANADA IN THE CONTEMPORARY WORLD

## Module 1 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

**Drop-off/Courier Address**

Distance Learning Unit  
555 Main Street  
Winkler MB R6W 1C4

**Mailing Address**

Distance Learning Unit  
500-555 Main Street  
PO Box 2020  
Winkler MB R6W 4B8

**Contact Information**

Legal Name: \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Attending School:     No     Yes

School Name: \_\_\_\_\_

Has your contact information changed since you registered for this course?     No     Yes

**Note:** Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p><b>Module 1 Assignments</b></p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 1.1: Canadian Contributions to Human Rights</p> <p><input type="checkbox"/> Assignment 1.2: First Nations Activists</p> <p><input type="checkbox"/> Assignment 1.3: Immigrating to Canada</p> <p><input type="checkbox"/> Assignment 1.4: First Nations, Métis, and Inuit Cultures in the Media</p>	<p><b>Attempt 1</b></p> <hr/> <p>Date Received</p> <p>_____ /20</p> <p>_____ /18</p> <p>_____ /22</p> <p>_____ /20</p> <p><b>Total: _____ /80</b></p>	<p><b>Attempt 2</b></p> <hr/> <p>Date Received</p> <p>_____ /20</p> <p>_____ /18</p> <p>_____ /22</p> <p>_____ /20</p> <p><b>Total: _____ /80</b></p>
For Tutor/Marker Use		
<p><b>Remarks:</b></p>		

# Assignment 1.1: Canadian Contributions to Human Rights

## Marking Rubric

Category	Criteria		
<b>Introduction</b>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Clearly describes the subject of the essay.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Somewhat describes the subject of the essay.</li> </ul>	<p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>Contains no obvious introduction.</li> </ul>
<b>Personal Paragraph</b>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Presents a clear summary of the activist's life, including job(s), schooling, and their inspirations towards activism.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Presents a somewhat clear summary of the activist's life, mentioning some personal details.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Presents little to no relevant information about the activist's life.</li> </ul>
<b>Activism Paragraph</b>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Clearly explains the social groups or causes that the activist promoted, and the methods that she or he used.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Somewhat explains the human rights cause that the activist promoted, but does not describe either the methods used or the specific people assisted.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Explains the human rights cause that the activist promoted, but discusses neither the social context nor the methods of activism.</li> </ul>
<b>Reflection Paragraph</b>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Thoroughly explains the importance of the activist and his or her contributions to today's society, be they positive or negative.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Somewhat explains the importance of the activist, and discusses some contributions to today's society.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Offers a vague explanation for the importance of the activist without describing any present-day results of his or her actions.</li> </ul>
<b>Conclusion</b>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Thoroughly summarizes the content of the report.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Summarizes the content of the report somewhat clearly.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Summarizes the content of the essay to a limited degree.</li> </ul>
<b>Writing Style</b>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Contains few spelling and grammar errors, which do not distract from the essay.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Contains spelling and grammar errors that distract from the essay.</li> </ul>	<p><b>1 marks</b></p> <ul style="list-style-type: none"> <li>Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Contains spelling and grammar errors that make the essay hard to read.</li> </ul>
<b>References</b>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Lists all research sources, and includes all requested information listed in the Report Template.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Lists all research sources and includes some of the requested information listed in the Report Template.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Lists all research sources but includes little to none of the requested information listed in the Report Template.</li> </ul>
<b>Total Score: ____/20 marks</b>			

## Assignment 1.2: First Nations Activists

### Marking Rubric

Content	Criteria		
<p><b>Mary "Two-Axe" Early</b></p> <p><b>Information</b> Possible marks: 3 marks per woman for a total of <b>12 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Clearly describes how each woman was personally affected by the <i>Indian Act</i>.</li> <li>Provides specific information about where and when each woman lived.</li> <li>Clearly explains the specific actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Somewhat describes how each woman was affected by the <i>Indian Act</i>.</li> <li>Lacks specific information about where or when each woman lived.</li> <li>Somewhat explains the actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Mentions the general circumstances of how each woman was affected by the <i>Indian Act</i>.</li> <li>Does not identify where or when each woman lived.</li> <li>Vaguely describes the actions taken to protest the <i>Indian Act</i>.</li> <li>Provides few specific details about the actions taken to protest the <i>Indian Act</i>.</li> </ul>
<p><b>Sandra Lovelace</b></p> <p><b>Information</b> Possible marks: 3 marks per woman for a total of <b>12 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Clearly describes how each woman was personally affected by the <i>Indian Act</i>.</li> <li>Provides specific information about where and when each woman lived.</li> <li>Clearly explains the specific actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Somewhat describes how each woman was affected by the <i>Indian Act</i>.</li> <li>Lacks specific information about where or when each woman lived.</li> <li>Somewhat explains the actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Mentions the general circumstances of how each woman was affected by the <i>Indian Act</i>.</li> <li>Does not identify where or when each woman lived.</li> <li>Vaguely describes the actions taken to protest the <i>Indian Act</i>.</li> <li>Provides few specific details about the actions taken to protest the <i>Indian Act</i>.</li> </ul>
<p><b>Jeannette Corbiere Lavell</b></p> <p><b>Information</b> Possible marks: 3 marks per woman for a total of <b>12 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Clearly describes how each woman was personally affected by the <i>Indian Act</i>.</li> <li>Provides specific information about where and when each woman lived.</li> <li>Clearly explains the specific actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Somewhat describes how each woman was affected by the <i>Indian Act</i>.</li> <li>Lacks specific information about where or when each woman lived.</li> <li>Somewhat explains the actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Mentions the general circumstances of how each woman was affected by the <i>Indian Act</i>.</li> <li>Does not identify where or when each woman lived.</li> <li>Vaguely describes the actions taken to protest the <i>Indian Act</i>.</li> <li>Provides few specific details about the actions taken to protest the <i>Indian Act</i>.</li> </ul>
<p><b>Nellie Carlson</b></p> <p><b>Information</b> Possible marks: 3 marks per woman for a total of <b>12 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Clearly describes how each woman was personally affected by the <i>Indian Act</i>.</li> <li>Provides specific information about where and when each woman lived.</li> <li>Clearly explains the specific actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Somewhat describes how each woman was affected by the <i>Indian Act</i>.</li> <li>Lacks specific information about where or when each woman lived.</li> <li>Somewhat explains the actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Mentions the general circumstances of how each woman was affected by the <i>Indian Act</i>.</li> <li>Does not identify where or when each woman lived.</li> <li>Vaguely describes the actions taken to protest the <i>Indian Act</i>.</li> <li>Provides few specific details about the actions taken to protest the <i>Indian Act</i>.</li> </ul>
<p><b>Writing Style</b> Possible marks: <b>3 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Contains few spelling and grammar errors, which do not distract from the essay.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Contains spelling and grammar errors that distract from the essay.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Contains spelling and grammar errors that make the essay hard to read.</li> </ul>
<p><b>Report Format</b> Possible marks: <b>3 marks</b></p>	<p><i>The following describes the criteria for the full three marks based on the type of assignment submitted.</i></p> <ul style="list-style-type: none"> <li><b>Report:</b> At least one paragraph per woman, double-spaced, using a font no larger than 12.</li> <li><b>PowerPoint:</b> At least one slide per woman. Text is in a font and colour that is easy to read. Uses backgrounds, transitions, and pictures to enhance the presentation.</li> <li><b>Poster:</b> Clear title and sub-headings. Text is organized into sections. Uses colour and pictures to enhance the presentation.</li> </ul>		
<p><b>Total Score: ____ /18 marks</b></p>			



# GRADE 9 SOCIAL STUDIES (10F) CANADA IN THE CONTEMPORARY WORLD

## Module 2 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

**Drop-off/Courier Address**

Distance Learning Unit  
555 Main Street  
Winkler MB R6W 1C4

**Mailing Address**

Distance Learning Unit  
500-555 Main Street  
PO Box 2020  
Winkler MB R6W 4B8

**Contact Information**

Legal Name: \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Attending School:     No     Yes

School Name: \_\_\_\_\_

Has your contact information changed since you registered for this course?     No     Yes

**Note:** Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p><b>Module 2 Assignments</b></p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 2.1: Investigating a Political Party</p> <p><input type="checkbox"/> Assignment 2.2: What Is Treaty 8?</p> <p><input type="checkbox"/> Assignment 2.3: The Face of Citizenship</p>	<p><b>Attempt 1</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: small;">Date Received</p> <p>_____ /22</p> <p>_____ /14</p> <p>_____ /12</p> <p><b>Total: _____ /48</b></p>	<p><b>Attempt 2</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: small;">Date Received</p> <p>_____ /22</p> <p>_____ /14</p> <p>_____ /12</p> <p><b>Total: _____ /48</b></p>
For Tutor/Marker Use		
<p><b>Remarks:</b></p>		

## Assignment 2.1: Investigating a Political Party

### Marking Rubric

Category	Criteria		
<b>Party Leadership</b> <i>Possible marks: 1 mark</i>	<b>1 mark</b> Student identifies the current leader of the party. Include the party's statement of principles or statements the party has made on specific issues.		<b>0 marks</b> Student does not identify the current leader of the party or details about the party's platform.
<b>Party Ideology</b> <i>Possible marks: 3 marks</i>	<b>3 marks</b> Student clearly identifies the party's political ideology.	<b>2 marks</b> Student identifies the party's beliefs about government and society without referring to terms and content from the lesson.	<b>0-1 mark</b> Student provides vague, unspecific information about the party's beliefs about government and society.
<b>Current Issue Plans</b> <i>Possible marks: 3 marks per issue for a total of 9 marks</i>	<b>7-9 marks</b> Student describes specific actions and detailed plans relating to three specific issues.	<b>4-6 marks</b> Student describes party policy on issues in general terms.	<b>1-3 marks</b> Student discusses fewer than three issues, or provides a vague or incomplete article analysis.
<b>Voting Opinion</b> <i>Possible marks: 3 marks</i>	<b>3 marks</b> Student explains how the party's ideology, specific policies and leadership affected his or her decision to vote or not vote for the party.	<b>2 marks</b> Student explains how one or two factors (leadership, ideology, policies) affected his or her decision to vote or not vote for the party.	<b>1 mark</b> Student offers vague reasons for voting or not voting for the party.
<b>Writing Style</b> <i>Possible marks: 3 marks</i>	<b>3 marks</b> Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students. Contains few spelling and grammar errors, which do not distract from the report.	<b>2 marks</b> Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students. Contains spelling and grammar errors that distract from the essay	<b>1 mark</b> Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students. Contains spelling and grammar errors that make the text hard to read.
<b>Format</b> <i>Possible marks: 3 marks</i>	<i>Report:</i> At least 1 typewritten page, double-spaced, using a font no larger than 12 points. <i>PowerPoint:</i> At least 6 slides. Text is in a font and colour that is easy to read. Uses backgrounds, transitions, and pictures (with sources) to enhance the presentation. <i>Poster:</i> Clear title and sub-headings. Text is organized into sections. Uses colour and pictures to enhance the presentation.		
<b>Total Score: ____/22 marks</b>			



## Assignment 2.3: The Face of Citizenship

### Marking Rubric

Category	Criteria		
<b>Introduction</b> <i>Possible marks:</i> 3 marks	<b>3 marks</b> <ul style="list-style-type: none"> <li>■ Provides an informative description of the person, describing the person, where the person is from, and how the person contributes to the community.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Provides a brief description of the person and how he or she contributes to the community.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Mentions the person by name, but does not provide any informative details about his or her life.</li> </ul>
<b>Description</b> <i>Possible marks:</i> 3 marks	<b>3 marks</b> <ul style="list-style-type: none"> <li>■ Describes at least three specific ways that the person demonstrates good citizenship in the community, country, world, or other group.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Describes three general examples of how the person demonstrates good citizenship.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Lists fewer than three examples of good citizenship, or does not provide any descriptive detail of the person's citizenship.</li> </ul>
<b>Writing Style</b> <i>Possible marks:</i> 3 marks	<b>3 marks</b> <ul style="list-style-type: none"> <li>■ Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students.</li> <li>■ Contains few spelling and grammar errors, which do not distract from the report.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students.</li> <li>■ Contains spelling and grammar errors that distract from the essay.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students.</li> <li>■ Contains spelling and grammar errors that make the essay hard to read.</li> </ul>
<b>Report Format</b> <i>Possible marks:</i> 3 marks	<ul style="list-style-type: none"> <li>■ <i>Report:</i> At least 1 typewritten page, double-spaced, using a font no larger than 12.</li> <li>■ <i>PowerPoint:</i> At least 6 slides. Text is in a font and colour that is easy to read. Uses backgrounds, transitions, and pictures to enhance the presentation.</li> <li>■ <i>Poster:</i> Clear title and sub-headings. Text is organized into sections. Uses colour and pictures to enhance the presentation.</li> </ul>		
<b>Total Score: ____/12 marks</b>			



# GRADE 9 SOCIAL STUDIES (10F) CANADA IN THE CONTEMPORARY WORLD

## Module 3 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

**Drop-off/Courier Address**

Distance Learning Unit  
555 Main Street  
Winkler MB R6W 1C4

**Mailing Address**

Distance Learning Unit  
500-555 Main Street  
PO Box 2020  
Winkler MB R6W 4B8

**Contact Information**

Legal Name: \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Attending School:     No     Yes

School Name: \_\_\_\_\_

Has your contact information changed since you registered for this course?     No     Yes

**Note:** Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p><b>Module 3 Assignments</b></p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 3.1: Fair Trade Investigation</p> <p><input type="checkbox"/> Assignment 3.2: Canada on the International Stage</p> <p><input type="checkbox"/> Assignment 3.3: Discussing Canada in Afghanistan</p> <p><input type="checkbox"/> Assignment 3.4: Living in an Industrialized Consumer Society</p>	<p><b>Attempt 1</b></p> <hr/> <p>Date Received</p> <p>_____ /15</p> <p>_____ /15</p> <p>_____ /10</p> <p>_____ /17</p> <p><b>Total: ____ /57</b></p>	<p><b>Attempt 2</b></p> <hr/> <p>Date Received</p> <p>_____ /15</p> <p>_____ /15</p> <p>_____ /10</p> <p>_____ /17</p> <p><b>Total: ____ /57</b></p>
For Tutor/Marker Use		
<p><b>Remarks:</b></p>		

# Assignment 3.1: Fair Trade Investigation

## Marking Rubric

Category	Criteria		
<b>Product Location</b> <i>1 mark</i>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Student identifies the countries that grow/manufacture the product.</li> </ul>		<b>0 marks</b> <ul style="list-style-type: none"> <li>Student does not mention what countries grow/ manufacture the product.</li> </ul>
<b>Preparing the Product</b> <i>3 marks</i>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Student presents a thorough summary of the steps required to prepare the raw materials for market, including harvesting, refining, packaging, and shipping.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Student presents a somewhat clear summary of the steps required to prepare the raw materials, and may include details on some categories (harvesting, refining, packaging, and shipping).</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Student presents little to no relevant information on the preparation process.</li> </ul>
<b>Pricing</b> <i>2 marks</i>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Student identifies the market cost and labour wage of the product, converting both prices into Canadian or US dollars for comparison.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Student identifies the market cost and labour wage of the product, but does not convert these prices to a common currency.</li> </ul>	<b>0 marks</b> <ul style="list-style-type: none"> <li>Student does not identify market cost and/or labour wage.</li> </ul>
<b>Fair Trade Requirements</b> <i>3 marks</i>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Student clearly identifies all working conditions, wages, and worker benefits required under the Fair Trade label.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Student identifies some of the requirements for Fair Trade labelling, such as working conditions, wages, or worker benefits.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Student does not provide any specific details as to the requirements of Fair Trade labelling.</li> </ul>
<b>Writing Style</b> <i>3 marks</i>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Student uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Student makes few spelling and grammar errors.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Student uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Student makes spelling and grammar errors that distract from the essay.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Student uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Student makes spelling and grammar errors that make the essay hard to read.</li> </ul>
<b>References</b> <i>3 marks</i>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Student lists all research sources and includes all requested information listed in the report template.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Student lists all research sources and includes some of the requested information listed in the report template.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Student lists all research sources but includes little to none of the requested information listed in the report template.</li> </ul>
<b>Total Score: ____/15 marks</b>			

## Assignment 3.2: Canada on the International Stage

### Option 1: Peacekeeping Investigation: Marking Rubric

<b>Rubric</b>		
<b>Option 1: Peacekeeping Investigation</b>		
<b>Who?</b>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student correctly identifies the nations or groups involved in the initial conflict.</li> </ul>	<b>0 marks</b> <ul style="list-style-type: none"> <li>■ Student is unable to identify the groups within the conflict.</li> </ul>
<b>What?</b>	<b>4-3 marks</b> <ul style="list-style-type: none"> <li>■ Student lists at least three timeline events and explains their significance within the conflict.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student lists at least three timeline events.</li> </ul>
<b>Where</b>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student accurately identifies the global location of the conflict.</li> </ul>	<b>0 marks</b> <ul style="list-style-type: none"> <li>■ Student is unable to identify the proper location.</li> </ul>
<b>When</b>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student identifies the beginning and end of the conflict.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student identifies either the beginning or end of the conflict.</li> </ul>
<b>Why?</b>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student explains the motivations behind the conflict, presenting the perspectives of both combatants.</li> </ul>	<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student presents the motivations of only one side, or not at all.</li> </ul>
<b>Follow-up</b>	<b>5-4 marks</b> <ul style="list-style-type: none"> <li>■ Student clearly explains her or his stance regarding Canada's involvement, presents two or three supporting points, and has a clear introduction and conclusion.</li> </ul>	<b>3-2 marks</b> <ul style="list-style-type: none"> <li>■ Student explains her or his stance regarding Canada's involvement and presents one or two supporting points with an adequate or basic introduction and conclusion.</li> </ul>
<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student position is unclear, does not offer supporting points, and contains no introduction or conclusion.</li> </ul>		
<b>Total Score: ____ /15 marks</b>		

## Assignment 3.2: Canada on the International Stage

### Option 2: Military Conflict: Marking Rubric

<b>Rubric Option 2: Military Conflict</b>			
<b>Who?</b>	<b>1 mark</b>		<b>0 marks</b>
	<ul style="list-style-type: none"> <li>■ Student correctly identifies the nations or factions involved in the initial conflict.</li> </ul>		<ul style="list-style-type: none"> <li>■ Student is unable to identify the factions within the conflict.</li> </ul>
<b>What?</b>	<b>4-3 marks</b>	<b>2 marks</b>	<b>1-0 marks</b>
	<ul style="list-style-type: none"> <li>■ Student lists at least three timeline events and explains their significance within the conflict.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student lists at least three timeline events.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student lists less than three timeline events.</li> </ul>
<b>Where</b>	<b>1 mark</b>		<b>0 marks</b>
	<ul style="list-style-type: none"> <li>■ Student accurately identifies the global location of the conflict.</li> </ul>		<ul style="list-style-type: none"> <li>■ Student is unable to identify the proper location.</li> </ul>
<b>When</b>	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>
	<ul style="list-style-type: none"> <li>■ Student identifies the beginning and end of the conflict.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student identifies either the beginning or end of the conflict.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student is unable to identify the beginning or end of the conflict.</li> </ul>
<b>Why?</b>	<b>2 marks</b>		<b>1-0 marks</b>
	<ul style="list-style-type: none"> <li>■ Student explains the motivations behind the conflict, presenting the perspectives of both combatants.</li> </ul>		<ul style="list-style-type: none"> <li>■ Student presents the motivations of only one side, or not at all.</li> </ul>
<b>Follow-up</b>	<b>5-4 marks</b>	<b>3-2 marks</b>	<b>1-0 marks</b>
	<ul style="list-style-type: none"> <li>■ Student clearly explains her or his stance regarding Canada's involvement, presents two or three supporting points, and has a clear introduction and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student explains her or his stance regarding Canada's involvement, presents one or two supporting points, and has an adequate or basic introduction and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student position is unclear, does not offer supporting points, and contains no introduction or conclusion.</li> </ul>
<b>Total Score: ____/15 marks</b>			

## Assignment 3.2: Canada on the International Stage

### Option 3: Environmental Group: Marking Rubric

<b>Rubric</b>		
<b>Option 3: Environmental Group</b>		
<b>Who?</b>	<b>2 marks</b>	
	<ul style="list-style-type: none"> <li>■ Student lists the countries involved in the environmental group. OR</li> <li>■ Names and describes the leaders of the environmental group.</li> </ul>	<b>1-0 marks</b>
		<ul style="list-style-type: none"> <li>■ Student names the environmental group's leaders but provides no biographical information.</li> </ul>
<b>What?</b>	<b>3 marks</b>	<b>2 marks</b>
	<ul style="list-style-type: none"> <li>■ Student identifies a specific environmental goal and explains specific actions/policies made to accomplish it.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student identifies a broad, general goal or explains actions in little detail.</li> </ul>
		<ul style="list-style-type: none"> <li>■ Student identifies a broad, general goal and explains no actions or policies.</li> </ul>
<b>Where</b>	<b>1 mark</b>	
	<ul style="list-style-type: none"> <li>■ Student identifies the countries affected by the policy, or the specific target of environmental action.</li> </ul>	
		<b>0 marks</b>
		<ul style="list-style-type: none"> <li>■ Student does not identify the affected country, city, or region.</li> </ul>
<b>When</b>	<b>1 mark</b>	
	<ul style="list-style-type: none"> <li>■ Student identifies the timeline or specific date of this environmental program.</li> </ul>	
		<b>0 marks</b>
		<ul style="list-style-type: none"> <li>■ Student does not identify the timeline or date of the program.</li> </ul>
<b>Why?</b>	<b>3 marks</b>	<b>2 marks</b>
	<ul style="list-style-type: none"> <li>■ Student clearly explains their stance regarding Canada's support.</li> <li>■ Student presents two or three supporting points and discusses how the group represents Canada.</li> <li>■ Student includes clear introduction and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student somewhat explains his or her stance regarding Canada's support.</li> <li>■ Student presents supporting points.</li> </ul>
		<ul style="list-style-type: none"> <li>■ Student position is unclear, does not offer supporting points, and contains no introduction or conclusion.</li> </ul>
<b>Follow-up</b>	<b>5-4 marks</b>	<b>3-2 marks</b>
	<ul style="list-style-type: none"> <li>■ Student clearly explains actions they can take regarding the environmental group and/or the issue with at least two or three supporting points, and has a clear introduction and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student explains actions they can take regarding the environmental group and/or the issue with at least one or two supporting points, and has an adequate or basic introduction and conclusion.</li> </ul>
		<ul style="list-style-type: none"> <li>■ Student has little to no explanation, does not offer supporting points, and includes no introduction or conclusion.</li> </ul>
<b>Total Score: ____/15 marks</b>		

## Assignment 3.2: Canada on the International Stage

### Option 4: Athletes and Sports Organization: Marking Rubric

<b>Rubric</b>			
<b>Option 4: Athletes and Sports Organization</b>			
<b>Who?</b>	<b>3 marks</b> <ul style="list-style-type: none"> <li>■ Student accurately identifies and describes a Canadian athlete involved in international competition.</li> <li>■ Student presents at least two supporting points.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student identifies a Canadian athlete involved in international competition and briefly describes them.</li> <li>■ Student presents at least one supporting point.</li> </ul>	<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student inaccurately identifies an international Canadian athlete. And/Or</li> <li>■ Student does not provide an adequate description of the athlete.</li> </ul>
<b>What?</b>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student identifies the IO and the athlete's standing in the last competition.</li> </ul>		<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student is unable to identify the IO or is unable to provide details of the athlete's most recent competition.</li> </ul>
<b>Where</b>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student identifies the location of the athlete's most recent international competition.</li> </ul>		<b>0 marks</b> <ul style="list-style-type: none"> <li>■ Student is unable to identify the competition's location.</li> </ul>
<b>When</b>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student identifies how often the athlete's international organization meets for competition.</li> </ul>		<b>0 marks</b> <ul style="list-style-type: none"> <li>■ Student does not identify how often the IO meets for competition.</li> </ul>
<b>Why?</b>	<b>3 marks</b> <ul style="list-style-type: none"> <li>■ Student clearly explains her or his stance regarding the athlete acting as a representative of Canada and why this athlete is an admirable Canadian.</li> <li>■ The student uses at least two or three supporting points.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student adequately explains her or his stance regarding the athlete acting as a representative of Canada and why this athlete is an admirable Canadian.</li> <li>■ The student uses at least one or two supporting points.</li> </ul>	<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ There is little to no explanation as to the student's stance regarding this athlete acting as a representative of Canada or why this athlete is an admirable Canadian.</li> <li>■ The student includes no supporting points.</li> </ul>
<b>Follow-up</b>	<b>5-4 marks</b> <ul style="list-style-type: none"> <li>■ Student clearly explains the lessons that can be learned from this athlete's life.</li> <li>■ Student uses at least three or four supporting points.</li> </ul>	<b>3-2 marks</b> <ul style="list-style-type: none"> <li>■ Student adequately explains the lessons that can be learned from this athlete's life.</li> <li>■ Student uses at least three or four supporting points.</li> </ul>	<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student includes little to no explanation regarding lessons that can be learned from this athlete's life.</li> <li>■ The student includes no supporting points.</li> </ul>
<b>Total Score: ____/15 marks</b>			



# GRADE 9 SOCIAL STUDIES (10F) CANADA IN THE CONTEMPORARY WORLD

## Module 4 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

**Drop-off/Courier Address**

Distance Learning Unit  
555 Main Street  
Winkler MB R6W 1C4

**Mailing Address**

Distance Learning Unit  
500-555 Main Street  
PO Box 2020  
Winkler MB R6W 4B8

**Contact Information**

Legal Name: \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Attending School:     No     Yes

School Name: \_\_\_\_\_

Has your contact information changed since you registered for this course?     No     Yes

**Note:** Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p><b>Module 4 Assignments</b></p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 4.1: Technology and Quality of Life</p> <p><input type="checkbox"/> Assignment 4.2: Assisting Canadians in Poverty</p> <p><input type="checkbox"/> Assignment 4.3: Canadians and the Global Community</p>	<p><b>Attempt 1</b></p> <hr style="border: 0; border-top: 1px solid black;"/> <p>Date Received</p> <p>_____ /21</p> <p>_____ /8</p> <p>_____ /16</p> <p><b>Total: _____ /45</b></p>	<p><b>Attempt 2</b></p> <hr style="border: 0; border-top: 1px solid black;"/> <p>Date Received</p> <p>_____ /21</p> <p>_____ /8</p> <p>_____ /16</p> <p><b>Total: _____ /45</b></p>
For Tutor/Marker Use		
<p><b>Remarks:</b></p>		

## Assignment 4.1: Technology and Quality of Life

### Marking Rubric

<b>Content</b> <i>Total of 14 marks</i>	<ul style="list-style-type: none"><li>■ Identifies date of creation. (1 mark)</li><li>■ Describes the inventor. (3 marks)</li><li>■ Describes the changes this invention/discovery brought to human society. (5 marks)</li><li>■ Describes the changes made to the invention over time and any new uses for it today. (5 marks)</li></ul>
<b>Length and Style</b> <i>3 marks</i>	<ul style="list-style-type: none"><li>■ <b>Report:</b> At least 1 typewritten page, double-spaced, using a font no larger than 12.</li><li>■ <b>PowerPoint:</b> At least four slides. Text is in a font and colour that is easy to read. Uses backgrounds, transitions, and pictures to enhance the presentation.</li><li>■ <b>Poster:</b> Clear title and sub-headings. Text is organized into sections. Uses colour and pictures to capture attention.</li></ul>
<b>Sources Used</b> <i>4 marks</i>	<ul style="list-style-type: none"><li>■ Include a "Works Cited" page at the end of your report that details all of your research sources.</li></ul> <p><b>Format for Citing Sources:</b></p> <ul style="list-style-type: none"><li>■ <b>Books:</b> Title, author, and publisher</li><li>■ <b>Internet Resources:</b> Page name, author, and URL</li><li>■ <b>Interviews:</b> Names of the people you interviewed, their occupations, and places of work</li></ul>
<b>Total Score: ____/21 marks</b>	



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GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

Module 1

Diversity and Pluralism in Canada



# MODULE 1: DIVERSITY AND PLURALISM IN CANADA

## Introduction to Module 1

Welcome to Module 1 of Grade 9 Social Studies. In this module, you will investigate the geography of Canada, the changing Canadian population, the evolution of human rights in Canada, and the development of the *Canadian Charter of Rights and Freedoms*. You will learn how human rights affect you as an individual and how these rights affect cultural groups within Canada.

Module 1 consists of nine lessons. Each lesson has learning activities to help you practise, review, and reflect upon what you have learned. At the end of the module, you will find an answer key for the learning activities in this module.

## Module 1 Assessment

When you have completed the assignments for Module 1, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker..

Lesson	Assignment	Marks
3	Assignment 1.1: Canadian Contributions to Human Rights	20
4	Assignment 1.2: First Nations Activists	18
5	Assignment 1.3: Immigrating to Canada	22
9	Assignment 1.4: First Nations, Métis, and Inuit Cultures in the Media	20

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## Notes



# LESSON 1: THE GEOGRAPHY OF CANADA

## Introduction

How would your life be different if you lived in Hawaii instead of Manitoba? For starters, you could probably donate your winter jacket to a helping agency. Would your home be different? What about the food you eat or the work you and your family do to earn a living? Would the same jobs and the foods you eat be available in Hawaii?

This first lesson will introduce you to the different physical regions of Canada. As you read, think about how the weather and geography of each region might influence the way people live.

## Learning Outcomes

After this lesson, you will be able to do the following:

- Identify on a map distinguishing elements of the physical and human geography of Canada, including
  - political boundaries
  - capital cities
  - population clusters
  - regions

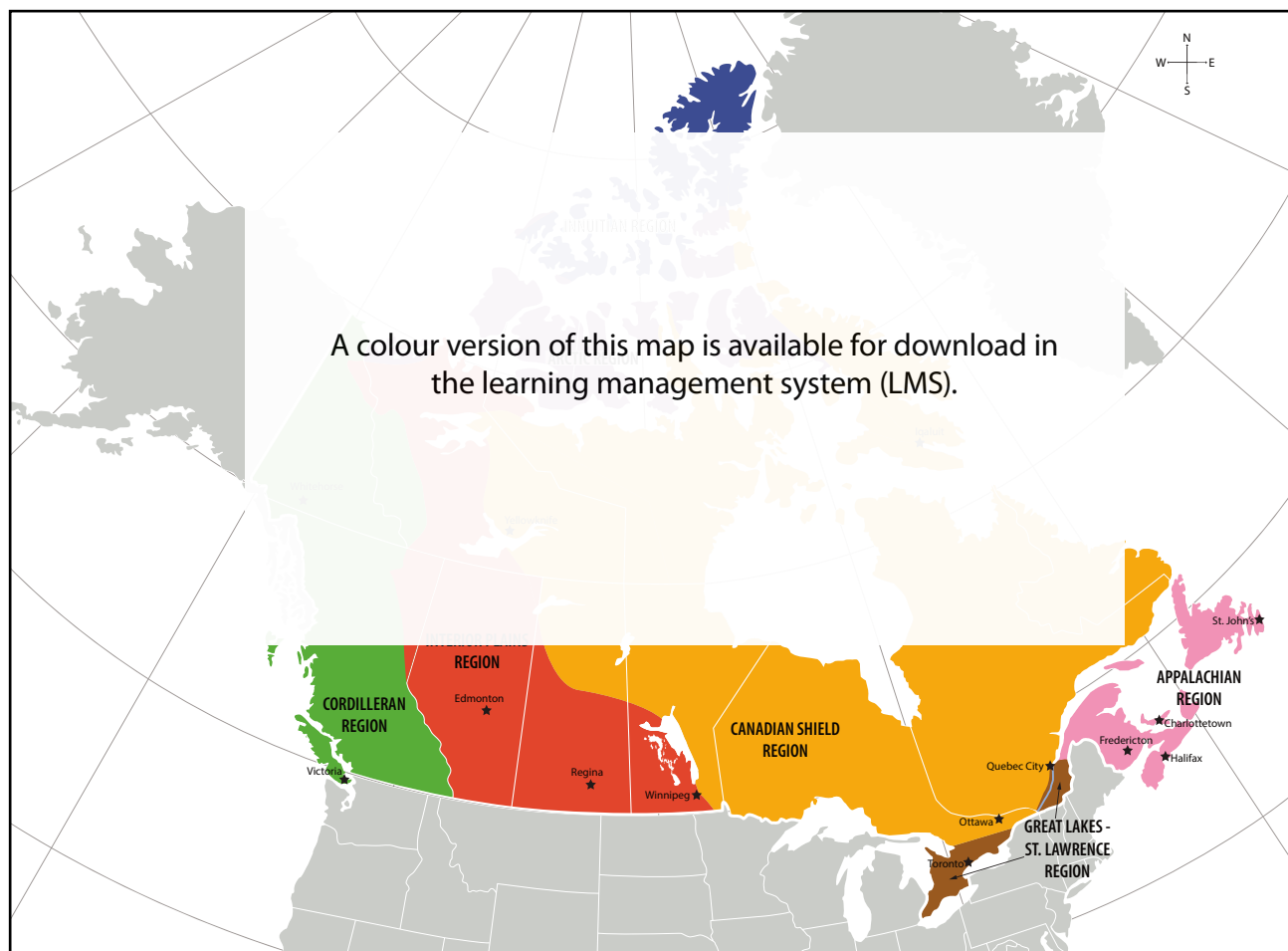
## Geography of Canada

Canada is the second-largest country in the world in land mass. The country is 9,984,670 square kilometres, about 9% of which is water. It is estimated that Canada has one-seventh of the world's fresh water. Canada has coastlines along the Atlantic, Pacific, and Arctic oceans, giving it the longest coastline of any country in the world. Canada's geography varies significantly from coast to coast. Each of Canada's **regions** has a distinctly different landscape and climate.

## Canada's Seven Physiographic Regions

A physiographic region is an area of land with common landforms and climate. Canada can be divided into seven unique physiographic regions. As you read about the physiographic regions, look at the following map so that you can picture where each region is located. This will help you prepare for the learning activity.

## Physiographic and Political Regions of Canada



### 1. Innuitian Region

This region is found in Canada's far north. It is made up of a triangle-shaped area between the Canadian Shield and the Arctic Ocean. It is commonly called the Queen Elizabeth Islands. This area ranges from glacier-covered mountains in the North to lowlands and plateaus in the South. The lowlands are a basin-shaped area of land that is lower than the surrounding area. This means that the land is shaped similar to a bowl, where all higher areas slant to one lower area. A plateau is land that is high and mostly flat.

### 2. Arctic Region

These are barren lowlands found in the south-western islands. This area is snow-covered for much of the year, and the coastlines of these islands range from broad lowlands to spectacular cliffs. There are also polar deserts, where only moss and lichens grow on the gravel-covered ground. Resources in this region include oil, fishing, forestry, gas, minerals, and fresh water.

### 3. Canadian Shield Region

The Canadian Shield is an enormous horseshoe-shaped region that encircles Hudson Bay. It occupies nearly half of Canada's land mass and includes portions of six provinces (Newfoundland and Labrador, Quebec, Ontario, Manitoba, Saskatchewan, and Alberta) and two territories (Northwest Territories and Nunavut). The region is covered with countless bogs, swamps, ponds, lakes, and rivers. Its southern regions are rich in softwood trees like spruce and jack pine. The resources in this area include diamonds, gold, platinum, nickel, and copper.

### 4. Cordilleran Region

The Cordillera (a Spanish term for mountains) is the mountainous region of western Canada. This region includes most of British Columbia and the Yukon, as well as part of the Northwest Territories and southwest Alberta. Long chains of high mountains stretch from north to south, including the Rocky Mountains on the east side and the Coast Mountains near the Pacific Ocean. The interior of B.C. is between these mountain ranges and has several valleys. Large parts of the region are covered in forests. Natural resources found here include forestry, copper, coal, fishing, and mining.

### 5. Interior Plains Region

The Interior Plains region of Canada is located between the Canadian Shield and the Cordillera. It includes portions of Manitoba, Saskatchewan, Alberta (known collectively as the Prairie Provinces), British Columbia, the Yukon, and the Northwest Territories. This region is marked by a vast area of flat to rolling landscape, as well as grasslands in the southern parts of the three Prairie Provinces. As you move north, you will find parkland and boreal forests, then subarctic and Arctic conditions in the far North. Some natural resources are fossil fuel, forestry, natural gas, oil, and potash.

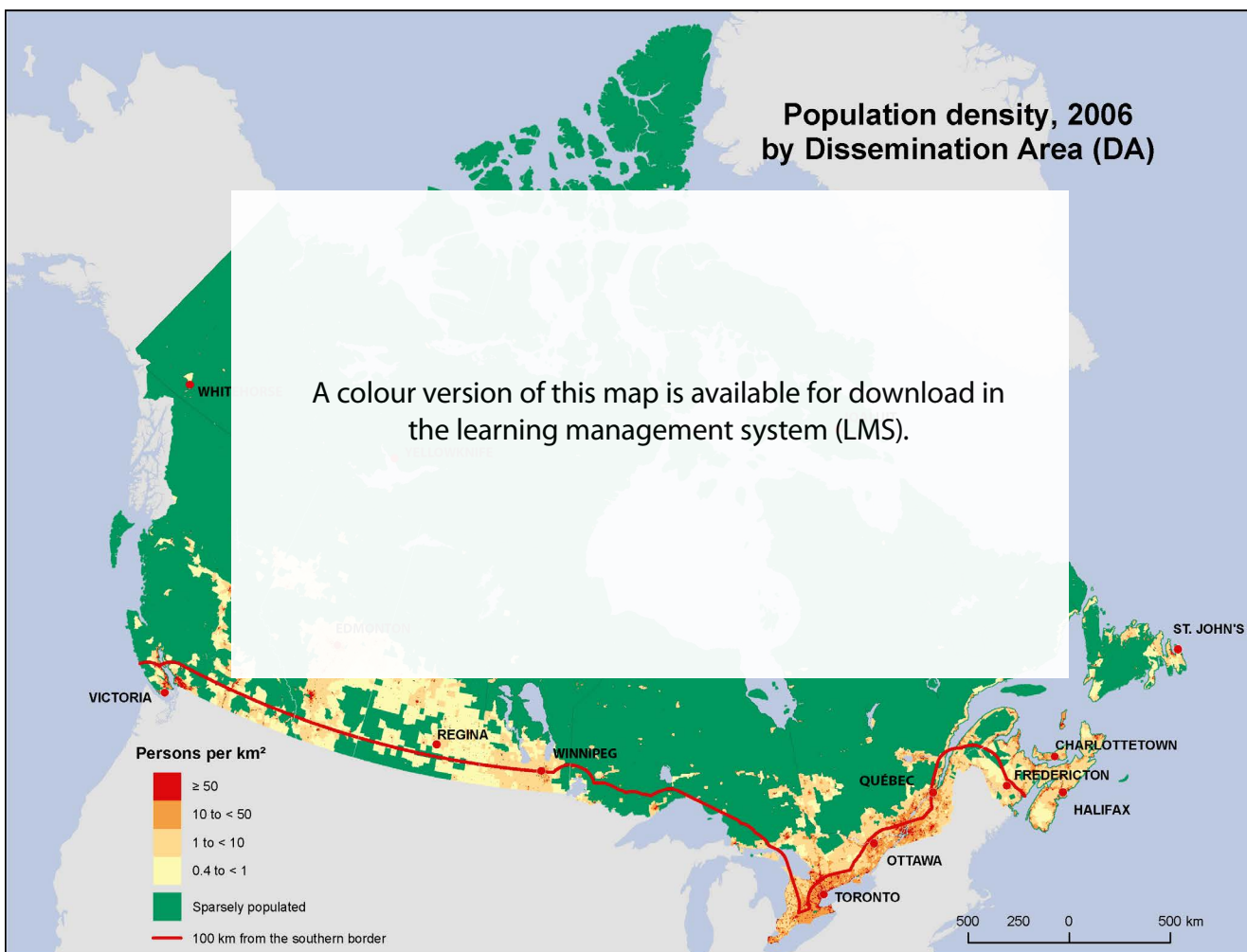
### 6. Great Lakes – St. Lawrence Region

The Great Lakes – St. Lawrence Lowlands covers a small area of southern Ontario and Quebec. The lowlands are bordered by the Canadian Shield to the north and the Adirondack and Appalachian Mountains to the south. The lakes regulate the weather and the temperature is very mild. This is one reason the Great Lakes region is so heavily populated. In this region, you will find very fertile soil, making it perfect for agriculture, which is the main industry.

## 7. Appalachian Region

The Appalachian Region is found in eastern Canada. It includes the three Maritime Provinces of Nova Scotia, New Brunswick, and Prince Edward Island, as well as Newfoundland and part of Quebec. This region boasts one of the richest fisheries in the world called the Grand Banks, which is part of the East Coast continental shelf. An old, worn-down chain of mountains called the Appalachian Mountains runs through a large part of this region. This makes much of the land hilly and rugged with valleys in between. The natural resources of this area are agriculture, minerals, forestry, coal, and fishing.

## Canada's Population Clusters



Reproduced from <https://www12.statcan.gc.ca/census-recensement/2006/as-sa/97-550/vignettes/m2-eng.htm> under the terms of the Statistics Canada Open Licence Agreement.

Take a look at the Canada population density map on page 8, as well as the Physiographic Regions of Canada map on page 6. Then, think about the following questions:

- What areas are the most densely populated?
- What kind of geography exists in the most populated areas?
- What areas are the least populated?
- What kind of geography exists in the least populated areas?
- Connect geography to population. For example, there are very few people living in the northern part of Canada because it is very cold.

More than three-quarters of the people of Canada inhabit a relatively narrow belt (about 160 kilometres wide) along the United States border. As for individual provinces and territories, Canada's population is distributed roughly as follows:

Location	Percent of Population
Ontario & Quebec	61.8%
Prairie Provinces (Alberta, Saskatchewan, Manitoba)	17.8%
British Columbia	13.3%
Atlantic Provinces (Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island)	6.8%
Territories (Yukon, Nunavut, Northwest Territories)	0.3%

One-third of Canada's population lives in the cities of Toronto, Montreal, and Vancouver.

In the table above, take a look at each population percentage and then look at the two maps. What connections can you draw between the population table and the geography of the land?

### Remember:

- Do NOT send the learning activities to the Distance Learning Unit.
- Learning activities are meant to help you understand the content and prepare for the midterm and final exams.
- Once you have completed a learning activity, you can check your answers in the answer key at the end of the cluster.
  - If you answered most of the questions correctly, then you should continue on in the course.
  - If you did not answer most of the questions correctly, then you most likely did not fully understand that part of the chapter. You will need to go back and look through that part of the chapter again. If you need to, have your learning partner help with the parts of the chapter you did not understand.
- Make sure that you understand the answers in the answer key and that your answer includes those important points.
- Some learning activity questions do not have simple, straightforward answers. The answer key for these questions will contain elements of a good answer.



**Note:** This may be a good time to ask your learning partner for help. Remember, your learning partner is anybody whom you choose to help you with your course.



In this activity, you will make yourself a map of Canada's regions. This will provide you with a helpful study tool for future assignments and examinations.



## Learning Activity 1.1

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### Mapping Canada

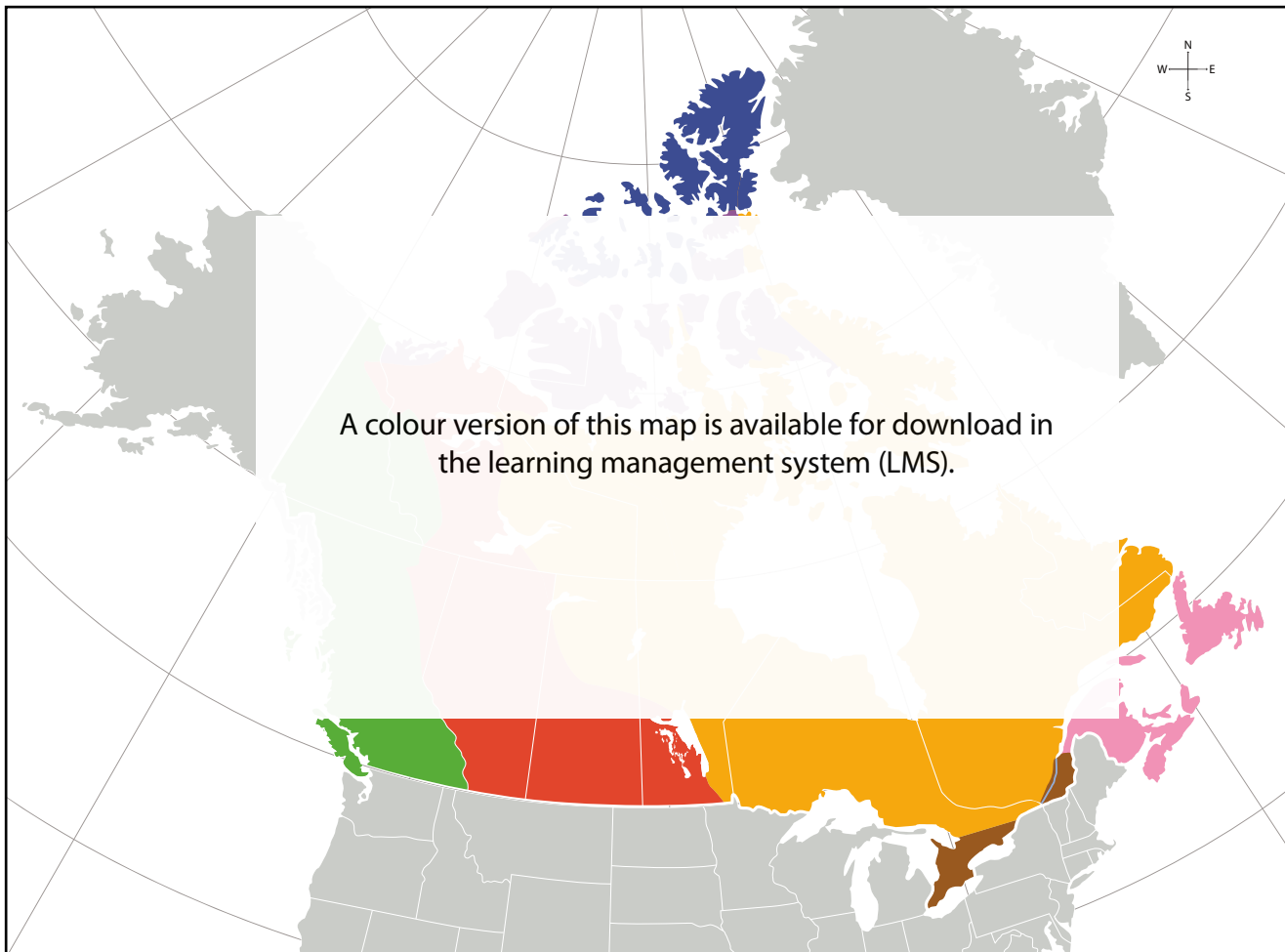
1. On the map provided on the following page, please include the following elements:
  - a. Label each physiographic region with the appropriate name. A list of names is provided below.
    - Appalachian Region
    - Canadian Shield Region
    - Arctic Region
    - Interior Plains Region
    - Cordilleran Region
    - Great Lakes–St. Lawrence Region
    - Inuitian Region
  - b. Label each province and territory with the appropriate name. A list of names is provided below.

■ Alberta	■ Nunavut
■ British Columbia	■ Ontario
■ Manitoba	■ Prince Edward Island
■ New Brunswick	■ Saskatchewan
■ Newfoundland and Labrador	■ Quebec
■ Northwest Territories	■ Yukon
■ Nova Scotia	

*continued*

## Learning Activity 1.1: Mapping Canada (continued)

### Physiographic and Political Regions of Canada



2. Canada's land can be classified in various ways. One way is to classify the land according to similar characteristics of a physiographic region.
  - a. What is a physiographic region?
  - b. How many physiographic regions are found within Canada?
  - c. How many physiographic regions are found within the province of Manitoba? List them.

*continued*



## Learning Activity 1.1: Mapping Canada (continued)

3. For each of the cities listed, indicate the physiographic region in which it is located:
  - a. Fredericton:
  - b. Winnipeg:
  - c. Whitehorse:
  - d. Toronto:
  - e. Iqaluit:
  - f. Victoria:
4. Briefly describe Canada's overall population distribution, including how it is clustered.
5. Complete the following pie graph detailing Canada's population for five political regions: Ontario/Quebec, Prairie Provinces, Atlantic Provinces, British Columbia, and the Territories. The pie should be divided into five sections. Each section should represent the proportion of Canada's total population located in that region. The following chart provides you with the data you will need for your pie chart.

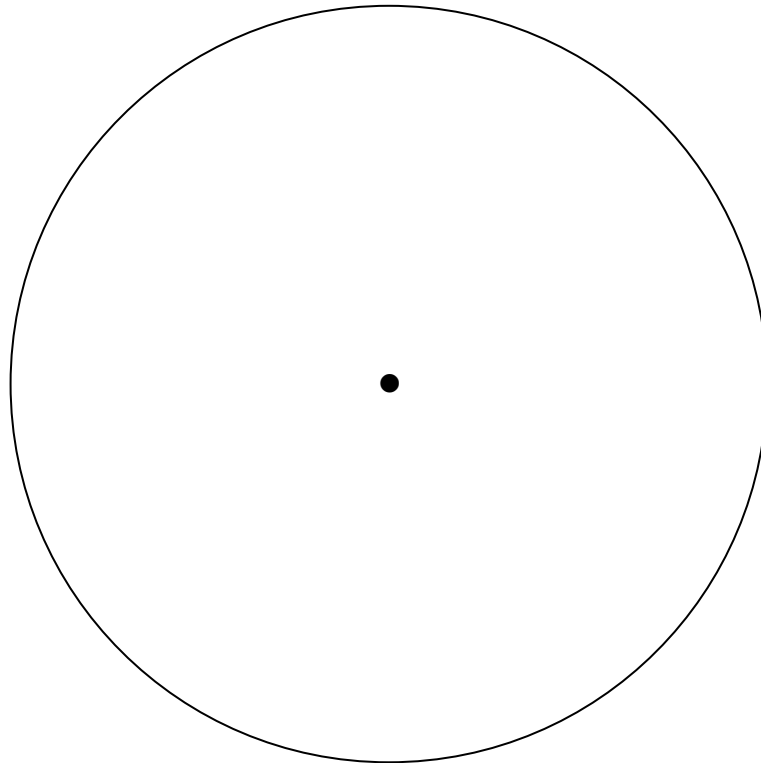
Location	Percent of Population
Ontario & Quebec	61.8%
Prairie Provinces (Alberta, Saskatchewan, Manitoba)	17.8%
British Columbia	13.3%
Atlantic Provinces (Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island)	6.8%
Territories (Yukon, Nunavut, Northwest Territories)	0.3%

*continued*

## Learning Activity 1.1: Mapping Canada (continued)

Ensure that you follow these instructions when creating your pie graph:

- Give your pie graph a title.
- Make each pie section representative in size to the percent of Canada's population for that region.
- Write the name of the region on the pie section, as well as the percent of the population represented.
- Colour each section a different colour so that it is easy to read.



You can now assess your learning activities by consulting the answer key at the end of this module.

### Summary

Canada is politically organized into provinces and territories, but could also be categorized into political areas or regions with similar physical features and climates. In the lesson that follows, you will see exactly how Canadians are distributed throughout the country and how that distribution has changed over the last century.

## LESSON 2: CANADIAN DEMOGRAPHICS

### Introduction

Now that you are familiar with the regions and population clusters in Canada, you will investigate the people of Canada. Where do Canadian immigrants come from, and what quality of life do Canadians enjoy? You will see how these statistics have changed over a hundred years.

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe factors affecting demographic patterns in Canada since the beginning of the 20th century (for example, immigration, birth rate, life expectancy, and urbanization).

### What is Demography?

Demography is the study of human population. A demographer's primary tasks are to

- determine the number of people living in a given area
- determine what change that number represents since the last census (e.g., births, deaths, people moving)
- estimate the future trends in population changes

Demographers also

- trace the origins of populations and study how people affect a region
- compile and analyze data that are useful for determining future needs in a society, such as data related to housing, education, and unemployment

### The Vocabulary of Demography

Demography is the *science* of human population. Like all sciences, it has its own vocabulary. Here are eight terms that will appear later in this lesson. You may want to take out this vocabulary information and have it handy when you are reading. This way, when you come across a word you do not know, you can check this list. Each word has been bolded the first time you come across it in the lesson.

- **Baby Boomers:**
  - Individuals who were born during a population increase or “boom” between the years 1946 and about 1965.
- **Birth Rate:**
  - The number of live births per 1,000 people in a country during a given year.
- **Census:**
  - A survey of a given area that counts the entire population living there.
- **Immigration:**
  - The process of entering one country from another to take up permanent residence.
- **Life Expectancy:**
  - The average number of years a newborn is expected to live.
- **Migration:**
  - The process of moving from one place to another (within Canada, it could mean moving from one province or territory to another).
- **Natural Increase:**
  - The **birth rate** minus the death rate of a population is the natural increase. This does not take into account other factors, such as **migration**.
- **Urbanization:**
  - The growth of the population living in an urban area (a town or a city).
- **Visible Minority:**
  - In Canada, a visible minority is a person who is non-Caucasian, non-White, and does not have First Nations, Métis, and Inuit status.

## Demographic Patterns in Canada: 1900s and 2000s

Since Canada confederated (became a country) in 1867, the population has grown very quickly. The following chart shows data on Canada’s population growth from Statistics Canada.

Year Range	Canadian Population
1871–1881	4,325,000
1931–1941	11,507,000
1966–1971	21,568,000
1996–2001	31,021,000

Statistics Canada estimates that the population in Canada will surpass 38 million by 2025 (see [www.statcan.gc.ca/pub/91-520-x/2010001/t133-eng.pdf](http://www.statcan.gc.ca/pub/91-520-x/2010001/t133-eng.pdf)).

## Canada in the Early 1900s

Let's take a look at demographic patterns in early Canada.

Statistics Canada Data for Canada since 1900	
Demographic Pattern	Data
1. Population	<ul style="list-style-type: none"> <li>■ In 1901, the population was 5,371,000. It grew to 8,788,000 by 1921.</li> </ul>
2. Main Origin Continents of Immigrants	<ul style="list-style-type: none"> <li>■ In the mid-1960s, <ul style="list-style-type: none"> <li>■ almost 75% of immigrants came from Europe</li> <li>■ 9% came from the USA</li> <li>■ over 6% came from Asia (e.g., to build the Canadian Pacific Railway)</li> </ul> </li> </ul>
3. Urban/Rural Distribution	<ul style="list-style-type: none"> <li>■ In 1901, nearly 65% of the population was rural. In 1921, this number decreased to about 50%.</li> </ul>
4. Birth Rate	<ul style="list-style-type: none"> <li>■ In 1901, about 1,548,000 people were born; in 1921, 2,415,000 people were born.</li> </ul>
5. Life Expectancy	<ul style="list-style-type: none"> <li>■ In 1921, men were expected to live 59 years and women were expected to live 61 years.</li> </ul>

Canada's population was around 5.4 million in 1900. The population was predominantly White or Caucasian and English or French. Most people—almost 65%—lived on farms or in small communities. The vast majority of people could trace their roots to the British Isles (the United Kingdom and the Republic of Ireland) or France. First Nations, Métis, and Inuit Peoples made up a very small portion of the Canadian population.

In 1900, the majority of the population of Canada lived in southern Ontario and Quebec. One-third of Canada's population was located in the Maritime provinces of New Brunswick, Nova Scotia, and Prince Edward Island. Victoria and New Westminster in British Columbia, and Winnipeg, were the only large settlements of non-Indigenous peoples west of Thunder Bay, Ontario. Montreal was Canada's largest city during 1901, with 267,730 inhabitants.

Immigrants to Canada at this time mostly came from western Europe and the United States. Often, **immigration** from Asia, Africa, and parts of Europe was discouraged by racist policies set by the federal government. Immigration affected different areas of the country in various ways. For example, while Ontario and Western Canada were filling with newcomers, Eastern Canada actually lost people (often to the United States, where jobs were more plentiful).

Immigrants coming to Canada around 1900 were taking part in a mass movement of populations across the world. They were part of a great change in world demographics. They came to Canada during this era due to either **push factors** or **pull factors**, or a combination of both.

A **push factor** is an issue that causes people to *leave* their country of origin. Some examples of push factors are poverty, high taxes, compulsory military service, lack of land, famine, disease, lack of freedom, and fear. A **pull factor** is a reason an emigrant *chooses* a particular country in which to relocate. Social mobility (the ability to attain wealth, status, and property), available land, and economic and political freedom are all pull factors.

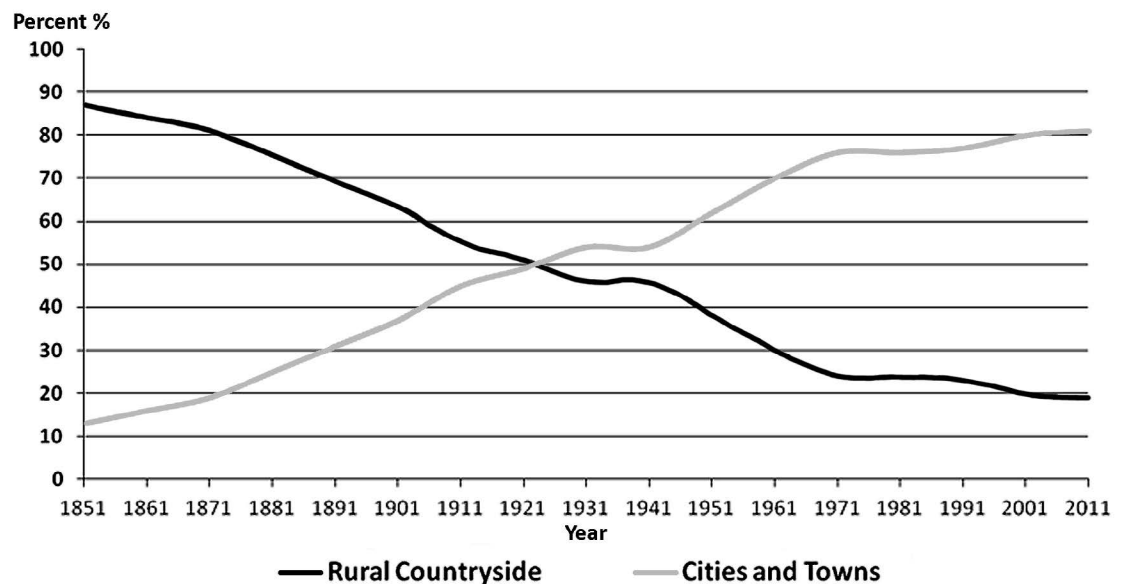
Many immigrants were drawn to the Prairies because of plentiful and cheap land. It only cost about \$10 to buy 160 acres, and even the poorest immigrants could often afford this. However, not all immigrants who came to Canada settled on farms. Urban centres like Vancouver, Edmonton, Calgary, Regina, Winnipeg, and Toronto grew rapidly. Cities grew so quickly that facilities like water and sewage could not keep up with the demand. Many homes had no running water, outdoor toilets lined the streets and drained into open sewers, and diseases swept through the crowded areas. Immigrants and Canadians who were born in the country did not mix well in the city. Visible minorities had lower status and therefore they did not have equal opportunities in life. Racism was a reality.

## Canada after 2000

Statistics Canada Data for Canada after 2000	
Demographic Pattern	Data
1. Population	<ul style="list-style-type: none"> <li>In 2001, the population was at 30 million. By 2011, it had grown to 33.5 million.</li> </ul>
2. Main Origin Continents of Immigrants	<ul style="list-style-type: none"> <li>In 2001-2006,                             <ul style="list-style-type: none"> <li>over 60% of immigrants came from Asia</li> <li>16.4% came from Europe</li> <li>10.5% came from Africa</li> </ul> </li> </ul>
3. Urban/Rural Distribution	<ul style="list-style-type: none"> <li>In 2001, only 20% of Canada's population was rural. In 2006, the number had not changed.</li> </ul>
4. Birth Rate	<ul style="list-style-type: none"> <li>In 2001, about 1,705,000 people were born.</li> </ul>
5. Life Expectancy	<ul style="list-style-type: none"> <li>In 2005, men were expected to live 78 years and women were expected to live almost 83 years.</li> </ul>

In 1900, the population in Canada lived mostly in the countryside. As time went on, Canada became urbanized. This is when people move from rural areas (the country) to urban areas (towns and cities). The graph below is based on Statistics Canada data. Take a look at it to see how the population in Canada has changed.

### Canada: Rural and Urban Populations



In the graph, notice how the rural population line is going down. This means the population in the countryside is decreasing. Look at the population in the cities and towns. In 1851, it was only 13% of the total population. Canada's population has increased significantly since then. As of 2011, 81% of Canadians live in urban areas. Notice how the cities and towns line increases much more slowly from 1971 to 2001. Then, from 2001 to 2011, this line only increases by 1%. Take a minute to make some predictions by answering the following questions:

- What do you think the urban population will be in 2031? In 2051?
- Why are more and more people living in cities or towns?

The process of people moving from the countryside to cities or towns is called *urbanization*. As you just learned, most of Canada's population now lives in urban areas.

The major reason Canada became more urbanized is because more jobs became available in urban areas (cities and towns) and fewer jobs were available in rural areas (the country). This was because of technology. Advances in technology meant that machines were taking away people's jobs in areas such as mining and farming. For example, farming technology meant that fewer farmers were needed to work on larger tracts of land. Many manufacturing plants were opened in cities and towns to build machines. For example, the gas-powered tractor used by farmers in the early 1900s needed to be built. Factory workers would assemble the tractors.

Canada's cultural make-up has also changed over the past century. Today, Canada is a country of many cultures and races. The 2006 Statistics Canada survey found that the largest portion of Canada's population was made up of people from English, French, Scottish, and Irish backgrounds. Interestingly enough, a third of the people surveyed identified their cultural background as "Canadian." This suggests that many Canadians no longer associate themselves with the ethnic or cultural heritage of their parents or grandparents.

First Nations, Métis, and Inuit people represented 3.8% of the population. In 2001, **visible minorities** made up about 13% of the population, most of whom were Chinese, South Asian, or Black.

Aside from urbanization, another significant demographic change in the past 50 years has been a decline in the natural increase in population.

Remember, the natural increase in a population is the number of births minus the number of deaths. For example:

Canada, 2005	Births = 342,176
	Deaths = 230,130
	Natural Increase = 112,046



The natural increase in 2005 of 112,046 people represented part of Canada’s growth. This number means there were 112,046 more babies born than people who died. This number does not include the increase in population from immigration. In the past, the natural increase was much higher than it is today. For example, in 1959, Canada’s highest natural increase was at 339,000.

Sometimes, natural increase is expressed as a number such as 112,046. If the increase is a large one, it can be represented as a number in millions (3.4 million). If natural increase is a negative number, then the population is shrinking. For example, -140 000 means that there are 140,000 more deaths than births. Other times, natural increase is shown as a percentage of growth in relation to our population. For example, Canada’s natural increase from 1991 to 2001 was just over 0.6%.

Pretend you are a demographer. Think about the following table. Ask yourself the question “Why has the number of births decreased if the population has increased?”

Year	Canada’s Population	Number of Births
1959	17,000,000	479,000
2005	32,000,000	342,176

Stop here and think of your own answer to this question. Once you are done, read on to discover some possible reasons.

The following are several possible reasons for this decline:

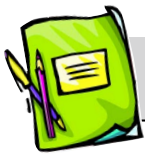
- Women’s roles have changed: Many women have attained higher levels of education and have decided to pursue a career before having children. Many women are having their first child after age 30. This reduces the number of children a woman can have during her reproductive years.
- Some couples see children as a hindrance to their lifestyle and prefer to pursue activities without interference from children.
- The **nuclear family** (family with a father, mother, and children) is only one of many different family types in Canada today. According to the 2006 Census, 16% of families were single-parent families (usually a single mother).

There is one exception to the decline in average birth rates across the country: birth rates among the First Nations, Métis, and Inuit population are markedly higher than they are among other groups in Canada. For example, in 2011/2012, the natural increase for Canada was 0.4%, but in Nunavut the natural increase was at 2%. Even so, Statistics Canada is predicting that there will be a negative natural increase around 2030. This means that the number of deaths will be greater than the number of births. If this happens, Canada will have to rely solely on immigration for population growth.

Along with urbanization and decreasing birth rates, another demographic feature of the past 50 years has been the increase in the average age of people in Canada. Statistics Canada predicts that in 2017 there will be more seniors (people aged 65 and up) than children. This is a concern, as the number of senior citizens will place great demands on those who are working. Seniors will need pensions, health care, and retirement homes. This is especially troubling because the number of people leaving the workforce is greater than the number of people entering the workforce. You, as a young Canadian, will have to pay for some of these costs.

The 2006 census by Statistics Canada confirmed that immigration is one of the largest factors contributing to the growth of many of Canada's cities (especially Toronto and Vancouver). From 2001 to 2006, approximately 1.2 million immigrants came to Canada. Over 60% of these immigrants came from Asia.

Demographic information is very important in that it helps us to understand how our country is evolving. As Canada's birth rate falls and the population ages, the Canadian government has looked to immigrants to fill the gaps in Canadian society. If you are interested in demography, you should read more about it on the Statistics Canada website.



## Learning Activity 1.2

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### Demographic Issues in the News

Carefully read the following article and complete the Article Analysis chart that follows.

*continued*

## Learning Activity 1.2: Demographic Issues in the News (continued)

### **Article: The Baby Boomers**

*You may not think that the older generations have an impact on your life. It is becoming clearer, however, that the aging of the baby boom generation will have a direct effect on younger generations, such as your own. Who are baby boomers, and how do their actions directly impact you? To understand this question, you need to look back to the Second World War (1939–1945). Because wartime was so stressful and unpredictable and involved a large portion of the Canadian population, many people decided to wait for the war to end before starting a family. After the war ended, everyone who had waited to start a family all started having babies at the same time. As a result, there was a huge increase or “boom” in the number of babies born in Canada. This boom lasted for 20 years after the Second World War ended. Improvements in health care as well as a tradition for large families contributed to this population boom. People born during this time (1946–1965) became known as “baby boomers.” But, unlike their parents, boomers had small families. As a result, there have been more people in the boomer age group than other age groups.*

*Throughout their lives, Canada has had to adjust to meet the needs of the baby boom generation. When baby boomers started going to school in the 1950s, governments had to hire more teachers and build more schools. (Later, many of those schools had to close because there weren’t enough students.) For the last few decades, boomers have been working and paying taxes, but all that is changing. Since people usually retire between the ages of 50 and 70, baby boomers have begun retiring from work and collecting their pensions.*

*How will retiring baby boomers affect younger generations? Haven’t we always had retired people collecting pensions? Here are four reasons:*

- 1. Numbers:** *In the 1980s, there were six working people supporting every retired person. By 2031, there are expected to be less than three people working to support every retired person.*
- 2. Age:** *Boomers are living longer than their parents, so they will need tax dollars to pay for health and social needs. Since retirees pay less tax than working people, then working people will have to pay more to support them.*
- 3. Expectations:** *Boomers are used to more services than their parents were. Unlike their parents, who had been accustomed to much less, boomers have always received government money and services and will continue to expect them.*
- 4. Power:** *Unlike younger generations, boomers vote regularly and know how to use the political system. Politicians listen to them, partly because they are so numerous.*

*Something else was going on when boomers were growing up. Governments started to borrow huge amounts of money to run the country. This created jobs and paid salaries. So, boomers and the younger generations that followed them have not fully paid their way; they have benefited from the massive debts that governments have not yet started to pay off.*

*continued*

## Learning Activity 1.2: Demographic Issues in the News (continued)

*By the time that you enter the workforce, smaller numbers of working people will have to pay more taxes to support the millions of boomers. As they get older, boomers will need more health care, social services, and special seniors' housing. Who is going to pay for that? Here are a few things that governments could do:*

- 1. Borrow even more money, and hope that interest rates stay low.*
- 2. Cut government pensions.*
- 3. Raise taxes, especially on the rich.*
- 4. Cut government services, like health care and seniors housing.*
- 5. Encourage boomers to retire later.*

*(End of article)*

Which of the above suggestions do you like the best? Can you think of other ideas? How do you think boomers feel about them? Keep your eyes open. This problem is not going away for a long time.

<b>Article Analysis: The Baby Boomers</b>
Demographic issue outlined in the article:
Article summary or overview in your own words:
List two demographic terms that are found in the article, and provide their definitions: Term #1: Definition: Term #2: Definition:
What is your opinion on this demographic issue?
How will this demographic issue affect you in the future?
List at least 3 facts that are included in the article (point form):
Draw an image or scene that represents the demographic issue discussed in the article.



Check the answer key.

## Lesson Summary

The population of Canada changed dramatically over the 20th century. Not only did the number of people living in Canada increase, but life expectancy improved, the population shifted from rural farms to large urban centres, and the ethnic representation of Canada changed through immigration. The learning activity you just did helped you to explore how these changes will affect you as a young adult.

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## Notes

## LESSON 3: HUMAN RIGHTS

### Introduction

Today, Canada welcomes immigrants from around the world and encourages the celebration of diverse cultural backgrounds. One thing that all Canadians share in common, regardless of their origins, is equality under the principles and laws of human rights. This lesson will introduce you to the idea of human rights and what they mean for you as a citizen of Canada.

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights.
- Describe contributions of Canadians whose social and political actions have promoted human rights.
- Appreciate the efforts of Canadians who have helped to promote human rights.

### What are Human Rights?

Human rights are fundamental rights that people are entitled to because they are human. It is the idea that all humans have rights, not just the rich and powerful. Laws have been written to protect the rights of all people. Interestingly enough, the greatest number of advances in human rights have probably come as a result of wars, rebellions, and violence of one kind or another.

Some of the most important historical **foundation charters** (written guarantees of rights for citizens in a society) were:

- The **Magna Carta**, which was imposed on King John of England in 1215 by his barons. This document limited the power of the English king to imprison people without warrant. It declared that the king was subject to the laws of his country, not above them.

- The French **Rights of Man and the Citizen** of 1789, which was created as a result of the French Revolution when French people overthrew their king and established a new government based on the idea that “men are born and remain free and equal in rights.”
- The American **Bill of Rights** of 1791, which guaranteed individual rights to all American citizens and limited the power of the government to interfere in personal liberties.
- The **Treaty of Versailles**, which was signed at the end of the First World War in 1918. One of the provisions of the treaty was the creation of an international peacekeeping body called the **League of Nations**. Some aspects of human rights were incorporated in the declarations of the League of Nations, particularly in areas of child labour, slavery, and health.

After the Second World War ended in 1945, the League of Nations, in a significantly altered form, became the **United Nations**. The UN was established to promote all aspects of human rights, including political, economic, and cultural rights. Today, the United Nations has produced three major documents that govern human rights:

- The Universal Declaration of Human Rights (UDHR), 1948
- International Covenant on Civil and Political Rights (ICCPR), 1966
- International Covenant on Economic, Social and Cultural Rights (ICESCR)

This lesson will focus on the first of these documents.

## The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) was created by United Nations members from 48 different countries, who gathered in Paris to create the Declaration. Why were so many people interested in creating one human rights document for the whole world? The document was finished and signed on December 10, 1948. A good question to ask is what was happening at this time.

The Second World War lasted from 1939–1945. During this war, Adolf Hitler was in power in Germany. His Nazi government was determined to exterminate certain groups of people, targeting mostly the Jewish population. Over 13 million people were murdered, including six million Jews. This act of genocide (deliberate destruction of a whole people) was so horrendous that the world was unified in a desire to prevent something like this from ever happening again. It was because of the Holocaust that the United Nations was moved to create a global human rights document.

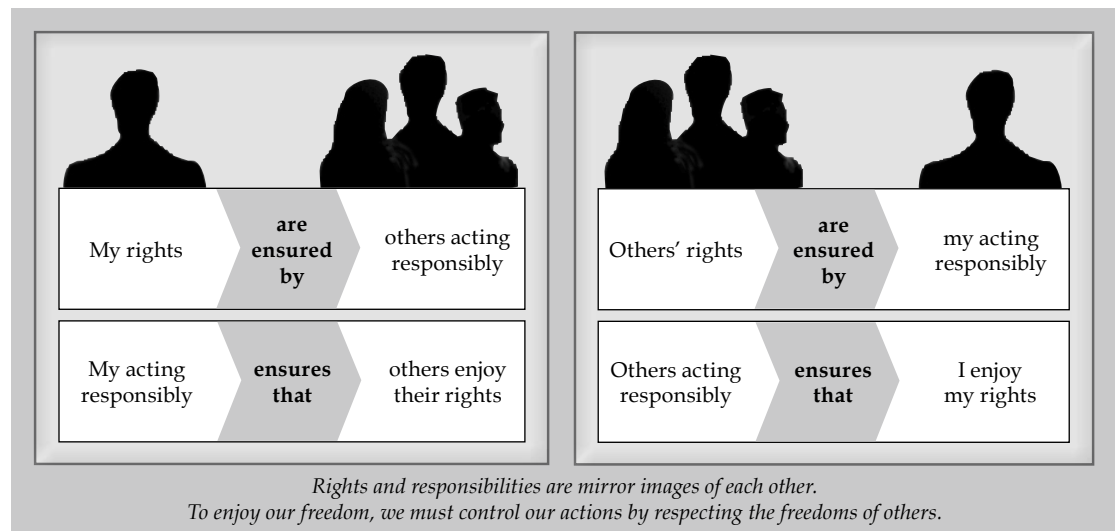


The Commission on Human Rights was also created at that time. Their job was to make a list of the basic rights that all humans deserve. Because this was a list for all people on Earth, it was difficult to make. Everyone had their own idea of which rights are inherent (meaning they are always present and can never be denied). Each representative brought his or her own culture and understanding of the world, and they all had to put aside their differences to agree upon one set of rights for all.

John Humphrey, a professor from McGill University in Canada, was a member of the international commission. He was an expert on international law. Dr. Humphrey was the writer of the Universal Declaration of Human Rights as well as other rights that were written later. Think about how the work of Dr. Humphrey has affected your life.

Take a moment and look at the graphic below. Think about your rights, such as the right to equal treatment and freedom from discrimination. Think about your responsibilities, such as the responsibility to treat others equally. How are rights and responsibilities mirror images of each other? Use the graphic to help you form an answer. Take a minute and jot down your thoughts.

### RIGHTS AND FREEDOMS, RESPONSIBILITIES AND DUTIES



### The Principles of the Universal Declaration of Human Rights

The Universal Declaration of Human Rights is a document that protects the rights of people all over the world. The beliefs of people all over the world can be seen in this document, since it was created by representatives from 48 countries.

This document is organized into the following sections:

1. The Preamble: This tells why the document was made.
2. The 30 Articles: These list the basic human rights.

### The Preamble

This document was written with two goals in mind:

- Everyone in the world deserves “freedom, justice, and peace”
- To achieve this, there must be a set of universal laws that is recognized by everyone on Earth.

### 30 Articles:

There are 30 articles in the UDHR covering various categories of human rights. These include the following:

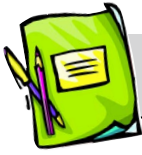
- **Basic Rights:**
  - All people are worthy of life, liberty, personal security, and personal freedom.
- **Political Rights:**
  - All people should have the right to vote for their government.
- **Civil Rights and Liberties:**
  - All people should enjoy freedom of opinion and expression.
- **Equality Rights:**
  - All people should be free from discrimination.
- **Economic Rights:**
  - All workers should have the right to fair wages and safe working conditions.
- **Social Rights:**
  - All people deserve access to education and adequate health care.
- **Cultural Rights:**
  - All people have the right to speak their native language.



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#### Note:

For a full version of the plain language version of the Universal Declaration of Human Rights, please go to [www.un.org/cyberschoolbus/humanrights/resources/plain.asp](http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp).



## Learning Activity 1.3

### Applying Human Rights

1. Define *human rights*.
2. List at least *three* human rights that you exercise (use) on a daily basis. Give examples of how you exercise these rights. You may need to refer to a copy of the plain language version of the Universal Declaration of Human Rights.



#### Note:

To help you get started, an example has been provided.

- Universal Right: Social Rights – Access to Education

Example: Children are required by law in Canada to attend school. In Manitoba, children are required to stay in school until they are 18 years old or have completed high school.

3. Sort the following list of rights into their categories from the Universal Declaration of Human Rights.

#### Universal Declaration of Human Rights

##### The right...

- to life, liberty, and security of person
- to be presumed innocent until proven guilty
- to equal treatment and freedom from discrimination
- to recognition as a person before the law
- to work with free choice of employment
- to freedom of opinion and expression
- to a nationality
- to rest and leisure
- to an adequate standard of living
- to marry and have a family
- to a fair trial
- to an education
- to take part in government
- to freedom of movement

*continued*

## Learning Activity 1.3: Applying Human Rights (continued)

Universal Declaration of Human Rights Organizer	
Basic Rights	
Economic Rights	
Social Rights	
Political Rights	
Civil Rights	
Equality Rights	
Cultural Rights	



Check the answer key.

### Lesson Summary

Human rights are the laws, customs, and practices meant to protect individuals from oppressive powers. Human rights developed over hundreds of years and are now recognized around the world through the Universal Declaration of Human Rights. In the assignment and lesson that follow, you will explore how people have worked to establish human rights within Canada.



## Assignment 1.1

### Canadian Contributions to Human Rights (20 marks)

#### Your Task

There are many Canadians whose actions have helped advance human rights. In this assignment, you will research a Canadian human rights activist of your choice and write a five-paragraph report about the person.

Your report should

- describe the activist to your reader
- explain how this Canadian advanced human rights
- explain how this Canadian changed the way that people live

This assignment is divided into three parts. Be sure to read over all the instructions before you begin.

#### Part 1: Research Canadian Activists

Since you may not be familiar with any Canadian human rights activists, a list of suggestions has been provided below. Use your school, your local library, or the Internet to learn about some of the people on this list (or another Canadian activist of your choice). The Research Chart following the list contains several pieces of information you should know about your chosen activist. Fill it out as you research.



#### Note:

Remember, you need to document each of your research sources at the end of the paper.

Once you have chosen a Canadian activist, you can move on to Part 2.

*continued*

## Assignment 1.1: Canadian Contributions to Human Rights (continued)

### Canadian Human Rights Activists

- The Famous Five
- Chief Dan George
- Ezekiel Hart
- Angus MacInnis
- Thomas Berger
- Ivan Rand
- Ellen Fairclough
- Emmett Hall
- Pierre Berton
- Pauline Julien
- Louis-Joseph Papineau
- Joseph Howe
- Harold Cardinal
- Georges Forest
- Craig Kielburger
- Elijah Harper
- Louis Riel
- René Levesque
- Pierre Elliott Trudeau
- Louise Arbour
- John Diefenbaker
- John Humphrey
- Lester B. Pearson
- Stephen Lewis
- Georges, Pauline, & Jean Vanier
- David Lewis
- Tommy Douglas
- J.S. Woodsworth
- Paul-Emile Leger
- Molly Brant
- Clarence Hicks
- Roméo Dallaire
- Beverly McLachlin
- Bruce Cockburn
- Bryan Adams
- George Erasmus
- Sue Rodriguez
- Terry Fox
- Lloyd Axworthy
- Israel (Izzy) Asper
- Carl Ridd
- Phil Fontaine
- Glen Murray
- Tom Jackson
- Adrienne Clarkson
- Neil Bissoondath
- Theresa Ducharme
- June Callwood



#### Note:

If you are having trouble finding information about your Canadian human rights activist, type the person's name into an Internet search engine. Adding the words *rights* or *human rights* next to their name may narrow the search. A librarian is also a great person to go to for help.

Before completing this assignment, make sure to review the sections on Internet Safety and Research Tips in the course introduction.

*continued*

## Assignment 1.1: Canadian Contributions to Human Rights (continued)

### Research Chart



**Note:**

To help you get started, an example has been provided in the chart.

Name: <u>Ivan Rand</u>	
Date and Place of Birth	<ul style="list-style-type: none"> <li>■ 1884</li> <li>■ Moncton, New Brunswick</li> </ul>
Education and/or Occupation	<ul style="list-style-type: none"> <li>■ Received a Bachelor of Arts and a Harvard Law degree.</li> <li>■ Worked as                             <ul style="list-style-type: none"> <li>■ a lawyer</li> <li>■ an attorney general</li> <li>■ a Supreme Court Justice</li> <li>■ a university dean</li> </ul> </li> </ul>
Overview of Contribution to the Development or Progress of Human Rights	<ul style="list-style-type: none"> <li>■ Revolutionary labour relations method:                             <ul style="list-style-type: none"> <li>■ "Rand Formula"</li> </ul> </li> <li>■ One of two Canadians involved in the partitioning of Palestine in 1947</li> </ul>
Specific "Type/Category" of Rights Influenced <i>(Basic, Civil, Economic, Political, Equality, Social, Cultural)</i>	<ul style="list-style-type: none"> <li>■ economic</li> <li>■ political</li> </ul>
Information Sources	<a href="http://www.cbc.ca/Ivan_Rand/">www.cbc.ca/Ivan_Rand/</a>

Name: _____	
Date and Place of Birth	
Education and/or Occupation	
Overview of Contribution to the Development or Progress of Human Rights	
Specific "Type/Category" of Rights Influenced <i>(Basic, Civil, Economic, Political, Equality, Social, Cultural)</i>	
Information Sources	

*continued*

## Assignment 1.1: Canadian Contributions to Human Rights (continued)

### Part 2: Outline Your Report

Now that you have chosen and researched an activist, it is time to begin sorting your information into paragraphs. Your report should have an introduction, three body paragraphs, and a conclusion. Use the following Report Template to organize your information.

Report Template
<p><b>1. Introduction</b> In a sentence or two, describe the subject of your report. Tell your audience about the activist that you chose and the human rights that he or she promoted.</p> <p><b>2. Body Paragraphs</b></p> <ul style="list-style-type: none"><li>■ Personal Information Paragraph <i>Tell your reader about the activist in detail. You might consider the following:</i><ul style="list-style-type: none"><li>– Where and during what years did she live?</li><li>– Where did she go to school?</li><li>– What was her job?</li><li>– What inspired her to promote human rights?</li></ul></li><li>■ Activism Paragraph <i>Describe how the activist promoted human rights. You could mention the following:</i><ul style="list-style-type: none"><li>– The area of human rights that he promoted.</li><li>– The specific group of people he wanted to help.</li><li>– The actions he took to promote these human rights.</li><li>– Whether he was successful in his goals.</li><li>– Whether anyone tried to oppose his activism.</li></ul></li><li>■ Reflection Paragraph <i>Explain to your reader why this activist is an important person. You should explain the following:</i><ul style="list-style-type: none"><li>– How the activist’s actions have affected living conditions today.</li><li>– Whether the activist’s actions had a positive or a negative effect on the lives of people.</li></ul></li></ul> <p><b>3. Conclusion</b> Restate why you chose this Canadian and why you believe this person is an important human rights activist. You should summarize the points of your reflection paragraph.</p> <p><b>4. References</b> <i>On a separate page, include a list of all your research sources.</i></p> <ul style="list-style-type: none"><li>■ For books<ul style="list-style-type: none"><li>– In this order, list their title, author, and publisher.</li></ul></li><li>■ For articles<ul style="list-style-type: none"><li>– In this order, list their title, author, the title of the magazine/newspaper, and the date it was published.</li></ul></li><li>■ For websites<ul style="list-style-type: none"><li>– In this order, list the title of the webpage, the author, the URL, and the date you accessed the information.</li></ul></li></ul>

*continued*



## Assignment 1.1: Canadian Contributions to Human Rights (continued)



### Note:

If you are unable to fill in many of the suggested details of the Report Template, you may want to further research your activist.

### Part 3: Write Your Final Report

It is time to turn your outline into a proper report. Divide your information into five paragraphs, and write them out in complete sentences. You will submit this final report to the Distance Learning Unit at the end of Module 1. Your report will be assessed using the following rubric:

Category	Criteria		
Introduction	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Clearly describes the subject of the essay.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Somewhat describes the subject of the essay.</li> </ul>	<p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>Contains no obvious introduction.</li> </ul>
Personal Paragraph	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Presents a clear summary of the activist's life, including job(s), schooling, and their inspirations towards activism.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Presents a somewhat clear summary of the activist's life, mentioning some personal details.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Presents little to no relevant information about the activist's life.</li> </ul>
Activism Paragraph	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Clearly explains the social groups or causes that the activist promoted, and the methods that she or he used.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Somewhat explains the human rights cause that the activist promoted, but does not describe either the methods used or the specific people assisted.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Explains the human rights cause that the activist promoted, but discusses neither the social context nor the methods of activism.</li> </ul>
Reflection Paragraph	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Thoroughly explains the importance of the activist and his or her contributions to today's society, be they positive or negative.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Somewhat explains the importance of the activist, and discusses some contributions to today's society.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Offers a vague explanation for the importance of the activist without describing any present-day results of his or her actions.</li> </ul>
Conclusion	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Thoroughly summarizes the content of the report.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Summarizes the content of the report somewhat clearly.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Summarizes the content of the essay to a limited degree.</li> </ul>
Writing Style	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Contains few spelling and grammar errors, which do not distract from the essay.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Contains spelling and grammar errors that distract from the essay.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>Contains spelling and grammar errors that make the essay hard to read.</li> </ul>
References	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Lists all research sources, and includes all requested information listed in the Report Template.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Lists all research sources and includes some of the requested information listed in the Report Template.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Lists all research sources but includes little to none of the requested information listed in the Report Template.</li> </ul>
<b>Total Score: /20 marks</b>			

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## Notes

# LESSON 4: DEVELOPING HUMAN RIGHTS IN CANADA

## Introduction

In the previous lesson, you learned about the Universal Declaration of Human Rights. These rights are standards of living that every government should strive to achieve for its citizens. In this lesson, you will see how Canada has incorporated the Universal Declaration of Human Rights into its own laws.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Give examples of the effects that the *Canadian Charter of Rights and Freedoms* has on individuals and groups.
- Appreciate the efforts of Canadians who have helped to promote human rights.
- Identify significant events in the development of human rights in Canada.
- Describe ways in which the status of women in Canada has changed since the early 20th century (Bill C-31, Aboriginal women).
- Value non-violent resolutions to conflict.

## *The British North America Act*

To understand human rights in Canada, we first need to examine several historical points.

It is important to remember that Canada was originally a colony of the British Empire. The land was owned and controlled by the British government, and all colonists had to obey the laws made by their “mother country” (England). After the *British North America Act* was passed on July 1st, 1867, Canada became a **dominion**. A dominion is a country that only controls government dealings within its borders (things such as taxes and local laws). The mother country controls all government dealings with other countries (things such as trade negotiations or choosing to go to war).

*The British North America Act of 1867* did several things:

- It created the country of Canada, which included four provinces: Ontario, Quebec, Nova Scotia, and New Brunswick.
- It defined the rules of government.
- It defined the powers of the federal Parliament, the House of Commons, the Senate, and the Governor General (the monarch’s representative).
- It gave Parliament the power to make laws for “peace, order, and good government.”
- It divided the powers between the federal and provincial governments.
- It stated that Canadians would enjoy the same rights as British citizens.

The *BNA Act* was an act of the British Parliament. This means it could not be amended (changed or updated) without permission of the king or queen in Britain, who was then, and remains today, Canada’s head of state.

## The Patriation of Canada’s Constitution

When the British government passed the **Statute of Westminster** in 1931, Canada was officially allowed to have control over all of its affairs. However, the Canadian government could still not make changes to its Constitution (the *BNA Act*) without the approval of the British. In effect, the rules and principles by which Canada was governed—the values in which the country believed—were still those that had been chosen by the British.

On April 17, 1982, the Constitution was **patriated**—that is, Canada gained complete control over its Constitution. Canadians could at last decide for themselves what values their government would uphold and what beliefs were most important for the good of the country.

In a ceremony watched by millions of Canadians, Prime Minister Pierre Trudeau and Queen Elizabeth II signed the historic documents that put Canada in charge of its own Constitution. Our new Constitution included a section on rights for First Nations, Métis, and Inuit Peoples in Canada, and the *Canadian Charter of Rights and Freedoms*.



**Prime Minister Pierre Trudeau and Queen Elizabeth II sign the Constitution of Canada:** Reproduced from [www.scs.sk.ca/cyber/elem/learningcommunity/socialsciences/history30/curr\\_content/history-30/module5/activity1a\\_5.html](http://www.scs.sk.ca/cyber/elem/learningcommunity/socialsciences/history30/curr_content/history-30/module5/activity1a_5.html).

## *The Canadian Charter of Rights and Freedoms*

The *Canadian Charter of Rights and Freedoms* is an extremely important milestone in the protection of human rights in Canada. The values and principles embodied in the charter are essential to the promotion of a free and democratic society.

The charter protects the rights and freedoms of Canadians by limiting the ability of governments to pass laws that discriminate or infringe on human rights. Because the charter is **entrenched** in Canada's Constitution (made a part of it), these rights cannot be easily eliminated. The federal government would have to pass a law to remove a right, and seven of the 10 provinces (one of which would have to be Ontario, Quebec, or BC) would have to agree to the change.

The rights and freedoms found in the charter are divided into a number of categories:

1. Fundamental Freedoms
2. Democratic Rights
3. Legal Rights
4. Equality Rights
5. Official Languages
6. Minority Language Education Rights

The following are some of your rights and freedoms as a Canadian citizen:

### Fundamental Freedoms:

You have the freedom to

- follow a religion of your choice
- form and express your own thoughts, beliefs, and opinions
- assemble peacefully with other people
- associate with a worker's union

### Democratic Rights:

- Once you reach the age of consent (18 in Manitoba), you have the right to vote to determine the person who will govern your country and community.

### Mobility Rights:

- You have the right to move to and live in any province or territory.
- You have the right to pursue a livelihood in any province or territory.

### Legal Rights:

- You have the right to life, liberty, and personal security.
- Your property cannot be searched or seized at random.
- You cannot be detained or imprisoned without a valid reason.
- If you are arrested or detained, you must be promptly informed of the reason.
- If arrested, you have the right to see a lawyer or legal counsel.
- If charged with a crime, you have the right to a trial. Your trial must be delivered within a reasonable time and it must be unbiased.
- If sent to trial, you will be presumed innocent until proven guilty.
- You should not be subjected to cruel and unusual punishment.
- If sent to trial, you will have the right to a court-appointed interpreter (in case of language barriers).

### Equality Rights:

- All people should be given equal treatment before and under the law.
- All people should have equal protection under the law. The law should not discriminate based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.

### Language Rights:

- English and French are the official languages of Canada.
- In certain circumstances, education should be provided in a minority language.

When passing new laws, Canadian politicians refer to the *Canadian Charter of Rights and Freedoms*. If a law violates one of the rights or freedoms, it can be removed or adjusted on the grounds of being “unconstitutional,” or of opposing what Canadians believe. One example is the *Indian Act* and Bill C-31.

## Bill C-31 and the *Indian Act*

In 1876, the Canadian government created the *Indian Act*. This act described which First Nations peoples could be known as Status Indians. Each Status Indian was given a treaty number. They were also registered with the Department of Indian Affairs. Only registered Indians had access to the benefits of the treaties. These benefits include health, education, and other social services. In addition, only Status Indians could live on a reserve.



### Note:

It is important to understand the use of the word *Indian*. In Canada today, the term *First Nations* is always used except when referring to government rights. For this reason, you will see the word *Indian* being used in this course.

In the past, Status Indian women who married non-Indian men lost their status. If they were living on a reserve, they would have to move. This was described in Section 12 of the *Indian Act*. In contrast, Status Indian men would not lose their status if they married a non-Indian woman. In fact, the non-Indian wife would gain status as an Indian.

In 1970, Jeannette Corbiere Lavell of the Wikwemikong band on Manitoulin Island married a non-Indian man, thus losing her status. She appealed to the Supreme Court of Canada. The court ruled against her, indicating that she had been treated equally under the law. However, once the *Canadian Charter of Rights and Freedoms* was passed in 1982, it changed the rules about equality.



### Note:

The Canadian Constitution became independent from Great Britain in 1982. This meant that Canada could make changes to the Constitution without England's permission. When this happened, the *Canadian Charter of Rights and Freedoms* became part of Canada's Constitution.

Jeannette Corbiere Lavell, a First Nations woman, was not treated the same as a First Nations man in the same situation. The *Indian Act* was changed in 1985. This change was called Bill C-31. First Nations women would no longer lose their Indian status if they married a non-status person. Women and children who had lost their status under the old act were reinstated if they applied.

With Bill C-31, there were two sub-sections.

Section 6 (1):

If a person can prove that both their parents are entitled to Indian status, then the child will also receive Indian status under section 6(1).

Section 6 (2):

If only one parent has Indian status, then a person is still granted status under section 6(2). For their children to also have status, this person will have to marry another person with status.

What does this mean? Let's take a look at three hypothetical (made up) cases. In the diagrams, N stands for any person who does not have Indian status.

<p style="text-align: center;"><b>Figure 1</b></p>	<p style="text-align: center;"><b>Figure 2</b></p>	<p style="text-align: center;"><b>Figure 3</b></p>
<p>1. If a person's parents are both entitled to Indian status, then they will also receive Indian status under 6(1). Notice how both parents also have 6(1) status.</p>	<p>2. If a person with Indian status has a child with a person who is non-status, then their child will still have status. This is found under section 6(2). If the child marries someone else who has Indian status their child will also receive Indian status.</p>	<p>3. Notice how the top part of this diagram is the same as diagram 2. If a person with 6(2) Indian status has a child with a non-status person, their child loses their status.</p>

### Bill C-3

Bill C-3 came into law in 2011. This Bill is only about women who lost their status by marrying non-status men. With Bill C-31, these women regained their Indian status. Bill C-3 also gave Indian status to the children and grandchildren of these women.



## Non-Violent Conflict Resolution

It is important to note that Jeannette Corbiere Lavell used non-violent methods when working to regain her Indian status. Lavell went to court, and when she lost her case she went to a higher court. In the next assignment, you will research more about Lavell and other First Nations women. Notice the methods they used to reach their goals.

In order for non-violent conflict resolution to take place, two criteria need to be met:

1. The conflict has to be addressed. If the conflict is ignored, then a fair solution is not found. Two examples of solutions that are not good for all parties are when one person withdraws from the situation or opts out of the activity.
2. There must be no violence involved.

This may sound easy, but non-violent conflict resolution can be very challenging. At times, it may take years for a conflict to be resolved. In the case of Lavell, here is a timeline of her journey:

1970	■ Lavell was married. That year, she received a letter from the government telling her that she was no longer an Indian. Lavell did not agree with this. (conflict)
June 1971	■ Lavell took her case to County Court (non-violent method). She lost.
October 1971	■ Lavell took the case to the Federal Court. She won.
1973	■ The case was taken to the Supreme Court. Lavell won.
1985	■ The <i>Indian Act</i> was changed so that Indian women would not lose their status through marriage.

When you face the challenge of a conflict and you do not want to ignore the problem, how do you resolve it? Think of a time when you were in a conflict. How did you solve the problem? How could you have solved it differently? Take a minute to brainstorm some ideas. Then read the list below of 12 possible ways to solve a conflict.

- Communicate (talk and listen)
- Use a mediator or referee
- Solve the problem in court
- Use chance (e.g., roll a dice to decide)
- Lobby for new legislation (change the laws)
- Use problem-solving techniques
- Compromise

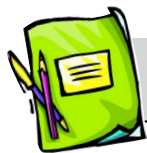
- Empathize (understand feelings)
- Share
- Take turns
- Vote
- Collaborate (work together)

## A Timeline of Human Rights Development in Canada

These are some of the important dates in Canada’s development of human rights. How have these changes affected you and your family today?

<b>January 28, 1916</b>	Manitoba women become the first in Canada to win the rights to vote and to hold provincial office.
<b>May 24, 1918</b>	All female citizens aged 21 and over become eligible to vote in Canadian federal elections.
<b>July 1919</b>	Women in Canada gain the right to hold a seat in the House of Commons
<b>1920</b>	The <i>Dominion Elections Act</i> gives the right to vote in federal elections to all adult Canadians, male and female (however, the federal vote is not given to First Nations and Inuit peoples nor to minorities).
<b>1929</b>	Women in Canada gain the right to hold a seat in the Senate.
<b>1934</b>	Manitoba passes a <i>Libel Act</i> that allows action to stop personal attacks based on race or religion that expose people to hatred, contempt, or ridicule.
<b>1940</b>	Women in Quebec gain the right to vote in provincial elections.
<b>September 2, 1945</b>	The Second World War ends and the United Nations is founded. Canada is one of the original members.
<b>December 10, 1948</b>	The Universal Declaration of Human Rights is signed.
<b>1948</b>	The <i>Federal Elections Act</i> is changed so that race is no longer grounds for exclusion from voting in federal elections.
<b>1956</b>	Equal Pay for Equal Work is adopted in Manitoba, preventing discrimination in salary based on gender.
<b>August 10, 1960</b>	Prime Minister John Diefenbaker brings in the Canadian Bill of Rights.
<b>1960</b>	First Nations people receive the unrestricted right to vote in federal elections.
<b>1962</b>	The last executions take place in Canada.
<b>1964</b>	Laws requiring separate schools for Blacks in Ontario are removed.
<b>1968</b>	The Criminal Code is amended to decriminalize homosexuality.
<b>1971</b>	The Criminal Code makes it a crime to advocate genocide or publicly incite hatred against people because of their race, colour, religion, or ethnic identity.
<b>1976</b>	Capital punishment is removed as a penalty for crime in Canada.

<b>1977</b>	The federal government passes the <i>Canadian Human Rights Act</i> and sets up the Human Rights Commission.
<b>1977</b>	The <i>Immigration Act</i> removes all restrictive regulations based on "nationality, citizenship, ethnic group, occupation, class, or geographical area of origin."
<b>April 17, 1982</b>	The <i>Canadian Charter of Rights and Freedoms</i> becomes part of Canada's Constitution.
<b>September 22, 1988</b>	Prime Minister Brian Mulroney acknowledges Canada's wrongful actions against Japanese Canadians during the Second World War and offers a compensation program.
<b>1991</b>	The federal government announces a five-year national plan to help bring persons with disabilities into society's mainstream.
<b>June 20, 1996</b>	Sexual orientation is added as grounds for discrimination in the <i>Canadian Human Rights Act</i> .
<b>January 7, 1998</b>	The federal government recognizes and apologizes to those who experienced physical and sexual abuse at Indian residential schools, and acknowledges its role in the development and administration of residential schools for First Nations children.
<b>1999</b>	Canada's <i>Extradition Act</i> states that Canada will refuse to forcibly return anyone to any country that wants to punish that person in a way that violates their human rights. The territory of Nunavut was created. As of 2003, most people living here are Inuit.
<b>February 1, 2005</b>	The federal government introduced its same-sex marriage bill in the House of Commons, setting the stage so that gay people in Canada may legally marry.
<b>May 10, 2006</b>	The federal government agrees to pay \$1.9 billion to former students of residential schools as a compensation for the abuses and assimilation they suffered.
<b>June 11, 2008</b>	On behalf of the Canadian federal government, Prime Minister Stephen Harper offers an apology to all the survivors of residential schools.



## Learning Activity 1.4

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### Towards Equal Rights and Freedoms

1. How did the *Indian Act* discriminate against First Nations women?
  2. In 1984, the Supreme Court ruled that the *Indian Act* was unconstitutional in its treatment of First Nations women. What equality rights were not respected?
  3. In a few sentences, describe how the *Canadian Charter of Rights and Freedoms* affected the lives of First Nations women and their children in Canada.
  4. Look over this lesson's Timeline of Human Rights Development in Canada. Are there any developments that directly affect your life or the lives of your family and friends? How would your life (or theirs) be different without these rights?
  5. In your view, what are the benefits of convincing the government to change laws by using **non-violent** measures? Can you think of ways in which you could create change by using non-violent means?
- 



Check the answer key.

### Lesson Summary

Because Canada was once a British colony that followed the laws of its mother country, it took quite some time before Canadians were able to legally establish their own set of rights and freedoms. Today, the *Canadian Charter of Rights and Freedoms* sets the boundaries of all laws in Canada. In the upcoming assignment, you will investigate an First Nations, Métis, or Inuit person who championed human rights in Canada.



## Assignment 1.2

### First Nations Activists (18 marks)

#### Your Task:

There are two ways to effect change in government: through violent means and through non-violent means. Examples of violent means include revolutions and riots; non-violent measures include public speeches, petitions, and actions that increase public awareness. First Nations activists who were seeking to overturn the sexist provisions of the *Indian Act* did so using non-violent means.

The actions of four First Nations women helped change the *Indian Act* and caused the creation of Bill C-31:

- Mary "Two-Axe" Early
- Sandra Lovelace
- Jeannette Corbiere Lavell (You have already read about Corbiere Lavell in Lesson 4)
- Nellie Carlson

You will research all four of these woman and present information about their lives and how they contributed to the creation of Bill C-31. You may choose to present this information in a written report, a poster, or a PowerPoint presentation. Be sure that your assignment covers the following information for **all four women**:

- Their biographies
  - Where and when they lived
  - How their lives were affected by the *Indian Act*
- Their methods of activism
  - How they contributed to the creation of Bill C-31

Use the Internet, your school resources, or your local library to assist your research.

If you choose the Internet as your source of information, be sure to read the Internet Safety section in the course introduction.

*continued*

## **Assignment 1.2: First Nations Activists (continued)**

Before completing this assignment, be sure to review the Research Tips in the course introduction.

You will submit this assignment to the Distance Learning Unit at the end of Module 1. Your assignment will be assessed using the rubric on the next page:

*continued*

## Assignment 1.2: First Nations Activists (continued)

Content	Criteria		
<p><b>Mary "Two-Axe" Early</b></p> <p><b>Information</b></p> <p>Possible marks: 3 marks per woman for a total of <b>12 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>■ Clearly describes how each woman was personally affected by the <i>Indian Act</i>.</li> <li>■ Provides specific information about where and when each woman lived.</li> <li>■ Clearly explains the specific actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>■ Somewhat describes how each woman was affected by the <i>Indian Act</i>.</li> <li>■ Lacks specific information about where or when each woman lived.</li> <li>■ Somewhat explains the actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>■ Mentions the general circumstances of how each woman was affected by the <i>Indian Act</i>.</li> <li>■ Does not identify where or when each woman lived.</li> <li>■ Vaguely describes the actions taken to protest the <i>Indian Act</i>.</li> <li>■ Provides few specific details about the actions taken to protest the <i>Indian Act</i>.</li> </ul>
<p><b>Sandra Lovelace</b></p> <p><b>Information</b></p> <p>Possible marks: 3 marks per woman for a total of <b>12 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>■ Clearly describes how each woman was personally affected by the <i>Indian Act</i>.</li> <li>■ Provides specific information about where and when each woman lived.</li> <li>■ Clearly explains the specific actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>■ Somewhat describes how each woman was affected by the <i>Indian Act</i>.</li> <li>■ Lacks specific information about where or when each woman lived.</li> <li>■ Somewhat explains the actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>■ Mentions the general circumstances of how each woman was affected by the <i>Indian Act</i>.</li> <li>■ Does not identify where or when each woman lived.</li> <li>■ Vaguely describes the actions taken to protest the <i>Indian Act</i>.</li> <li>■ Provides few specific details about the actions taken to protest the <i>Indian Act</i>.</li> </ul>
<p><b>Jeannette Corbiere Lavell</b></p> <p><b>Information</b></p> <p>Possible marks: 3 marks per woman for a total of <b>12 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>■ Clearly describes how each woman was personally affected by the <i>Indian Act</i>.</li> <li>■ Provides specific information about where and when each woman lived.</li> <li>■ Clearly explains the specific actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>■ Somewhat describes how each woman was affected by the <i>Indian Act</i>.</li> <li>■ Lacks specific information about where or when each woman lived.</li> <li>■ Somewhat explains the actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>■ Mentions the general circumstances of how each woman was affected by the <i>Indian Act</i>.</li> <li>■ Does not identify where or when each woman lived.</li> <li>■ Vaguely describes the actions taken to protest the <i>Indian Act</i>.</li> <li>■ Provides few specific details about the actions taken to protest the <i>Indian Act</i>.</li> </ul>
<p><b>Nellie Carlson</b></p> <p><b>Information</b></p> <p>Possible marks: 3 marks per woman for a total of <b>12 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>■ Clearly describes how each woman was personally affected by the <i>Indian Act</i>.</li> <li>■ Provides specific information about where and when each woman lived.</li> <li>■ Clearly explains the specific actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>■ Somewhat describes how each woman was affected by the <i>Indian Act</i>.</li> <li>■ Lacks specific information about where or when each woman lived.</li> <li>■ Somewhat explains the actions taken to protest the <i>Indian Act</i>.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>■ Mentions the general circumstances of how each woman was affected by the <i>Indian Act</i>.</li> <li>■ Does not identify where or when each woman lived.</li> <li>■ Vaguely describes the actions taken to protest the <i>Indian Act</i>.</li> <li>■ Provides few specific details about the actions taken to protest the <i>Indian Act</i>.</li> </ul>
<p><b>Writing Style</b></p> <p>Possible marks: <b>3 marks</b></p>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>■ Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>■ Contains few spelling and grammar errors, which do not distract from the essay.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>■ Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>■ Contains spelling and grammar errors that distract from the essay.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>■ Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies.</li> <li>■ Contains spelling and grammar errors that make the essay hard to read.</li> </ul>
<p><b>Report Format</b></p> <p>Possible marks: <b>3 marks</b></p>	<p><i>The following describes the criteria for the full three marks based on the type of assignment submitted.</i></p> <ul style="list-style-type: none"> <li>■ <b>Report:</b> At least one paragraph per woman, double-spaced, using a font no larger than 12.</li> <li>■ <b>PowerPoint:</b> At least one slide per woman. Text is in a font and colour that is easy to read. Uses backgrounds, transitions, and pictures to enhance the presentation.</li> <li>■ <b>Poster:</b> Clear title and sub-headings. Text is organized into sections. Uses colour and pictures to enhance the presentation.</li> </ul>		
<p><b>Total Score: /18 marks</b></p>			

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## Notes



## LESSON 5: CANADIAN CITIZENSHIP

### Introduction

This will be the first of several lessons to discuss a very thought-provoking question: *What does it mean to be “Canadian”?* You will start by approaching the question from a legal perspective: how does the government recognize you as a citizen of Canada? What rights and responsibilities come with citizenship in this country?

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe the criteria for becoming a Canadian citizen.

### What is Citizenship?

The concept of citizenship goes all the way back to ancient Greece. In the Greek city states, “citizens” were people who had special rights in society. In return for these rights they agreed to help in running the city state. Modern citizenship reflects this idea, and citizenship today refers to a range of civic, political, social, and cultural rights, as well as the corresponding responsibilities.

The meaning of the term *citizen* evolved over the years, and first became widely used during the French and American revolutions. These revolutions were violent times in history when citizens rejected the idea that monarchs were appointed by God and, therefore, must be obeyed. The revolutionaries in France and America sought to establish a system in which the people decided who should be their leader. The term *citizen* came to refer to people who could participate freely and equally in government matters.

Traditionally, where a person was born and the status of his or her parents were the factors that determined whether that person was a citizen. It was difficult and sometimes impossible to become a citizen of a different country. Over the centuries, people began to move between countries more easily and new methods of determining citizenship had to be developed. Different countries developed different laws governing who could and could not be granted citizenship. Some factors that determined citizenship included the

length of time someone lived in a country, as well as his or her character, education, and, in some cases, race and religion.

## Canadian Citizenship

Prior to 1947, Canadian citizenship did not exist. Canada had close imperial ties with Britain, and therefore people living in this country were officially classified as British subjects—that is, subject to British rule. As a result, it was relatively easy for immigrants from other Commonwealth countries to come to Canada and gain full rights. In many cases, only one year of residency was required before an immigrant from within the Commonwealth could be called a “Canadian.”

Many have called Canada a “nation forged in fire” because of how important the two world wars were in shaping Canada into a country. Canada emerged from these conflicts as a respected member of the international community. We made a considerable contribution to the war efforts and to allied causes. As a result, many people believed that it was time Canadians had their own citizenship, separate from Britain and British influence.

The 1947 *Citizenship Act* was an important milestone in Canadian history, helping to form a unique Canadian identity and advance a vision of Canada as a multicultural society. However, it tended to be prejudiced in nature because people were admitted into Canada only from certain countries of origin. *The Citizenship Act* became a model for similar laws elsewhere in the Commonwealth, and was the basis for how the concept of citizenship would unfold in the next few decades as Canada grew and prospered.

## Citizenship in Canada Today

Today, in order to become a Canadian citizen, an immigrant must

- be 18 years of age or older (children under 18 may apply if their parent[s] are Canadian citizens)
- be a permanent resident who was lawfully admitted to Canada
- have lived here for at least three out of the previous four years
- speak and understand either English or French

### *Oath of Citizenship*

*I swear that I will be faithful and bear true allegiance to Her Majesty, Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.*

- know information about Canada, such as the rights and responsibilities that Canadians have (e.g., the right to vote), and some things about Canada's history, geography, and political system
- write a citizenship test
- take the *Oath of Citizenship*

A person may not become a Canadian citizen if he or she

- is under a deportation order and is not legally allowed to be in Canada at the time of application
- has been charged with a crime or an indictable offence
- was convicted for an indictable crime in the past three years
- is or was in prison, on parole, or on probation in the last four years

## Becoming a Canadian Citizen

Immigrants or refugees applying for Canadian citizenship apply in one of the following three categories:

### Family Class

A relative in Canada who is a Canadian citizen or permanent resident may act as a sponsor and assist the applicant in immigrating to Canada. The relative is required to guarantee the applicant's finances during the first few years of his or her residency in Canada. A sponsor can be a parent, spouse, fiancé, child, and, in some cases, another relative who can show that he or she has the means to provide assistance to the applicant upon arrival in Canada.

### Independent Class

The immigrant applies on his or her own merit. This involves demonstrating that he or she is able to support him or herself financially in Canada. The applications in this class are assessed under the "points system," which gives a certain number of points in several categories related to the person's abilities and experiences, including employment skills, work experience, language ability, and education. There are also several sub-categories that earn the applicant points. The sub-categories include investors, entrepreneurs, and self-employed applicants. In most cases, the applicant must achieve at least 70 out of 100 points to be successful in becoming a Canadian citizen.

## Refugee Class

People who are in danger if they remain in their own countries and seek protection in Canada (or elsewhere) are called *refugees*.

People in all three categories must meet certain requirements before they are allowed to immigrate to Canada (for example, people who are facing criminal charges cannot be processed until the charges are dealt with). The Citizenship and Immigration Canada government office will provide potential immigrants with an application kit that suits their particular category.



### Learning Activity 1.5

#### Citizenship Test

These questions will help you to check your knowledge of what you have read about Canadian citizenship. Circle T (true) or F (false) in response to each statement. If the statement is false, then re-write it so that it is true in the space beneath the statement.

#### Canadian Citizenship Questions:

- Before 1947, Canadians were not considered to be Canadian citizens; they were British citizens.
- In order to apply for Canadian citizenship, an applicant must be at least 21 years old.
- The concept of citizenship goes back to the American and French revolutions.
- In order to become a Canadian citizen, an immigrant must speak both French and English.
- In order to become a citizen of Canada, immigrants must take an *Oath of Citizenship*.
- A person may not become a citizen of Canada if he or she has been convicted of an indictable crime in the past six years.
- New immigrants who come to Canada must know information about Canada (such as rights and responsibilities, history, geography, political system) in order to become a citizen.

*continued*

## Learning Activity 1.5: Citizenship Test (continued)

- h. A “Family Class” immigrant is a person who has family living in Canada.
  - i. The *Canadian Citizenship Act, 1947*, was an important milestone in history; it conferred a common citizenship on all Canadians.
  - j. In order for a new applicant to Canada to become a citizen (if he or she applies as an “independent” immigrant), he or she must achieve 90 out of 100 under the “points system” in order to be successful.
- 



Check the answer key.

## Lesson Summary

Canadian citizens are granted rights and privileges such as health care, access to education, and protection under Canadian law. In exchange, citizens must obey the laws of their country and contribute to society. Today, new immigrants can apply for citizenship under one of three classes. The upcoming assignment will show you what the application process is like for Independent Class immigrants.

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## Notes



## Assignment 1.3

### Immigrating to Canada (22 marks)

#### **Your Task:**

You will play the role of a Canadian immigration officer. Your task will be to assess five Independent Class immigrants, and to determine whether or not they are successful in attaining Canadian citizenship.

Here are your directions:

1. Read each fictional immigrant's biography.
2. Use the "Independent Class Immigrant Criteria" sheet to calculate each immigrant's total points.
3. Determine whether or not the immigrant is successful in becoming a Canadian citizen.
4. Answer the concluding questions at the end of the assignment.

In order to determine whether the candidates qualify, you will use the points system discussed in this lesson. For the sake of simplicity, all immigrants will be judged using the same criteria (as opposed to job-specific categories).

#### **Independent Class Immigration Applicant Profiles:**

##### **Gerry O'Conlin:**

*Dia dhuit!* (Hello). My name is Gerry O'Conlin, and I am from Belfast, Northern Ireland. Although my first language is English, I was taught some Gaelic by my grandmother and I greeted you in that language. I am 36 years old and have lived in Northern Ireland all my life. I quit school in Grade 10 (age 15) and entered the workforce the very next day. I went to work in the steel factory where my father and grandfather both worked. I have been employed there for the past 21 years. I apprenticed to become a millwright. I became an elected union leader at age 23 and have held that position since. I am married and have four children. I have several relatives who live in Hamilton, Ontario, including two sisters. I would like to live in that city. I have no employment lined up as of yet. My parents recently died within six months of each other, and I want to start a new life in Canada with my family.

*continued*

## Assignment 1.3: Immigrating to Canada (continued)

### **Teofista Estrada:**

*Halo!* (Hello). My name is Teofista Estrada, and I am a Roman Catholic priest who currently lives in the country of the Philippines. I was born and raised on the island of Luzon in the city of Angeles, north of the capital of Manila. I am the eldest and only son of six children. My parents still live in Angeles. I am 23 years old and have been ordained for only six months. I have a good, solid educational background. I have, of course, completed high school. I have a Master's Degree in Theology. I speak and read Filipino, English, and French. I have been to Canada and the United States with work permits seven times over the past five years, and have many friends and associates within the Catholic community. I have secured a job at the Emmanuel Christian School in Dollard-des-Ormeaux in Quebec. I love children and can see myself spending the rest of my career involved in religious education.

### **Maria Sanchez:**

*iHola! iY buenas tardes!* (Hello and good afternoon). My name is Maria Sanchez, and I am a 19-year-old recent high school graduate from Santiago, Chile. I live with my mother and five siblings on a barrio on the outskirts of the city. I am the first member of my family to finish high school. My family is very proud of me. I maintained a 92% average throughout high school. I am trilingual: I speak and read Spanish, French, and English. My goal is to come to Canada and attend university. I have not yet been accepted, but I have relatives in Winnipeg, so I hope to attend university there. I am a newlywed. My husband has a degree in nursing. My dream is to get a degree in architecture. We hope to start a family in Canada.

*continued*



## Assignment 1.3: Immigrating to Canada (continued)

### Alain LaPomme:

**Note:**

This interview was conducted in French, one of Canada's official languages.

*Bonjour!* (Good day). My name is Alain LaPomme. I was born in the African nation of Tunisia, but have been a citizen of Morocco for the past 30 years. I have never been married and have no children. I attended school until I was 14 years old. I achieved the equivalent of your country's Grade 9. I have been working as a labourer for the past 25 years. I have never been without work and am always praised for my work ethic. I am 54 years old and would like to move to Canada, specifically Montreal. I have a job at a large construction company in Montreal, and my cousin and her family live in the city. I plan on living with them temporarily. I also have a very close pen pal in Montreal to whom I was introduced by my cousin. We have been talking about marriage once I come to Canada.

### Cho Lon Leung:

**Note:**

This individual had a translator at his interview translating for her.

*Chao!* (Hello) My name is Cho Lon Leung. I was born in a tiny village in the south of my country, Vietnam. I have lived all over Vietnam after leaving my parents' home at age 13. Because of poverty, I have had very little formal schooling. I have an equivalent of your country's Grade 5. I speak and write in Vietnamese, but know few words in English. However, I am a hard worker and have never been unemployed. I have been a cook for the past 22 years. I am currently aged 41. I am a widow and have no other living immediate family in Vietnam. I have relatives in Canada. I have no pre-arranged employment in Canada, but I am willing to take any job. I am also willing to live anywhere in the country.

*continued*


## Assignment 1.3: Immigrating to Canada (continued)

### Independent Class Immigration Points:

Education: Criteria (maximum of 25 points)		Points
 <p><b>Note:</b> Compare each applicant's level of education to the criteria, and assign the appropriate number of points.</p>	Master's Degree, Ph.D., and 17 years of experience	25
	Two or more university degrees and 15 years of experience	22
	Three-year diploma, trade certificate or apprenticeship, and 15 years experience	22
	Two-year university degree at a Bachelor's level and 14 years experience	20
	Two-year diploma, trade certificate or apprenticeship, and 14 years experience	20
	One-year university degree at a Bachelor's level and 13 years experience	15
	One-year diploma, trade certificate or apprenticeship, and 13 years experience	15
	One-year diploma, trade certificate or apprenticeship, and 12 years experience	12
	Completed high school	5

### #1 Applicants' Points for Education:

- Gerry \_\_\_\_\_
- Teofista \_\_\_\_\_
- Maria \_\_\_\_\_
- Alain \_\_\_\_\_
- Cho \_\_\_\_\_


Official Languages: Criteria (maximum of 24 points)		Points
 <p><b>Note:</b> Compare each applicant's proficiency in the English and/or French languages, and assign the appropriate number of points.</p>	Proficiency in English or French	4-16 <i>(based on ability)</i>
	Proficiency in second official language: English or French	4-8 <i>(based on ability)</i>

*continued*

## Assignment 1.3: Immigrating to Canada (continued)


### #2 Applicants' Points for Official Languages:

- Gerry \_\_\_\_\_
- Teofista \_\_\_\_\_
- Maria \_\_\_\_\_
- Alain \_\_\_\_\_
- Cho \_\_\_\_\_

Work Experience: Criteria (maximum of 21 points)		Points
 <p><b>Note:</b> Compare each applicant's years of work experience, and assign the appropriate number of points.</p>	One year of work experience	15
	Two years of work experience	17
	Three years of work experience	19
	Four or more years of work experience	21

### #3 Applicants' Points for Work Experience:

- Gerry \_\_\_\_\_
- Teofista \_\_\_\_\_
- Maria \_\_\_\_\_
- Alain \_\_\_\_\_
- Cho \_\_\_\_\_


Age: Criteria (maximum of 10 points)		Points
 <p><b>Note:</b> Compare the applicants' ages, and assign the appropriate number of points.</p>	16 years of age and younger	0
	17 years of age	2
	18 years of age	4
	19 years of age	6
	20 years of age	8
	21-49 years of age	10
	50 years of age	8
	51 years of age	6
	52 years of age	4
	53 years of age	2
	54 years of age and older	0

*continued*

## Assignment 1.3: Immigrating to Canada (continued)


### #4 Applicants' Points for Age:

- Gerry \_\_\_\_\_
- Teofista \_\_\_\_\_
- Maria \_\_\_\_\_
- Alain \_\_\_\_\_
- Cho \_\_\_\_\_

Arranged Employment: Criteria (maximum of 10 points)		Points
 <p><b>Note:</b> The applicant will receive 10 points if he or she has arranged employment in Canada based on the two scenarios described in the criteria.</p>	<ul style="list-style-type: none"> <li>■ A job offer in Canada</li> <li>■ Is presently working in Canada on a valid work permit</li> </ul>	10

### #5 Applicants' Points for Arranged Employment:

- Gerry \_\_\_\_\_
- Teofista \_\_\_\_\_
- Maria \_\_\_\_\_
- Alain \_\_\_\_\_
- Cho \_\_\_\_\_


Adaptability Factor: Criteria (maximum of 10 points)		Points					
 <p><b>Note:</b> The applicant will receive 10 points if he or she meets at least three of the five criteria described.</p>	<table border="1" style="width: 100%;"> <tr><td>Partner's education</td></tr> <tr><td>Previous work in Canada</td></tr> <tr><td>Previous study in Canada</td></tr> <tr><td>Arranged employment</td></tr> <tr><td>Relative in Canada</td></tr> </table>	Partner's education	Previous work in Canada	Previous study in Canada	Arranged employment	Relative in Canada	10
Partner's education							
Previous work in Canada							
Previous study in Canada							
Arranged employment							
Relative in Canada							

*continued*

## Assignment 1.3: Immigrating to Canada (continued)

### #6 Applicants' Points for Adaptability Factor:

- Gerry \_\_\_\_\_
- Teofista \_\_\_\_\_
- Maria \_\_\_\_\_
- Alain \_\_\_\_\_
- Cho \_\_\_\_\_

INDEPENDENT CLASS IMMIGRATION CRITERIA	
Total Points (maximum of 100 points)	
	<b>Note:</b> Total the points of each applicant to determine whether he or she is a successful candidate for Canadian citizenship.
<b>Gerry</b>	/100 points
<b>Teofista</b>	/100 points
<b>Maria</b>	/100 points
<b>Alain</b>	/100 points
<b>Cho</b>	/100 points

### Concluding Questions:



**Note:**

Answer the following questions based on your scores for the five applicants for Canadian immigration.

1. Which applicants would successfully enter Canada as Independent Class immigrants? Which would be denied entry? (1 mark per applicant for a total of 5 marks)

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*continued*





**Assignment 1.3: Immigrating to Canada (continued)**

- 4. Of the factors used to determine points (education, language, work experience, age, arranged employment, adaptability), which do **you** believe is the most important for a person wishing to become a Canadian citizen? Explain your choice with at least two supporting points. (3 marks)

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## LESSON 6: CANADIAN IDENTITY

### Introduction

You have learned the legal requirements for becoming a Canadian citizen. This lesson will begin by first examining the idea of personal identity and will then look at Canadian identity.

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe factors that shape identity.
- Consider diverse social and cultural perspectives.
- Appreciate Canadian cultural pluralism

### What is Personal Identity?

Your personal identity is the unique combination of characteristics that distinguishes you from other people. People's individuality and personality are moulded by many factors, including the characteristics that their parents passed on to them, the environment in which they grew up, and their life experiences.

Personal identity is shaped within the following contexts:

- Your history
  - Cultural background
  - Events in your past
- Your physical environment
  - Where you live
  - Your physical geography
- Your social environment
  - Family
  - Friends
  - Peers

- Media
- School
- Your needs and wants

Your personal identity is expressed through your lifestyle and may include the following:

- Your language
- Your leisure activities
- Your job
- Your interests
- Your involvement in organizations
  - Sports
  - Volunteer
  - Religious
- Your economic status
- Your standard of living
  - Clothes
  - Vehicles
  - House
  - Things you own

It is important to know that your *personal* identity changes as you grow older. As an individual's life history changes, her or his identity evolves. You will always carry the genetic characteristics that your parents passed on to you, as well as your early childhood history, but as your personal history grows, you can add to your story and redefine it.

## What is National Identity?

Just like people, countries have their own identities that shape and set them apart from other countries. This holds true for Canada. Our national identity reflects our early history. First Nations Peoples, the French, and the British are regarded to be the three *founding nations* of our country. Canada's geography and our relationship with our closest neighbour, the United States, have also influenced who we are as Canadians. As time passes, our national identity evolves as well.

A national identity evolves over time within the following contexts:

- Our historical experiences
- Our economics

- Our physical geography
  - Location
  - Climate
  - Vegetation
  - Resources
- Our social environment, neighbouring countries, and allies (countries with whom we are friends)

Our country's national identity is reflected in the following:

- Our language(s)
- Our currency
- Our sports and sporting events
- Religion(s)
- Our holidays
- Our standard of living
- Our monuments and physical structures
- Our national symbols
  - Flags
- Our aesthetics
  - Dance
  - Music
  - Drama
  - Literature
  - Art
  - Coat of Arms
- Anthems

Canadian identity has not always been the way we know it today. Next, you will look at the evolution of Canadian identity.

### Confederation to 1900

Canada's early identity was linked closely with Great Britain. Many Canadians wanted to keep British culture and traditions. In the country's early years, English-speaking Canadians often stressed their British roots. They also denied the idea that they were anything less than British or that they owed allegiance to any country other than Britain.

Meanwhile, French Canadians worked hard to protect their own distinct culture. The French were becoming an ever-smaller minority among an English majority and feared assimilation.

Assimilation is the forcing of one cultural group to adopt the customs and traditions of another cultural group. The French wanted to ensure that they could practise their Roman Catholic religion, and speak the French language in their schools and communities. They also wanted to be equally represented in elected governments.

First Nations groups were also concerned. They were isolated on reserves and therefore removed from society. They were not allowed to participate in government without giving up their Indian Status. This meant moving off the reserve away from family and friends. All policies regarding First Nations people were about assimilation. This meant that the government wanted First Nations people to give up their culture and way of life for a “better” life. First Nations people wanted to find a way for all groups to coexist peacefully and equally while respecting Mother Earth.

As you can see, all of Canada’s founding nations had very different ideas about what it means to be “Canadian.” How are these views the same today?

## The 20th Century

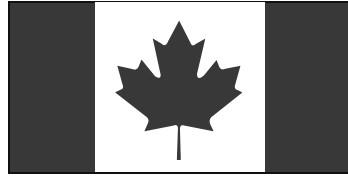
After the two world wars, Britain was no longer a world power. Originally, Britain had dominions under its rule, including Canada, New Zealand, and Australia. Also, in December of 1931, the Statute of Westminster was an act that brought independence to the dominions of the British Empire.

Canada began creating its own national identity. Canada could no longer see itself as the *child* of Britain. Britain could no longer afford to continue playing the *mother* role to Canada. Canada was now a sovereign (independent) nation.

Since the Second World War, Canadians have been struggling to decide exactly what makes them Canadian. In the past several decades, we have adopted several symbols that we now consider to be part of our Canadian identity. Take a look at the following five symbols and ask yourself the following questions:

- Does this mean anything to me?
- Does this make me proud?
- Do memories come up when I look at this?

1.



The Maple Leaf flag (1965)

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2.



The beaver as a national symbol (1975)

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3. "O Canada!" as the national anthem (1980)

*O Canada!  
Our home and native land!  
True patriot love in all thy sons command.  
With glowing hearts we see thee rise,  
The True North strong and free!  
From far and wide,  
O Canada, we stand on guard for thee.  
God keep our land glorious and free!  
O Canada, we stand on guard for thee.  
O Canada, we stand on guard for thee*

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4. Changing the name of July 1st from "Dominion Day" to "Canada Day" (1982)

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5. The Canadian Coat of Arms (1994)



**Canadian Coat of Arms:** Reproduced from [http://en.wikipedia.org/wiki/Arms\\_of\\_Canada](http://en.wikipedia.org/wiki/Arms_of_Canada).

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## Today

British, French, and First Nations, Métis, and Inuit cultures have all shaped Canadian culture. The United States also acts as a strong influence. Sometimes we even attempt to describe who we are by contrasting ourselves with U.S. culture. How are we different from Americans?

People point out that the following aspects of Canada are different from the U.S.:

- There has been a greater integration of First Nations cultures into the Canadian mainstream.
- There is the existence of a large French minority in Quebec and other provinces (notably Manitoba).
- We are an officially bilingual country.
- Our government has embraced and legislated the protection of pluralism and multiculturalism.

## Pluralism in Canada

In Canada, pluralism means that different cultures have been able to maintain their cultural identity while still being Canadian. For pluralism to exist in a country, the government must formally recognize and support the differences within their society. Differences can be based on such things as culture, religion, language, social groups, and secular (non-religious) groups. In Canada, different cultures have been able to maintain their culture while still being *Canadian*.

Pluralism has worked in Canada because we have laws that protect our rights to be ourselves. In this way, Canada respects cultural diversity and tries to promote peaceful coexistence between different groups. Canada has a long tradition of giving special guarantees to certain groups so that they have the right to maintain their culture and heritage. These laws include the following:

- *The Quebec Act, 1774:*  
The first of many enactments seeking to protect the language and culture of a particular group—in this case, the French Canadians living in the British-controlled colony of Quebec.
- *The British North America Act, 1867*  
This carried forward special rights to protect the French minority outside of Quebec and the English minority inside Quebec.

- *The Canadian Charter of Rights and Freedoms, 1982*  
It includes the protection of group rights such as freedom of association, language rights, and Indigenous rights.
- *The Canadian Multicultural Act, 1985*  
Designed for preserving and promoting multiculturalism in Canada.

How have these laws protected Canadian pluralism? Let's look at two stories.

In 1979, Georges Forest of Manitoba received a parking ticket, printed only in English. Since the *Manitoba Act* of 1870 stated that Manitoba is a bilingual province, Forest believed that the ticket should be in both official languages (English and French). He took the case to court. The Supreme Court ruled in his favour.

As a result, the Supreme Court in 1985 recognized that all Manitobans have the right to receive government services in both English and French. So, the next time you get a speeding ticket, you can appeal it in the official language of your choice.

In 2001, a 12-year-old Sikh boy was suspended from his Montreal school because he was wearing a kirpan (a blunt dagger). The kirpan is a symbol of religious faith in Sikhism. Orthodox Sikhs believe the kirpan has spiritual meaning, representing strength and justice. Two months later, Gurbaj Singh was told he could return to school if the kirpan was sewn into the sheath so that it could not be removed. Soon after Gurbaj returned to school, he was suspended again because his kirpan was not sewn tightly enough and other parents were worried about safety.

In early 2002, the school board offered a compromise: a symbolic kirpan that was made of a harmless material could be worn instead. The Orthodox Sikh community disagreed. The case went to court. In 2006, the Supreme Court ruled in favour of Gurbaj Singh. The *Canadian Charter of Rights and Freedoms* protected Singh's right to practice and express his religion by supporting his decision to wear a kirpan in school.



## Learning Activity 1.6

### Who Am I?

#### Your Task:

This lesson made the claim that “personal identity changes as we grow older.” In this learning activity, you will put this claim to the test.

The personal identity chart below lists several factors that contribute to a person’s identity. Complete the chart, filling in details about yourself today, and then for yourself at a younger age of your choice. If you have trouble remembering certain details about your younger self, ask your family members for help.

After you have completed the chart, answer the reflection questions below.

WHO AM I? PERSONAL IDENTITY CHART		
Details	Myself Today (Age ____)	Myself at Age ____
Who I live with		
Where I live (your physical home, your neighbourhood, your city)		
Languages I speak		
Languages my family speaks		
My hobbies and interests		
Groups I belong to (school, workplace, sports teams, volunteer groups)		
My most prized possession		

*continued*



## Learning Activity 1.6: Who Am I? (continued)

### Reflection Questions:

1. Has your personal identity changed over the years? Describe how you have changed and what parts of your identity have remained the same.
  2. You may have noticed some significant changes in your identity as well as some consistencies.
    - a. If you found any changes in your identity, what factors encouraged those changes?
    - b. If you found that your identity has remained the same, what factors encouraged your consistency (remaining the same)?
  3. In your view, what are the most important factors in shaping a person's identity?
- 



Check the answer key.

### Lesson Summary

Canada is a multicultural nation that was founded by uniting three very different cultures—British, French, and First Nations—under a common government. Each of these cultures worked to promote their own way of life, while resisting the influences of the other cultures. Today, there are different opinions as to what constitutes Canadian culture, with each region (e.g., the Prairies, the Maritimes, Quebec) adding unique contributions. In the next lesson, you will focus on the culture of Canadian art and how the country competes with the United States for self-expression.

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## Notes

# LESSON 7: CANADIAN CULTURE

## Introduction

A country expresses its culture through the art it creates. Novels, paintings, music, theatre, and television are just a few examples of cultural expression. This lesson will discuss how Canada protects and promotes its artistic culture.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Evaluate the influence of mass media and pop culture on individuals, groups, and communities.
- Describe ways in which identity, diversity, and culture are protected in Canada.

## Expressing Our Canadian Identity

A nation's cultural industries (such as publishing, film, music, and broadcasting) express and help to protect its identity. Canadian cultural industries portray attitudes, beliefs, values, and facts about who we are as a people and as a nation. If our cultural industries are strong, our identity will be strong and easy to recognize. If these industries are unable to compete with (or protect themselves from) the powerful cultural industries of other nations, our culture and identity may well become fragile.

Canada has always been wary of the influence of the United States, our neighbour and one of the largest and most powerful nations in the world. The USA has the strongest cultural industries in the world. The widespread development of the radio in the 1920s made the United States one of the cornerstones of the mass media. Cheap newspapers and magazines, radio networks, movies with sound, advertising, and instant communication by telephone were new cultural realities.

During the early decades of the 20th century, the Atlantic Ocean delayed the distribution of information, products, technology, and fads from Britain. The USA rapidly replaced Britain as the main source of Canadian entertainment. Today, more often than not, Canadians choose American cultural industries over Canadian (especially television and films).

Many attempts were made over the years to lessen the impact of American cultural influences and to nurture a Canadian cultural industry. In the 1930s, government-owned national broadcasting networks and the Canadian Radio Broadcasting Commission were created. In the 1950s, the Canadian Broadcasting Corporation (the CBC) began television broadcasting. In the 1970s, the Canadian film industry was given special tax benefits.

## Protecting Canadian Identity

American cultural influences in Canada are nothing new. In the 19th century, American music, “dime novels” about the Wild West, and books by American author Mark Twain were popular in this country.

In the early 1900s, American radio programs and films were welcomed in Canada. By the 1920s, some Canadians were becoming alarmed at the cultural impact that the USA was having on Canada. The 1930s were the “Golden Age of Hollywood” and the influx of American cultural industries continued. As a result, the Canadian government began to play a greater role in controlling the media.

The *Broadcasting Act* of 1932 created the Canadian Radio Broadcasting Commission. The government would regulate the Canadian media to protect it. The CRBC was also provided money to promote Canadian culture. The CBC was created in 1936 and the National Film Board in 1939. The government continues to help pay for both.

In the 1950s, the television revolution hit North America. The first Canadian television station opened in Montreal in 1952. In 1958, coast-to-coast broadcasts began. In 1960, the Canadian government agency that set rules for television began to take action. They decided that by the end of 1962, 55% of TV programs shown in Canada should be of Canadian origin. Privately owned stations (ones that were owned by citizens and not the CBC, which is owned by the Canadian government) protested. They argued that it cost more to make programs in Canada than to buy American ones, and Canadian programs were not as popular as American shows. As a result of this protest, the rules were relaxed.

In 1968, the CRTC— the Canadian Radio-television Telecommunications Commission—was established to set rules for the entire industry. That same year, Parliament passed the *Broadcasting Act*. This act said that the Canadian broadcasting system should be owned and controlled by Canadians. Broadcasting should add to the cultural, political, and social life in Canada. Programming should be of high quality and should use mostly Canadian talent.

Under CRTC regulations, both radio and TV stations must broadcast a certain amount of Canadian content as defined by the CRTC. Generally speaking, Canadian radio stations must play 35% “Canadian content,” while television stations must broadcast between 60 and 100% Canadian content during prime time (8:00–11:00 pm, Monday to Friday).

In order for radio broadcasts to qualify as “Canadian content,” the MAPL system is used. For a song to be considered Canadian, it must fulfill at least two of the following conditions:

**M** (music): The music was composed entirely by a Canadian.

**A** (artist): The music was, or the lyrics were, performed mostly by a Canadian.

**P** (production): The musical selection was

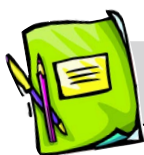
–recorded entirely in Canada

or

–performed entirely in Canada and broadcast live in Canada

**L** (lyrics): The lyrics were written entirely by a Canadian.

The CRTC sparks debate in Canada. Some believe it has been successful in maintaining Canadian culture and identity, and others believe its rules are too restrictive. By 1998, there were questions whether the CRTC would expand its Canadian content rules to the Internet. In 1999, it was decided that the CRTC *would not* regulate the Internet.



## Learning Activity 1.7

### Views on “Canadian Content”

1. The following statements were made by Canadians sharing their views on the CRTC’s “Canadian Content” rules (concerning radio and TV broadcasting in Canada). Based on each statement, indicate whether the individual is for or against the CRTC’s Canadian content rules.
  - a. “[Canadian content rules] are a disgrace, a shame...stupidity.”  
– Bryan Adams (singer)

*continued*

## Learning Activity 1.7: Views on “Canadian Content” (continued)

- b. *“Canadian broadcasting should be Canadian.”*  
– Pierre Juneau (Chairman of the CRTC)
  - c. *“‘Canadian content’ is causing the emergence of a ‘Canadian sound’.”*  
– Anne Murray (singer)
  - d. *“There are key weaknesses in Canadian content rules...the current... system is flawed, convoluted, and out-of-date.”*  
– François Macerola (Head of Telefilm Canada, 2001-2002)
  - e. *“...[radio stations have] a tendency to play established Canadian artists, the big-name Canadian artists, the ones that are popular in the United States and all over...”*  
– Sylvia Tyson (singer)
  - f. *“We are in danger of producing a group of ‘professional Canadians’... gathered around the microphones of Toronto’s CBC.”*  
– Sydney Lamb (Montreal commentator)
  - g. *“If it pays to become American...then we should become American. If we decide it’s worthwhile staying Canadian, then it’s worthwhile paying the price...”*  
– Warren Davis (CBC newscaster)
2. Which of the above statements regarding Canadian content rules most resembles your view? Explain.
  3. Make a list of your favourite television shows, movies, and books. Categorize each according to their country of origin. What are the home countries of the directors/actors/authors?
  4. Write down a list of your favourite songs. Use the MAPL system to determine whether they are considered to be “Canadian” music.
  5. What steps has the Canadian government taken to protect Canadian culture and identity in the cultural industries since the 1930s?
  6. Which of the above steps, if any, do you think they should take in the future? If you do not believe the government should take any additional steps, explain why.
- 



Check the answer key.

## Lesson Summary

In order to promote Canadian culture, our government has established several regulatory agencies that enforce content standards and has created agencies such as the CBC, the National Film Board, and the Canadian Radio Broadcasting Commission to promote television, films, and music that are made in Canada.

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## Notes



## LESSON 8: INJUSTICE IN CANADA

### Introduction

Since Confederation in 1867, Canada has often been viewed as a world beacon of equality, freedom, and democracy, and a place where immigrants and refugees come to start a new and better life. Much of this is true; however, Canada's past is not without its social and cultural injustices. This lesson will focus on two groups of disadvantaged people in Canada—women and First Nations, Métis, and Inuit people—as well as what is being done today to amend past wrongs.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe the effects of stereotyping and discrimination on individuals, communities, and regions.
- Describe social and cultural injustices in Canada's past.
- Evaluate the effects of assimilation on cultural and linguistic groups in Canada.

### Canada's Past Injustices

In 1867, the right to vote was granted to a small portion of the Canadian population. It was given only to men and was based on property ownership or other assets of a specified value. The following two groups of people were notably left out and not given a chance to participate in Confederation:

#### First Nations, Métis, and Inuit Peoples

The First Nations and Inuit people had lived in North America for thousands of years. The Métis people reflected European and First Nations cultures. By the time of Confederation, European settlers had taken control of much of the land. Treaties were made with many First Nations groups, and they were moved to smaller parcels of land that were "reserved" for them. These are commonly referred to as *Indian reserves*. The government tried to make First Nations, Métis, and Inuit people adopt European ways.

## Women

At the time of Confederation, women were not allowed to be elected as politicians. They were also not allowed to vote. Women did not have the power to express themselves in public; in fact, under the law, they were not even considered “persons.”

In recent times, the Canadian government and other national governments have had to reconcile past injustices. In 2001, the Canadian Secretary of State gave a speech to the United Nations, affirming Canada’s commitment to righting the wrongs of its past, especially with regard to First Nations, Métis, and Inuit Peoples:

*“We must acknowledge that human history has not been one of inclusion and respect, but rather has been and somewhat remains one often characterized by racism, racial discrimination, xenophobia and related intolerance. Canada believes that acknowledging injustices in history—be it about the effects of colonialism and past treatment of Indigenous peoples, of slavery, religious discrimination or other past injustices is essential to reconciliation. Canada further believes that for a reconciliation process to endure, it is imperative that once we have acknowledged past actions, we act together as a global community to ensure these injustices are not repeated.”*

– Hedy Fry (Canadian Secretary of State)

World Conference against Racial Discrimination, Xenophobia and Related Intolerance, 2001



### Note:

The word *xenophobia* means an intense fear or dislike of foreign people, their customs and culture, or foreign things.

## Redressing Canada’s Past Injustices

Women and First Nations, Métis, and Inuit Peoples are not the only groups to face racial discrimination in Canada. Professor Gerald Gall created the following list of groups that have experienced racial discrimination by past Canadian governments.

- **1847–1985:** Forced assimilation and abuse of First Nations children in residential schools
- **1885–1946:** Chinese head tax and exclusion acts
- **1891–1956:** Imprisonment of lepers, mostly Chinese, on two Victoria-area islands
- **1900–1932:** Unjust treatment of Blacks from the Caribbean
- **1914–1920:** Internment of Ukrainian Canadians during WWI

- **1938–1948:** Denial of entry to persons of Jewish descent in Canada
- **1940–1943:** Internment of Italian Canadians during WWII
- **1940–1943:** Internment of German Canadians during WWII
- **1942–1949:** Internment of Japanese Canadians during and after WWII
- **Post-1949:** Denial of benefits to First Nations war veterans

## Traditional First Nations Education

In traditional First Nations communities, children did not attend school. Instead they learned in a natural way from their family and the community. The family consisted of more than parents and siblings. It included cousins, grandparents, and even the whole village or community. Children learned by listening, watching, playing games, dreaming, and helping others. The other people in their community were their teachers, but children did not have classrooms or scheduled lessons. When there was an opportunity for learning, a child would be taught. Learning was considered ongoing and lifelong.

First Nations communities worked together for the mutual benefit of all. In this way, survival was ensured. Every person contributed to the family and the community. Within this world view, it was important to put others before one's own desires.

Children were given responsibilities at a young age. When there was a need for an extra set of hands or a child was simply curious to learn something new, there was an opportunity to learn. This meant that learning was a part of daily life and the teachers were family or community members. An example of this is children learning through stories from their elders. These stories held information vital to the survival of the community.

For example, the Haudenosaunee people (Iroquois) had a story. There are many versions of this tale. Here is the beginning of one such story.

A very long time ago, Sky Woman's daughter died giving birth to twins. She was buried in the ground and out of the ground sprung three sisters. These three sisters were very different from one another. The first sister was the youngest. She wore green and could not stand without the help of the eldest sister. The second sister wore bright yellow and would run across the fields. The eldest sister always stood tall, guarding the others. These three sisters were never apart for they loved each other very much...

This story taught children about beans, squash, and corn. If planted together, they will grow well. The beans create nitrogen, which the corn needs, and the squash prevents weeds from growing in the area. When planted together, these three grow stronger than they would alone. The story goes on to tell

about a young boy who takes each girl away at different times of the year. Children who learn the story of the three sisters grow to understand how to plant and when to harvest these foods.

Unlike European systems of education, First Nations education was accomplished through gentle guidance and the use of games, stories, and ceremonies as children grew to adulthood. These methods taught the children the customs and values of the community. For those youth chosen to become community leaders, more structured and specialized knowledge was taught. All teaching was done by example, as the adults would model the behaviour that was expected of the children. Discipline was subtle and was carried out through the use of teasing, ridicule, and gentle warnings. The physical corporal punishment of the European education system was unheard of in First Nations communities.

### The Residential Schools

Then, the residential schools were opened. The purpose of residential schools was to assimilate First Nations people into mainstream society. First Nations culture was believed to be inferior and European ways were perceived to be better, so First Nations culture was not considered to be worth preserving. To achieve this goal of assimilation, many children were separated from their families in the belief that they would learn to identify with mainstream culture and forget their own traditions and beliefs.

Children ages seven to fifteen were taken from their homes and forced to attend these schools. These children were only allowed to speak English and were punished when caught speaking their own language. As time went on, many children lost their original language and had difficulties communicating with their family members who did not speak English.

Take a moment and imagine what that means. Pretend you are a child as young as 6 years old and you are forcibly taken from your parents to attend school. You do not see them again for 10 months. After a couple of years, you forget your language and cannot talk with your parents.

In addition, First Nations children were not allowed to practice their religion or wear their traditional clothing. These children were treated poorly and many were abused. The students were educated for only part of the day. The rest of the day was devoted to work, religious instruction, and cooking and cleaning.

Residential school education did not meet the standards of other Canadian schools. This meant that graduates of residential schools were not qualified to attend university and were not equipped to take on specialized jobs. The purpose of these schools was to assimilate First Nations people into European culture and place them at the bottom of the system. However, the result was

a generation of people who did not fit into First Nations or Canadian culture. They became a people apart.

## Treatment of Students at Residential Schools

The treatment received by residential school survivors has been described as cruel and demeaning, yet others have stated that their treatment was fair. However, there is enough evidence that the treatment received at residential schools has had a negative impact on the lives of First Nations people, their families, and their communities. The treatment described by survivors included the following:

- **Strict Rules**
  - Often enforced through corporal punishment (strapping) or public humiliation.
- **Hunger**
  - Not enough food was provided for the children. Children often stole food from the pantry/kitchen to satisfy their hunger.
- **Sex Segregation**
  - Boys and girls were not allowed contact with each other—not even brothers and sisters.
- **Indoctrination of Religious Beliefs**
  - Survivors were subjected to repetitive religious ceremonies for conversion purposes, and were not allowed to practise their own ceremonies. Children were made to believe they were heathens.
- **Punishment**
  - Usually quite severe and involved physical pain. Oftentimes, physical, mental, verbal, and sexual abuse occurred at the schools. Survivors were abused by supervisors, as well as other students.



**Residential School in the 1960s:** In this photo, a boy receives a haircut in a Pukatawagen residential school. Reproduced from *Shaping Canada* by Connor, Hull, and Wyatt-Anderson. Toronto, ON: McGraw-Hill Ryerson, 2010. 275.

The conditions at residential schools are taken from testimonies offered by survivors. There are recollections of substandard, overcrowded housing. Cleaning and maintenance was carried out by students as part of their daily chores. Children were often forced to go outside and do chores in unbearable conditions. Poor heating in the dorms caused illnesses. Living in a residential school was compared to living in a prison: the students were told what and when to do things—even when to go to the bathroom.

## Impacts and Effects of Residential Schools

Many years later, the federal government realized that residential schools were not producing the desired results, as First Nations Peoples were not becoming a part of mainstream society. The federal government changed their policy and allowed students to stay at home with their families while attending schools with other Canadian children. This was called inclusion.

Unfortunately, there were a lot of hurtful things done to children in residential schools. Both physical and sexual abuse happened to these children. In addition, many of the students at residential schools were away from their family for months and sometimes years at a time. Because of these experiences, many residential school survivors have problems with social skills, such as

- self-esteem
- identity
- communication

In addition, there are intergenerational impacts being felt as the children and grandchildren of residential school survivors have inherited these problems. For example, high school graduation rates are of great concern today. Here are some statistics about that.

How many First Nations people, aged 20-24, living on reserves, have not finished high school?

- In 1996, the Census determined that 60% had not finished high school.
- In 2001, the Census determined that 60% had not finished high school.
- In 2006, the Census determined that 60% had not finished high school.

There are two things that are immediately alarming about these statistics:

1. The percentage of all Canadians, aged 20-24, who have not finished high school is only 10.5%.
2. With recent efforts to improve the education system on reserves, there are still no positive results being seen in these statistics.

The children and grandchildren of residential school survivors are still experiencing negative effects of these schools. These people are called secondary survivors. Secondary survivors have been affected by the residential school system because often they suffer from a lack of effective communication skills, poor bonding with parents, and a loss of parenting skills, and have experienced a loss of cultural and spiritual values.

Although this lesson has a lot of dark stories to tell, it is also one of resilience in the face of adversity. Regardless of all the efforts made to destroy First Nations culture and religion, First Nations Peoples still retain much of their heritage.



## Learning Activity 1.8

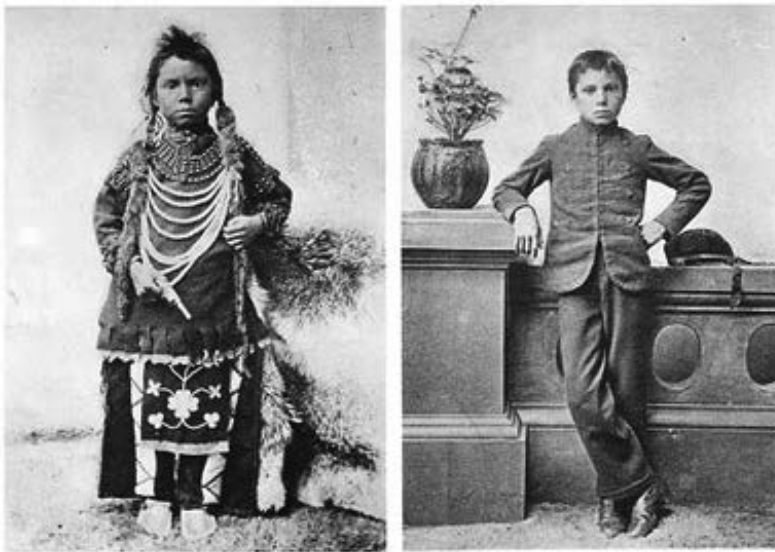
### The Legacy of Residential Schools

1. Describe how First Nations people educated their children before Europeans came to North America.
2. What were two reasons why residential schools were established in Canada?
3. In your own words, summarize the treatment of children at residential schools.

*continued*

## Learning Activity 1.8: The Legacy of Residential Schools (continued)

4. Make a list of what you think are two *positive* and two *negative* effects of residential schools. You did not read about positive effects, so you will have to come up with your own answer to this part of the question.
5. What are secondary survivors? How have these people been affected by the residential school system in Canada?
6. The following photographs were taken in 1874 of a First Nations boy named Thomas Moore. The one on the left was taken before he was taken to a residential school; the one on the right was taken after. Carefully study the photos.



**The Tuition of Thomas Moore:** These before and after pictures show Thomas Moore, who was a student at the Regina Indian Industrial School in Saskatchewan. They illustrate how the residential school system was established to eliminate all trace of First Nations culture from these children. Reproduced from <http://mvmiller.blogspot.ca/2010/10/tuition-of-thomas-moore.html>.

- a. Describe the photo on the left.
- b. Describe the photo on the right.
- c. How do you think Thomas' identity as a First Nations person was affected by the difference in dress from the before and after photos?
- d. What value or recognition of First Nations culture is evident in the photo on the bottom? How do you think this affected Thomas?



Check the answer key.



## Lesson Summary

The residential schools of Canada are a dark mark on our country's record of human rights. It was the assimilation of a culture that was considered inferior and unequal. The next lesson will address the steps that have been taken by the Canadian government to amend the faults of the past.

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## Notes

# LESSON 9: REDISCOVERING FIRST NATIONS, MÉTIS, AND INUIT CULTURES

## Introduction

Today, the Canadian government is working to correct the racial discrimination and cultural assimilation forced upon Canada's First Nations, Métis, and Inuit people. This lesson will cover the efforts of amending the past and the renewal of First Nations, Métis, and Inuit cultures in Canada.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Give examples of diverse approaches to conflict resolution.
- Give examples of how First Nations, Inuit, and Métis people are rediscovering their cultures.
- Value the contributions of diverse cultural and social groups to Canadian society.

## Moving Forward: Amending the Past

What does it mean to amend the past? How does a government and/or a society make up for cultural and social injustices in history? What does *amend* mean? Let's look at some synonyms (words that mean roughly the same thing as *amend*):

- **Reconcile:** To restore to friendship or harmony
- **Settle:** To fix
- **Resolve:** To find an answer
- **Adjust:** To change, to make better
- **Improve:** To advance or make progress
- **Atone:** To make up
- **Redress:** To set right; to compensate

The Canadian government feels that we should reconcile the injustices in history for three reasons:

- Because acknowledging mistakes of the past is essential for reconciliation
- Because the process will only work if we acknowledge that injustices did happen in the past
- Because we must act together as a global community to make sure these injustices do not happen again in the future

## The Truth and Reconciliation Commission

First Nations Peoples took the Government of Canada and the responsible church organizations to court over the residential school system. This resulted in the creation of the Residential Schools Settlement Agreement. So far, more than \$5 billion has been paid out. Also, survivors could apply for additional payments based on their particular experiences of abuse within the schools.

The Truth and Reconciliation Commission is the board that oversees the collection of stories from former residential school survivors. The Commission is tasked with documenting the history and experiences of the system and of supporting survivors through their healing process. The commission is also reviewing all the records from the schools to ensure that the entire history is recorded and brought forward to the public.

Ultimately, the commission hopes that the process of story gathering and healing will create reconciliation between all the people of Canada and lead to a new relationship of mutual respect and understanding. As part of this mandate, the commission will establish a centre for research into the history and legacy of the residential school system. It will also prepare a complete history of the system and provide recommendations to the government and other parties of the settlement agreement.

## The Apology

As part of the settlement agreement, on June 11, 2008, Prime Minister Stephen Harper apologized to the survivors for the abuses they suffered and the negative impacts that still exist from the residential school system.

The apology was an historic event for two special reasons. First, it was the first time that the Government of Canada acknowledged that the residential school system was a significant contributing factor to the current issues faced by Indigenous people in Canada. Second, it was the first time in history that non-members of the Legislative Assembly were allowed to sit in Parliament.

In order for this to happen, a Committee of the Whole (the legislative body is considered a committee rather than a governing body) was used to allow First Nations, Métis, and Inuit leaders to speak in response to the apology as part of the process, rather than being restricted to responding outside of the House of Commons.

After Harper's apology, the other party leaders responded and made apologies of their own. This included Stéphane Dion of the Liberal Party, Jack Layton of the New Democratic Party, and Gilles Duceppe for the Bloc Québécois.

After all the government leaders spoke, First Nations, Métis, and Inuit leaders were able to respond. Phil Fontaine (National Chief of the Assembly of First Nations) addressed the room first, followed by Patrick Brazeau (National Chief of the Congress of Aboriginal People), Mary Simon (President of Inuit Tapiriit Kanatami), Clem Chartier (President of the Métis National Council), and Beverley Jacobs (President of the Native Women's Association of Canada).

Phil Fontaine expressed hope for the future with the caution that the apology was just the first step in the right direction, and that there was still a great deal to be done to recover from the devastating effects of the residential school system. He said, however, that now the First Nations, Métis, and Inuit Peoples and the country could work together to heal and move forward in mutual respect.

If you are interested in this topic, you can find the original apology on the Internet. Use a search engine like Google and search with the key words *Harper apology Aboriginal*. You can also access this by searching the same key words on the Aboriginal Affairs and Northern Development Canada website at [www.aadnc-aandc.gc.ca](http://www.aadnc-aandc.gc.ca). Think of the following to guide your thinking.

- Consider what each of the speakers said and why it was important for them all to have an opportunity to speak.
- Were all the Indigenous speakers positive in their response to the apology?
- Do you agree with Phil Fontaine's belief that the process of healing and reconciliation can move forward?

You can also learn more about the Truth and Reconciliation Commission at [www.trc.ca](http://www.trc.ca).

## The Future

As Phil Fontaine stated, now it is time to move forward to a new relationship between First Nations, Métis, and Inuit Peoples and the rest of Canada. Much of the future interaction between First Nations, Métis, and Inuit Peoples and others will rely on education—both for Indigenous people and for non-Indigenous people in this country.

In order for relationships to be productive, it is essential that all Canadians be aware of the unique cultures and histories of First Nations, Métis, and Inuit peoples in Canada. For that to happen, First Nations, Métis, and Inuit histories need to be included in mainstream education programs much more than is currently the case.

In Manitoba, the Department of Education has mandated the inclusion of First Nations, Métis, and Inuit perspectives in curricula for all subject areas. Additionally, courses are being created and older courses are being revamped to include additional information about First Nations, Métis, and Inuit Peoples. This inclusion will certainly improve understanding of the issues that First Nations, Métis, and Inuit Peoples face, and will help to ensure that these issues are addressed and resolved in an inclusive and appropriate manner for all Canadians.

## Rediscovering First Nations, Métis, and Inuit Cultures

First Nations, Métis, and Inuit cultures in Canada are multilingual and multicultural. As you have learned, after Europeans began to colonize this land, First Nations, Métis, and Inuit cultures suffered the ill effects of assimilation. This occurred indirectly as a result of European and other people immigrating to Canada in large numbers, and directly through laws passed that forbade First Nations ceremonies, styles of governance, languages and religions, forms of education, and even free movement across the land.

There has been a rebirth of First Nations, Métis, and Inuit cultures since the 1960s. Artists such as Bill Reid, singer-songwriters such as Buffy Ste-Marie, actor-political activists such as Chief Dan George, and playwrights such as Tomson Highway have led a reawakening of the beauty and depth of First Nations, Métis, and Inuit cultures.

The revitalization in First Nations, Métis, and Inuit cultures has also been evident in the popular and electronic media; there are now First Nations, Métis, and Inuit magazines, television channels, and radio stations. The Aboriginal Peoples Television Network (APTN) began broadcasting in 1999. This is a place where First Nations, Métis, and Inuit Peoples tell their stories. Native Communications Inc. (NCI) began broadcasting in northern Manitoba

in the early 1970s and ventured into television productions as well as FM radio in the late 1980s.

SAY magazine is an example of media written for First Nations, Métis, and Inuit youth.

### SAY Magazine

SAY is a lifestyle magazine for First Nations, Métis, and Inuit youth that comes out three times each year. There are over 1 million subscribers. Topics include careers, sports, entertainment, and culture. The company that publishes the magazine is owned and operated by First Nations people. For more information, visit [www.saymag.com](http://www.saymag.com) or find its Facebook page. You can also find SAY Magazine at Chapters, McNally Robinson, and International News stores.

Here are excerpts of two sample articles found in *SAY Magazine*.

### 2013 SUMMER SOLSTICE

#### Aboriginal Arts Festival and International Competition Powwow



First Nations, Métis, and Inuit communities across Canada traditionally kick start the summer season with the celebration of National Aboriginal Day. The one event not to be missed is the 2013 Summer Solstice with FREE EVENTS including the 16th Annual Aboriginal Arts Festival and 3rd Annual International Competition Powwow. The 2013 events all transpire in the green and accessible location of Vincent Massey Park in Ottawa from Friday June 21 to Sunday June 23.

Drums and dancers will want to follow the powwow trail all the way to our nation's capital this June to the impressive 3rd Annual International Competition Powwow with over \$65,000 in prizes. This year, we are offering an exciting new contest to "Powwow like a Rockstar!" with a fancy hotel suite, limo to the event and personal host (to run for those Indian Tacos!) and other interesting perks. Host drum, Young Bear, recent champions at the 2012 Gathering of Nations, will lead the way to a great weekend of friendly competition in a spectacular setting. Last year, over 30,000 people enjoyed the FREE event...

## ELIJAH HARPER



**Elijah Harper:** Photograph reproduced from <http://rabble.ca/multimedia/2013/05/hundreds-pay-final-respects-to-elijah-harper-funeral-service-winnipeg>.

While gathered at Red Sucker Lake First Nation in Northern Manitoba to honour and celebrate the life of Elijah Harper, Chief Garrison Settee of Pimicikmak First Nation, spoke these words.

In this world we've had many people who have impacted lives and altered nations. The East had Mahatma Gandhi; the South Africans, Nelson Mandela; the African Americans, Martin Luther King Jr.; the First Nations has Elijah Harper.

At a time when we needed a warrior, a hero, when our aboriginal and treaty rights were under heavy assault, there came Elijah Harper.

With one single word and an eagle feather in his hand, he emancipated us. He freed us from the schemes the government had devised to undermine our treaty rights.

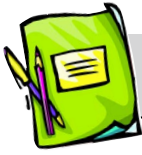
For that we are thankful.

**SAY Magazine articles:** Reproduced from [www.saymag.com/issue50.phtml](http://www.saymag.com/issue50.phtml) and [www.saymag.com](http://www.saymag.com).

Why is there a need for a magazine aimed at First Nations, Métis, and Inuit youth?

- In 2011, over 1.4 million people self-identified as being First Nations, Métis, and Inuit
- The First Nations, Métis, and Inuit population is young
  - 28% of the First Nations, Métis, and Inuit population is 14 and under
  - 18.2% of the First Nations, Métis, and Inuit population is aged 15-24
- Because the First Nations, Métis, and Inuit population is young and growing, it is predicted that the First Nations, Métis, and Inuit population will represent a much larger share of the youth population over the next decade.





## Learning Activity 1.9

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### Resolving Residential Schools

1. Taking into account what you have learned about the struggle of First Nations Peoples and the effects of the residential school system, consider the following:
    - a. How were non-violent measures used to find solutions to the legacy of residential schools?
    - b. How would you have attempted to resolve the residential schools situation in a non-violent manner if you were
      - i. a former student of a residential school?
      - ii. a former teacher at a residential school?
- 



Check the answer key.

### Lesson Summary

To amend the racial discrimination experienced by First Nations, the federal government has agreed to offer financial compensation. Additionally, Canada's First Nations are being offered to speak out about their experiences at residential schools – a process meant to provide education and awareness to Canadians as well as emotional release for the former students. Today, First Nations, Métis, and Inuit cultures are being revitalized in popular and electronic media such as *SAY* magazine.

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## Notes



## Assignment 1.4

### First Nations, Métis, and Inuit Cultures in the Media (20 marks)

#### **Your Task:**

In this assignment, you need to acquire a copy of a magazine or newspaper article that focuses on First Nations, Métis, or Inuit cultures. You can search for these articles at

- your local or school library
- your local bookstore
- a local newspaper or community paper
- newspaper/magazine websites

SAY magazine is one example of a publication that would feature articles about First Nations, Métis, and Inuit cultures. You can access the latest issue on the Internet, or by contacting the publishers:

SAY magazine Internet address: [www.saymag.com](http://www.saymag.com)

SAY magazine publishers contact information:

email: [info@saymag.com](mailto:info@saymag.com)

phone: 1-866-485-2380 (toll-free)

mail: 1522 Logan Avenue, Winnipeg, Manitoba, R3E 1S3

After you have found an appropriate article, you need to copy the article, clip it out, or print it.

#### ***You must submit the article with your assignment.***

Some recent SAY magazine articles that have dealt with First Nations culture have included the two samples provided earlier, as well as the following titles:

- "Becoming One With the Environment"
  - 14-year-old skateboarder illustrates skateboards with traditional Apache art
- "Sharing the Spirit"
  - Teaching students in Labrador the traditional art of hoop-dancing
- "Rez Dog"
  - First Nations-owned clothing company

*continued*

## Assignment 1.4: First Nations, Métis, and Inuit Cultures in the Media (continued)

- "Aaron Peters"
  - Native singer-songwriter pens a song that speaks of healing and reconciliation

### Questions:

Read your article carefully, and answer the following questions in complete sentences.

1. *What* is the article about? (1 mark)

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3. *Where* did the event/issue/situation take place? (1 mark)

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3. *Who* is featured in the article? What is his or her role? (2 marks)

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*continued*



## Assignment 1.4: First Nations, Métis, and Inuit Cultures in the Media (continued)

6. In your opinion, what is the most interesting fact that you learned about First Nations, Métis, and Inuit cultures from this article? Explain why. (2 marks)

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7. What was the publication source of your article? Do you think this newspaper or magazine can appeal to all teenagers? Expand on your view in three or four sentences. (4 marks)

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8. In your opinion, what contributions can cultural groups such as Canada's First Nations Peoples make to Canadian society as a whole? (3 marks)

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**– REMEMBER –**  
**You must submit the article with your assignment.**

## MODULE 1 SUMMARY

Congratulations, you have completed Module 1!



### Submitting Your Assignments

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It is now time for you to submit your Module 1 assignments to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 1 assignments and organize your material in the following order:

- Module 1 Cover Sheet (found at the end of the course Introduction)
- Assignment 1.1: Canadian Contributions to Human Rights
- Assignment 1.2: First Nations Activists
- Assignment 1.3: Immigrating to Canada
- Assignment 1.4: First Nations, Métis, and Inuit Cultures in the Media

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

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## Notes





GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

Module 1  
Learning Activity Answer Key



# MODULE 1

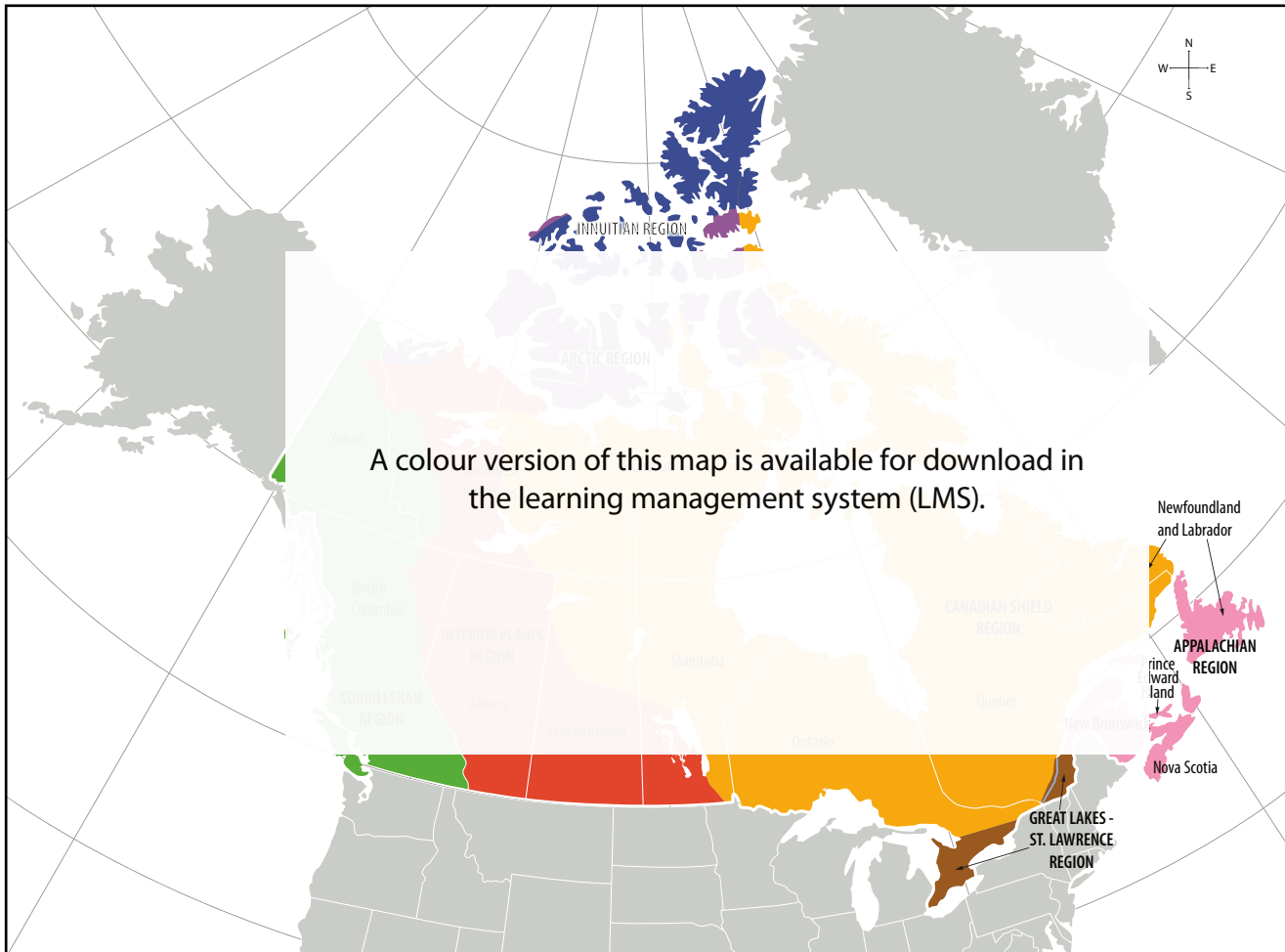
## LEARNING ACTIVITY ANSWER KEY

### Learning Activity 1.1: Mapping Canada

1. On the map provided on the following page, please include the following elements:
  - a. Label each physiographic region with the appropriate name. A list of names is provided below.
    - Appalachian Region
    - Canadian Shield Region
    - Arctic Region
    - Interior Plains Region
    - Cordilleran Region
    - Great Lakes–St. Lawrence Region
    - Inuitian Region
  - b. Label each province and territory with the appropriate name. A list of names is provided below.

■ Alberta	■ Nunavut
■ British Columbia	■ Ontario
■ Manitoba	■ Prince Edward Island
■ New Brunswick	■ Saskatchewan
■ Newfoundland and Labrador	■ Quebec
■ Northwest Territories	■ Yukon
■ Nova Scotia	

## Physiographic and Political Regions of Canada



2. Canada's land can be classified in various ways. One way is to classify the land according to similar characteristics of a physiographic region.

a. What is a physiographic region?

***A physiographic region is an area defined by its common landforms and climate.***

b. How many physiographic regions are found within Canada?

***There are seven physiographic regions found within Canada.***

c. How many physiographic regions are found within the province of Manitoba? List them.

***There are two physiographic regions found in Manitoba: the Canadian Shield and the Interior Plains.***

3. For each of the cities listed, indicate the physiographic region in which it is located:
  - a. Fredericton: **Appalachian Region**
  - b. Winnipeg: **Interior Plains**
  - c. Whitehorse: **Western Cordillera**
  - d. Toronto: **Great Lakes–St. Lawrence Lowlands**
  - e. Iqaluit: **Arctic Lowlands**
  - f. Victoria: **Cordilleran Region**

4. Briefly describe Canada’s overall population distribution, including how it is clustered.

**More than three-quarters (3/4) of Canada’s population is clustered in a relatively narrow belt (about 160 kilometres wide) along the United States border.**

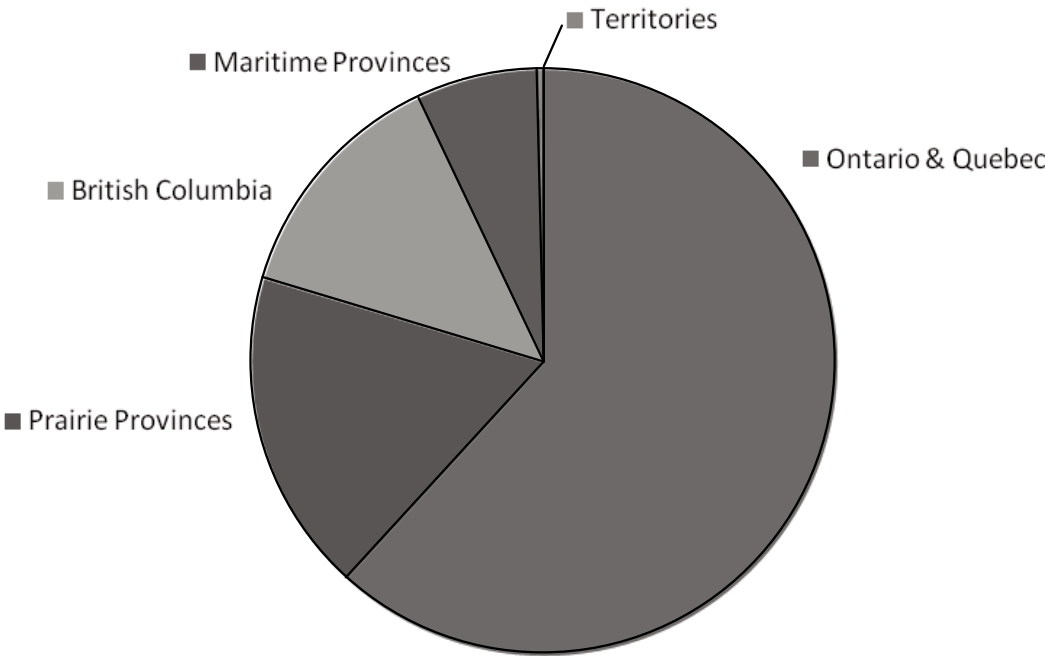
5. Complete the following pie graph detailing Canada’s population for five political regions: Ontario/Quebec, Prairie Provinces, Atlantic Provinces, British Columbia, and the Territories. The pie should be divided into five sections. Each section should represent the proportion of Canada’s total population located in that region. The following chart provides you with the data you will need for your pie chart.

Location	Percent of Population
Ontario & Quebec	61.8%
Prairie Provinces (Alberta, Saskatchewan, Manitoba)	17.8%
British Columbia	13.3%
Atlantic Provinces (Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island)	6.8%
Territories (Yukon, Nunavut, Northwest Territories)	0.3%

Ensure that you follow these instructions when creating your pie graph:

- Give your pie graph a title.
- Make each pie section representative in size to the percent of Canada’s population for that region.
- Write the name of the region on the pie section, as well as the percent of the population represented.
- Colour each section a different colour so that it is easy to read.

**Question #5: Pie Chart Answer Key**



## Learning Activity 1.2: Demographic Issues in the News

Carefully read the following article and complete the Article Analysis chart that follows.

### **Article: The Baby Boomers**

*You may not think that the older generations have an impact on your life. It is becoming clearer, however, that the aging of the baby boom generation will have a direct effect on younger generations, such as your own. Who are baby boomers, and how do their actions directly impact you? To understand this question, you need to look back to the Second World War (1939–1945). Because wartime was so stressful and unpredictable and involved a large portion of the Canadian population, many people decided to wait for the war to end before starting a family. After the war ended, everyone who had waited to start a family all started having babies at the same time. As a result, there was a huge increase or “boom” in the number of babies born in Canada. This boom lasted for 20 years after the Second World War ended. Improvements in health care as well as a tradition for large families contributed to this population boom. People born during this time (1946–1965) became known as “baby boomers.” But, unlike their parents, boomers had small families. As a result, there have been more people in the boomer age group than other age groups.*

*Throughout their lives, Canada has had to adjust to meet the needs of the baby boom generation. When baby boomers started going to school in the 1950s, governments had to hire more teachers and build more schools. (Later, many of those schools had to close because there weren’t enough students.) For the last few decades, boomers have been working and paying taxes, but all that is changing. Since people usually retire between the ages of 50 and 70, baby boomers have begun retiring from work and collecting their pensions.*

*How will retiring baby boomers affect younger generations? Haven’t we always had retired people collecting pensions? Here are four reasons:*

1. **Numbers:** *In the 1980s, there were six working people supporting every retired person. By 2031, there are expected to be less than three people working to support every retired person.*

2. **Age:** Boomers are living longer than their parents, so they will need tax dollars to pay for health and social needs. Since retirees pay less tax than working people, then working people will have to pay more to support them.
3. **Expectations:** Boomers are used to more services than their parents were. Unlike their parents, who had been accustomed to much less, boomers have always received government money and services, and will continue to expect them.
4. **Power:** Unlike younger generations, boomers vote regularly and know how to use the political system. Politicians listen to them, partly because they are so numerous.

*Something else was going on when boomers were growing up. Governments started to borrow huge amounts of money to run the country. This created jobs and paid salaries. So, boomers and the younger generations that followed them have not fully paid their way; they have benefited from the massive debts that governments have not yet started to pay off.*

*By the time that you enter the workforce, smaller numbers of working people will have to pay more taxes to support the millions of boomers. As they get older, boomers will need more health care, social services, and special seniors' housing. Who is going to pay for that? Here are a few things that governments could do:*

1. Borrow even more money, and hope that interest rates stay low.
2. Cut government pensions.
3. Raise taxes, especially on the rich.
4. Cut government services, like health care and seniors housing.
5. Encourage boomers to retire later.

*(End of article)*

Which of the above suggestions do you like the best? Can you think of other ideas? How do you think boomers feel about them? Keep your eyes open. This problem is not going away for a long time.



<b>Article Analysis: The Baby Boomers</b>
Demographic issue outlined in the article: <b><i>The aging population of Canada</i></b>
Article summary or overview in your own words: <b><i>Canada's population is aging because of the baby boomer generation. This will put a financial strain on the younger generation to support services needed for seniors such as health care and housing.</i></b>
List two demographic terms that are found in the article, and provide their definitions: Term #1: <b><i>Baby Boomer</i></b> Definition: <b><i>A person born during a boom population between the years 1946 and 1965</i></b> Term #2: <b><i>Demographer</i></b> Definition: <b><i>A person who studies population trends</i></b>
What is your opinion on this demographic issue? <b><i>Answers will vary</i></b>
How will this demographic issue affect you in the future? <b><i>Answers will vary. The following is a sample of good answers.</i></b> <ul style="list-style-type: none"> <li>■ <b><i>You may have to be the caregiver of aging parents or grandparents.</i></b></li> <li>■ <b><i>You may have to pay higher taxes to support the elderly.</i></b></li> </ul>
List at least 3 facts that are included in the article (point form): <b><i>*Note: Answers should include at least three of the following facts</i></b> <ul style="list-style-type: none"> <li>■ <b><i>In the 1980s, there were 5 working people for every retired person. In 2031, there will be 2 people working for every retired person.</i></b></li> <li>■ <b><i>Baby boomers are living longer and will need more tax dollars for health and social services. This tax money will mostly come from the working people.</i></b></li> <li>■ <b><i>Unlike their parents' generation, baby boomers have been getting lots of government money and services, and will continue to expect them.</i></b></li> <li>■ <b><i>Baby boomers vote regularly and know how to use the political system. Politicians listen to them, partly because they are so numerous.</i></b></li> <li>■ <b><i>The government can do the following to prevent bankruptcy among working people:</i></b> <ul style="list-style-type: none"> <li>■ <b><i>Borrow even more money and hope that interest rates stay low.</i></b></li> <li>■ <b><i>Cut government pensions.</i></b></li> <li>■ <b><i>Raise taxes, especially on the rich.</i></b></li> <li>■ <b><i>Cut government services, like health care and seniors housing.</i></b></li> <li>■ <b><i>Encourage boomers to retire later.</i></b></li> </ul> </li> </ul>
Draw an image or scene that represents the demographic issue discussed in the article. <b><i>Answers will vary</i></b>

## Learning Activity 1.3: Applying Human Rights

1. Define *human rights*.

***Human rights are fundamental rights that people are entitled to simply because they are human. It is the idea that all humans have rights, not just the rich and powerful. Laws have been created out of this idea to protect the rights of all people.***

2. List at least *three* human rights that you exercise (use) on a daily basis. Give examples of how you exercise these rights. You may need to refer to a copy of the plain language version of the Universal Declaration of Human Rights.



### **Note:**

To help you get started, an example has been provided.

- **Universal Right: Social Rights – Access to Education**

Example: *Children are required by law in Canada to attend school. In Manitoba, children are required to stay in school until they are 18 years old.*

***Answers will vary. The following are samples of good responses.***

- **Universal Right: Civil Rights and Liberties – Freedom of Speech**  
Example: *In Canada, you are able to ask questions of those in authority.*
- **Universal Right: Civil Rights and Liberties – Freedom of Association**  
Example: *In Canada, you have the right to spend time with whomever you choose.*
- **Universal Right: Civil Rights and Liberties – Freedom of Opinion**  
Example: *In Canada, you are allowed to disagree with your government in speech or in writing.*
- **Universal Right: Economic Rights – Access to Safe Working Conditions**  
Example: *Schools are required to stock first-aid kits and to practise safety plans in the event of a fire or other emergency.*

3. Sort the following list of rights into their categories from the Universal Declaration of Human Rights.

<b>Universal Declaration of Human Rights</b>
The right...
<ul style="list-style-type: none"> <li>■ to life, liberty, and security of person</li> <li>■ to be presumed innocent until proven guilty</li> <li>■ to equal treatment and freedom from discrimination</li> <li>■ to recognition as a person before the law</li> <li>■ to work with free choice of employment</li> <li>■ to freedom of opinion and expression</li> <li>■ to a nationality</li> <li>■ to rest and leisure</li> <li>■ to an adequate standard of living</li> <li>■ to marry and have a family</li> <li>■ to a fair trial</li> <li>■ to an education</li> <li>■ to take part in government</li> <li>■ to freedom of movement</li> </ul>

<b>Universal Declaration of Human Rights</b>
Organizer
<p>Basic Rights</p> <ul style="list-style-type: none"> <li>■ <b><i>life, liberty, and security of person</i></b></li> <li>■ <b><i>freedom of movement</i></b></li> </ul> <p>Civil Rights</p> <ul style="list-style-type: none"> <li>■ <b><i>freedom of opinion and expression</i></b></li> <li>■ <b><i>presumed innocence before the law</i></b></li> </ul> <p>Economic Rights</p> <ul style="list-style-type: none"> <li>■ <b><i>right to fair wages</i></b></li> <li>■ <b><i>right to safe working conditions</i></b></li> <li>■ <b><i>right to an adequate standard of living</i></b></li> <li>■ <b><i>right to choose your employment</i></b></li> </ul> <p>Equality Rights</p> <ul style="list-style-type: none"> <li>■ <b><i>freedom from discrimination</i></b></li> </ul> <p>Social Rights</p> <ul style="list-style-type: none"> <li>■ <b><i>access to education</i></b></li> <li>■ <b><i>access to adequate health care</i></b></li> <li>■ <b><i>right to rest and leisure</i></b></li> </ul> <p>Cultural Rights</p> <ul style="list-style-type: none"> <li>■ <b><i>right to speak your native language</i></b></li> <li>■ <b><i>right to a nationality</i></b></li> <li>■ <b><i>right to marry and have a family</i></b></li> </ul> <p>Political Rights</p> <ul style="list-style-type: none"> <li>■ <b><i>right to vote for your government</i></b></li> <li>■ <b><i>right to take part in government</i></b></li> </ul>

## Learning Activity 1.4: Towards Equal Rights and Freedoms

1. How did the *Indian Act* discriminate against First Nations women?

***The Indian Act discriminated against women because when a Status Indian woman married a non-Indian (including non-Status Indian, Inuit, or Métis), she lost her status as a Status Indian and was no longer allowed to live on a reserve. This law did not apply equally to Status Indian men.***

2. In 1984, the Supreme Court ruled that the *Indian Act* was unconstitutional in its treatment of First Nations women. What equality rights were not respected?

***The Supreme Court of Canada concluded that the Indian Act was unconstitutional because it did not apply equally to Status Indian men who married non-Indian women. The right to be free from discrimination based on sex was not respected.***

3. In a few sentences, describe how the *Canadian Charter of Rights and Freedoms* affected the lives of First Nations women and their children in Canada.

***Women and their children who had previously lost their Indian status regained it. The Canadian Charter of Rights and Freedoms gave them the tool with which to challenge the Indian Act.***

4. Look over this lesson's Timeline of Human Rights Development in Canada. Are there any developments that directly affect your life or the lives of your family and friends? How would your life (or theirs) be different without these rights?

***Answers will vary. The following is an example of a good response.***

- ***Saskatchewan premier Tommy Douglas introduced government-run health care to his province, establishing the first medicare system in Canada. Without this development, you and your family would be required to pay directly for doctors' appointments and medical operations.***
- ***The development of women's rights from 1916 to 1919 were important. During this time, women received the right to vote in elections and to run for office themselves.***

5. In your view, what are the benefits of convincing the government to change laws by using **non-violent** measures? Can you think of ways in which you could create change by using non-violent means?

***By using non-violent measures to create change in government, your message may be more widely received, and people may be more likely to listen to you. Violent protesters—even those who want to spread a noble message—pose a danger to innocent bystanders and private property.***

***You can create change through non-violent means, such as staging peaceful protest rallies, signing petitions, or sending letters or email to your local government representatives.***

## Learning Activity 1.5: Citizenship Test

These questions will help you to check your knowledge of what you have read about Canadian citizenship. Circle T (true) or F (false) in response to each statement. If the statement is false, then re-write it so that it is true in the space beneath the statement.

### Canadian Citizenship Questions:

- a. Before 1947, Canadians were not considered to be Canadian citizens; they were British citizens.

*T or F*

- b. In order to apply for Canadian citizenship, an applicant must be at least 21 years old.

*T or F*

***An applicant must be at least 18 years old to apply for Canadian citizenship.***

- c. The concept of citizenship goes back to the American and French revolutions.

*T or F*

***The concept of citizenship goes back to ancient Greece.***

- d. In order to become a Canadian citizen, an immigrant must speak both French and English.

*T or F*

***In order to become a Canadian citizen, an immigrant must speak either French or English.***

- e. In order to become a citizen of Canada, immigrants must take an *Oath of Citizenship*.

*T or F*

- f. A person may not become a citizen of Canada if he or she has been convicted of an indictable crime in the past six years.

*T or F*

***A person may not become a citizen of Canada if he or she has been convicted of an indictable crime in the past three years.***

- g. New immigrants who come to Canada must know information about Canada (such as rights and responsibilities, history, geography, political system) in order to become a citizen.

*T or F*

h. A "Family Class" immigrant is a person who has family living in Canada.

**T or F**

i. The *Canadian Citizenship Act, 1947*, was an important milestone in history; it conferred a common citizenship on all Canadians.

**T or F**

j. In order for a new applicant to Canada to become a citizen (if he or she applies as an "independent" immigrant), he or she must achieve 90 out of 100 under the "points system" in order to be successful.

**T or F**

***In order for a new applicant to Canada to become a citizen, he or she must achieve 70 out of 100 under the "points system" in order to be successful.***

## Learning Activity 1.6: Who Am I?

### Your Task:

This lesson made the claim that “personal identity changes as we grow older.” In this learning activity, you will put this claim to the test.

The personal identity chart below lists several factors that contribute to a person’s identity. Complete the chart, filling in details about yourself today, and then for yourself at a younger age of your choice. If you have trouble remembering certain details about your younger self, ask your family members for help.

After you have completed the chart, answer the reflection questions below.

<b>WHO AM I?</b> PERSONAL IDENTITY CHART		
Details	Myself Today (Age ____)	Myself at Age ____
Who I live with		
Where I live (your physical home, your neighbourhood, your city)		
Languages I speak		
Languages my family speaks		
My hobbies and interests		
Groups I belong to (school, workplace, sports teams, volunteer groups)		
My most prized possession		



## Reflection Questions:

1. Has your personal identity changed over the years? Describe how you have changed and what parts of your identity have remained the same.

***You will have to answer this question on your own. You may have noticed that you "grew out" of certain interests, or that you developed new beliefs or opinions. Perhaps there were changes in your family or your living conditions. Did any of these changes influence your personality?***

2. You may have noticed some significant changes in your identity as well as some consistencies.

- a. If you found any changes in your identity, what factors encouraged those changes?

***Personal identity is shaped by history, social environment, physical environment, and individual needs and wants. Have any of these factors influenced changes in your individuality and personality? Are there other factors to consider?***

- b. If you found that your identity has remained the same, what factors encouraged your consistency (remaining the same)?

***Personal identity is shaped by history, social environment, physical environment, and individual needs and wants. Have any of these factors influenced changes in your individuality and personality? Are there other factors to consider?***

3. In your view, what are the most important factors in shaping a person's identity?

***Answers will vary from person to person. Remember that personal identity can be shaped by your personal history, your social and physical environment, as well as your needs and wants. Look over your responses to questions 2.a. and 2.b. Was there one factor that seemed to influence you more strongly than others?***

## Learning Activity 1.7: Views on "Canadian Content"

1. The following statements were made by Canadians sharing their views on the CRTC's "Canadian Content" rules (concerning radio and TV broadcasting in Canada). Based on each statement, indicate whether the individual is for or against the CRTC's Canadian content rules.
  - a. *"[Canadian content rules] are a disgrace, a shame...stupidity."*  
– Bryan Adams (singer)  
**Supports** OR **Against**
  - b. *"Canadian broadcasting should be Canadian."*  
– Pierre Juneau (Chairman of the CRTC)  
**Supports** OR **Against**
  - c. *"'Canadian content' is causing the emergence of a 'Canadian sound'."*  
– Anne Murray (singer)  
**Supports** OR **Against**
  - d. *"There are key weaknesses in Canadian content rules...the current... system is flawed, convoluted, and out-of-date."*  
– François Macerola (Head of Telefilm Canada, 2001-2002)  
**Supports** OR **Against**
  - e. *"...[radio stations have] a tendency to play established Canadian artists, the big-name Canadian artists, the ones that are popular in the United States and all over..."*  
– Sylvia Tyson (singer)  
**Supports** OR **Against**
  - f. *"We are in danger of producing a group of 'professional Canadians'... gathered around the microphones of Toronto's CBC."*  
– Sydney Lamb (Montreal commentator)  
**Supports** OR **Against**
  - g. *"If it pays to become American...then we should become American. If we decide it's worthwhile staying Canadian, then it's worthwhile paying the price..."*  
– Warren Davis (CBC newsman)  
**Supports** OR **Against**

2. Which of the above statements regarding Canadian content rules most resembles your view? Explain.

**Answers will vary.**

3. Make a list of your favourite television shows, movies, and books. Categorize each according to their country of origin. What are the home countries of the directors/actors/authors?

**Answers will vary.**

4. Write down a list of your favourite songs. Use the MAPL system to determine whether they are considered to be "Canadian" music.

**Answers will vary.**

5. What steps has the Canadian government taken to protect Canadian culture and identity in the cultural industries since the 1930s?

■ **1932**

- ***The Broadcasting Act created the Canadian Radio Broadcasting Commission.***

■ **1936**

- ***The CBC was created.***

■ **1939**

- ***The National Film Board was created.***

■ **1960-1962**

- ***Federal regulations decided that by the end of 1962, 55% of television programs shown in Canada should be of Canadian origin.***

■ **1968**

- ***The CRTC was established to set rules for the entire country.***
- ***Parliament passed a second Broadcasting Act, which required the Canadian broadcasting system to be owned and controlled by Canadians.***

6. Which of the above steps, if any, do you think they should take in the future? If you do not believe the government should take any additional steps, explain why.

***Be sure to explain your opinion on the Canadian government's role in broadcasting, and whether it should or should not continue regulations.***

## Learning Activity 1.8: The Legacy of Residential Schools

1. Describe how First Nations people educated their children before Europeans came to North America.

***Before contact with Europeans, First Nations people had a highly developed system of education. They did not go to school, but learned from their family and community. Every person, including children, contributed to the family and the community. One way children would learn was through storytelling. Through stories, children would learn information from the community elders that was important for the survival of the community.***

***Also, children were not disciplined through hitting and yelling. Instead they were gently warned and teased so they would learn right from wrong. They were taught by example. They were guided and learned in a fun way through games, stories and ceremonies.***

2. What were two reasons why residential schools were established in Canada?

***The purpose of Residential Schools was to assimilate Indigenous people into the mainstream society. First Nations culture was seen as inferior to European ways, so they thought it was not worth keeping. To achieve this goal, many children were separated from their families so that they would learn to identify with mainstream culture and forget their own traditions and beliefs.***

3. In your own words, summarize the treatment of children at residential schools.

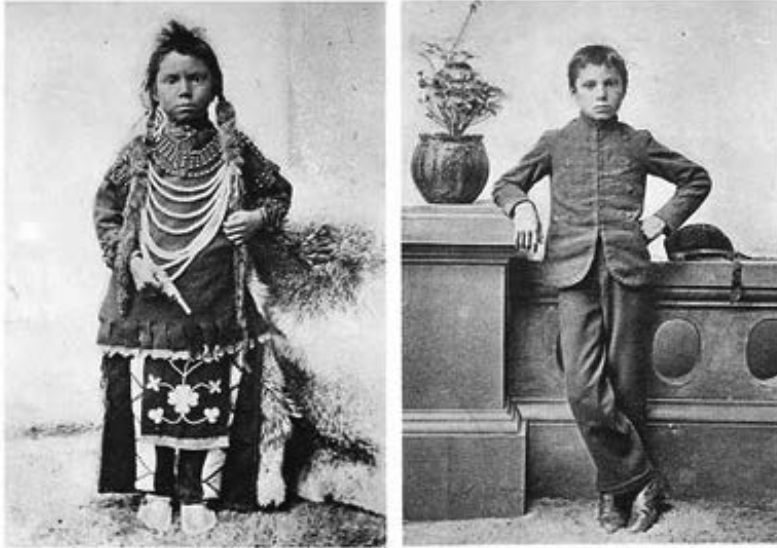
***Treatment included the use of strict rules, corporal punishment, and gender segregation. Students were indoctrinated into the religious beliefs of the school and often experienced hunger due to lack of food.***

***Children were taken away from their homes. They were abused. They had to work and study a foreign religion. These children were not allowed to speak their own language. Some children forgot their language and could not talk to their family when they went home for short visits.***

4. Make a list of what you think are two *positive* and two *negative* effects of residential schools. You did not read about positive effects, so you will have to come up with your own answer to this part of the question.
- **Positive (answers should include at least two of the following):**
    - ***Development of a good work ethic***
    - ***Provided an opportunity to learn to read and write***
    - ***Instilled a sense of pride and accomplishment because the survivors made it through the schools***
  - **Negative (answers should include at least two of the following):**
    - ***Assimilation not happening***
    - ***Problems with social skills (self-esteem, identity, communication)***
    - ***Intergenerational impacts (children and grandchildren also face problems caused by Residential Schools)***
    - ***Many First Nations youth are still not graduating from high school, even with the government attempts at fixing this.***
    - ***Loss of cultural identity, language, traditions, and spiritual growth***
    - ***Resulted in poor bonding with and indifference towards loved ones***
    - ***Inability to trust others***
5. What are secondary survivors? How have these people been affected by the residential school system in Canada?

***Secondary survivors are the children and grandchildren of people who went to residential schools. They have been affected by the residential school system because often they suffer from a lack of effective communication skills, poor bonding with parents, and a loss of parenting skills, and have experienced a loss of cultural and spiritual values.***

6. The photographs below were taken in 1874 of a First Nations boy named Thomas Moore. The one on the left was taken before he was taken to a residential school; the one on the right was taken after. Carefully study the photos.



**The Tuition of Thomas Moore:** These before and after pictures show Thomas Moore, who was a student at the Regina Indian Industrial School in Saskatchewan. They illustrate how the residential school system was established to eliminate all trace of First Nations culture from these children. Reproduced from <http://mvmiller.blogspot.ca/2010/10/tuition-of-thomas-moore.html>.

- a. Describe the photo on the left.

***The photo on the left shows Thomas wearing traditional First Nation clothing and his hair is in braids. He is wearing moccasins on his feet. His clothing and hairstyle both reflect his First Nations background.***

- b. Describe the photo on the right.

***The photo on the right shows Thomas dressed in typical European clothing from the late 1800s. He is wearing a suit jacket and trousers. His hair is cut short and he is wearing shoes on his feet. Even though he is racially a First Nations boy, his outward appearance is reflective of European culture.***

- c. How do you think Thomas' identity as a First Nations person was affected by the difference in dress from the before and after photos?

**Answers may vary. Thomas' identity as a First Nations person may be forcibly contained by his European dress. People may expect him to react and behave in a European manner based on his appearance. He may feel lost between two cultures, fitting into neither one. He may feel ashamed of his First Nations heritage.**

- d. What value or recognition of First Nations culture is evident in the photo on the bottom? How do you think this affected Thomas?

**There is no value or recognition of Thomas' First Nations culture in the photo on the right. Answers will vary to the second question. Answers could include:**

- **It didn't affect him at all.**
- **It made Thomas feel disconnected from his culture/identity.**
- **Thomas felt forced to act differently. People thought he was something that he wasn't.**

## Learning Activity 1.9: Resolving Residential Schools

1. Taking into account what you have learned about the struggle of First Nations Peoples and the effects of the residential school system, consider the following:
  - a. How were non-violent measures used to find solutions to the legacy of residential schools?
    - ***In 2006, the federal government agreed to compensate former residential school students for the treatment they had endured at the schools. A total of \$1.9 billion was distributed among some 80 thousand survivors.***
    - ***Additionally, an organization was established (the Truth and Reconciliation Commission) that would interview former students and produce an official report on the treatment endured by students in the schools.***
  - b. How would you have attempted to resolve the residential schools situation in a non-violent manner if you were
    - i. a former student of a residential school?
    - ii. a former teacher at a residential school?

***Answers will vary. Look back through the module and your assignments for inspiration. Consider how First Nations activists have protested against the Indian Act, or how human rights activists have used non-violent means of protest to influence governments.***





GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

Module 2  
Law, Order, and Good Governance



# MODULE 2: LAW, ORDER, AND GOOD GOVERNANCE

## Introduction to Module 2

This module looks at democracy and government in Canada. You will study Canada's parliamentary democracy and the responsibilities of the legislative, executive, and judicial branches of the federal government. You will also learn about the justice system in Manitoba, the self-government of First Nations, Métis, and Inuit Peoples, and your role as a citizen of Canada and a citizen of the world.

## Module 2 Assessment

When you have completed the assignments for Module 2, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment	Marks
4	Assignment 2.1: Investigating a Political Party	22
7	Assignment 2.2: What Is Treaty 8?	14
10	Assignment 2.3: The Face of Citizenship	12

## Writing Your Midterm Examination



You will write the midterm examination when you have completed Modules 1 and 2 of this course. The midterm examination is based on Modules 1 and 2, and is worth 20 percent of your final mark in the course. To do well on the midterm examination, you should review all the work you complete in Modules 1 and 2, including all the learning activities and assignments. You will write the midterm examination under supervision.

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## Notes

# LESSON 1: THE LEVELS OF GOVERNMENT IN CANADA

## Introduction

This first lesson will introduce you to the divisions of the Canadian government and the responsibilities assigned to each level.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Give examples of ways in which government affects your daily life.
- Describe the division of power and responsibilities of the federal, Indigenous (First Nations, Métis, and Inuit), provincial, and municipal governments.
- Describe factors related to First Nations, Métis, and Inuit Peoples' self-determination in Canada. *Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making...*

## Government in Canada

When Canada confederated in 1867, the Fathers of Confederation had to decide on a style of government that would suit the new country. They looked to the British and American models as a basis for Canada's government.

- Great Britain has a style of government that is known as a *unitary* or *legislative* style. This is a style of government with only one level of government passing laws for the entire country.
- The system of government in the United States (whose land mass is approximately 39 times larger than that of Great Britain) is known as a *federal* system. In a federal style of government, law-making powers are divided between a central (often called federal) government responsible for the entire country, and local governments responsible for specific regions of the country.

The Canadian government in 1867 decided that the best system of government for the new country would be a *federal* system. Once again, a federal system is a style of government where two or more *levels* of government are given specific responsibilities (like health care or defence) and are responsible for passing laws for their areas of responsibility. In Canada, the federal government is based out of Ottawa—the nation’s capital—and provincial governments are based out their respective provinces. Canada’s three territories are governed by territorial legislatures.



**Fathers of Confederation** by Robert Harris (*public domain*).

## Federal and Provincial Governments

The *British North America Act* (which you learned about in Module 1) created the country of Canada and gave Canada its system of government. The *BNA Act* also outlines and defines the responsibilities of each level of government.

The Fathers of Confederation wanted a strong federal government. The powers of the federal government are listed in Section 91 of the *BNA Act*. Under Section 91, the federal government is given the right to make laws on subjects such as the following:

- Trade
- Defence
- Criminal laws

- Banks
- Fisheries
- First Nations
- Taxation

The federal government was also given the right to **disallow** or reject any provincial law that it thought to be against the interests or welfare of the entire country. This particular right demonstrates that the Fathers of Confederation wanted the federal government to be stronger than the provincial governments.

The second level of government was called the **provincial government**. Each province has its own government to make laws for matters within that province. Section 92 of the *BNA Act* gives the provinces the right to make laws on matters such as the following:

- Property
- Civil rights
- The sale and license of alcohol
- Cities
- Mines
- Forests

Section 93 gives the provinces the right to make laws regarding education.

The Fathers of Confederation believed that the federal system of government was necessary for a large country like Canada. They believed that the federal government must be strong enough to look after the interests of all Canadians, while the provincial governments were set up to handle local matters. They believed that this system of governance would allow people with different languages, religions, and concerns to live and work together in peace.

## Municipal Governments

Canada expanded quickly after Confederation and cities began to develop. As city populations increased and Canadians became more urban, there was the need for another level of government to address the needs of people at the local level. Provincial governments have created **municipal governments** to address these needs. Of the three levels of government, municipal governments have the closest contact with individual citizens. They are often responsible for areas such as snow removal, garbage collection, and firefighting.

## First Nations Governments

First Nations Peoples were self-governing for thousands of years before Europeans came to Canada. Both France and Britain established colonies in Canada. These colonies made regulations for the fur trade and set up military alliances with the First Nations people. Initially, there was a relationship of equality.

Around 1820, the relationship between First Nations Peoples and the European settlers began to change. The new settlers quickly realized the potential of Canadian land. They had very different lifestyles than the First Nations and they did not recognize the sustainable way that the First Nations used the land. The Europeans focused on short-term gain from resources.

In Quebec, loggers and settlers began to intrude on areas that First Nations used to survive. In Ontario, waves of immigrants were filling in the backwoods, clearing the land, starting farms, and in the process occupying hunting territories and driving away the game. The government therefore decided that a new policy was needed. The government decided that a new policy was needed because the First Nations were resisting the changes that were occurring. The First Nations Peoples wanted to hold on to their independence, but the government felt it was no longer possible to co-exist as independent nations.

Through the Numbered Treaties, First Nations were encouraged to abandon their traditional ways of hunting and trapping in favour of permanent settlement and farming. To encourage this change, the government offered money, tools, supplies, and schools to educate the young. It also offered special tracts of land called *reserves*, where First Nations could live once they left their traditional hunting grounds.

### *The Indian Act*



#### **Note:**

The word *Indian* in the following section is used only when talking about government rights. *Indian* is a government label for First Nations people who are recognized as Status Indians. The word *Indian* is considered inappropriate and should only be used when talking about government legislation.

After most of the treaties were signed, the federal government passed the *Indian Act*, which made First Nations people **wards of the state**. In Canadian courts, wards of the state are usually children or people who cannot function in a normal way. As wards of the state, the government was seen as the parent or guardian of all Indian people.



Think about what it meant for First Nations people to be considered wards of the state alongside children and incapacitated people. Take a moment and write your thoughts on this.

The *Indian Act* defined who was and who was not an Indian:

- A woman who married an Indian also was considered Indian. She could live on the reserve and receive Status Indian rights.
- A Status Indian woman who married a non-status man would automatically lose her status rights.
- The “half-breed” Indians, such as the Métis, were not considered Status Indians.

The *Indian Act* also stated the following:

- Indians were not allowed to sell their reserve land without permission from the government.
- The government was able to allow timber to be cut and removed from Indian land. The government believed that it owned the resources on Indian land.
- Indian peoples who broke the law were answerable to Canadian laws.
- Indians who left the reserves without a pass (permission) could be charged.
- Anyone who sold liquor on a reserve could be charged.

The *Indian Act* gave the Canadian government a lot of power over First Nations groups. First Nations people were treated as children, with little control over their lives. However, there was one decision Indians could make that would change their relationship with the government. They could become **enfranchised**. This means they could give up all Indian rights and become regular citizens. If an Indian chose to become enfranchised, he or she would no longer receive assistance from the government. In addition, this person would have to move off the reserve, leaving her or his family behind.

Many First Nations, Métis, and Inuit people, in the past and today, object to the restrictions imposed by the *Indian Act*. Since 1969, First Nations, Métis, and Inuit Peoples and the federal government have sought a new relationship. In 1991, Georges Erasmus, then National Chief of the Assembly of First Nations, said, “We want our own justice system, control over the environment, fisheries, game, and the things that happen on our lands.” Part of this new relationship is a focus on First Nations, Métis, and Inuit Peoples’ self-determination. There has been a strong movement in First Nations, Métis, and Inuit communities focused around self-determination, such as regaining self-government and land.

## Self-Determination

What is self-determination? At an individual level, self-determination is the power a person has to control his or her own life and make his or her own decisions. At a collective level, self-determination is the power of a group of people to make decisions and take action to ensure their continued existence as a distinct group. In other words, self-determination is the power to ensure the group's cultural continuity.

Many First Nations, Métis, and Inuit people feel that they should control their own programs and institutions. In most cases, programs and institutions are not serving the needs of the community. By having control over things like schools, the needs of individual communities can be met. This is an example of self-determination.

## Indigenous Self-Government

What does Indigenous (First Nations, Métis, and Inuit) self-government look like? Here are some examples:

- Canada has made agreements with many First Nations communities to create self-government.
- Nunavut is negotiating a public government.
- As of 2013, the Métis people now have the right to make land claims to the government.

Many negotiations for self-government are done at the same time as land claims are being made. Self-governments today are similar to municipal-style governments. Self-government agreements involve topics such as rights to natural resources, education, economic growth, jobs, and moving towards stand-alone self-governance. Let us take a closer look at one example.

Economic growth is an important part of Indigenous self-government. The James Bay Cree and Inuit peoples in Quebec made an agreement with the federal government, which led to the creation of companies and alliances with private companies involving industries such as fisheries, software, airlines, construction, and clothing. The Nunatsiavut government in Newfoundland and Labrador now has business in fisheries, quarries, real estate, and mining. The Sechelt First Nation of BC has businesses in fishing, logging, tourism, salmon farming, land leasing, and gravel extraction. These are just a few examples of Indigenous economic growth through self-government.

Indigenous peoples are becoming more and more involved in self-determination and, as a result, they will continue to have an impact on Canada's affairs in the years to come. As always, there are challenges that need to be overcome in order to do this.

## Summary: The Levels of Government

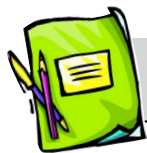
Take a look at the table below. Notice the different areas each government has power over. Keep in mind that Indigenous government is negotiated on a case-by-case basis.

<b>Federal Government:</b> Makes laws for the entire country.	
Passes laws in the following areas:	
<ul style="list-style-type: none"> <li>■ Trade and commerce</li> <li>■ Currency and coins</li> <li>■ Postal service</li> <li>■ Taxation</li> <li>■ Defence (military)</li> <li>■ Banking</li> </ul>	<ul style="list-style-type: none"> <li>■ Navigation and shipping</li> <li>■ Fisheries</li> <li>■ First Nations and reserves</li> <li>■ Citizenship</li> <li>■ Criminal law</li> <li>■ Customs and duties</li> </ul>
<b>Indigenous Government:</b> Makes laws for their First Nation, Métis, or Inuit group, usually for their reserve/area.	
Each individual Indigenous government may pass laws or is working towards making changes in the following areas:	
<ul style="list-style-type: none"> <li>■ Education</li> <li>■ Lands Resources Justice</li> <li>■ Policing Child Welfare</li> </ul>	<ul style="list-style-type: none"> <li>■ Social Programs</li> <li>■ Health Care</li> <li>■ Environmental Issues</li> </ul>
<b>Provincial Government:</b> Makes laws for its province.	
Passes laws in the following areas:	
<ul style="list-style-type: none"> <li>■ Education</li> <li>■ Hospitals</li> <li>■ Prisons</li> <li>■ Courts</li> <li>■ Liquor</li> <li>■ Vehicle and driver licensing</li> </ul>	<ul style="list-style-type: none"> <li>■ Direct taxation</li> <li>■ Marriage</li> <li>■ Public works (highways)</li> <li>■ Municipal governments</li> <li>■ Health insurance (Medicare)</li> </ul>
<b>Municipal Government:</b> Makes laws for its local area.	
Passes laws in the following areas:	
<ul style="list-style-type: none"> <li>■ Fire protection</li> <li>■ Sewer and water service</li> <li>■ Police protection</li> <li>■ Public libraries</li> <li>■ Parks, swimming pools, arenas</li> </ul>	<ul style="list-style-type: none"> <li>■ Public transit</li> <li>■ Animal and pet control</li> <li>■ Ambulance services</li> <li>■ Snow removal/road upkeep</li> </ul>



### Note:

This may be a good time to ask your learning partner for help. Remember, your learning partner is anybody whom you choose to help you with your course.



## Learning Activity 2.1

### Levels of Canadian Government

In this activity, you will make a map of Canada's regions. This will provide you with a helpful study tool for future assignments and exams.

#### Your Task:

The Canadian government issues many legal documents to its citizens. The following scenarios describe several situations in which these documents are needed. Depending on the questions for each scenario, you will need to determine the type of document and/or the level of government that is responsible for issuing that document (*federal, Indigenous, provincial, or municipal*). Be sure to read each part of the question so that you know how to appropriately answer it. Refer back to the lesson content and the responsibilities of each government to help you answer.



#### Note:

The first question is done for you as an example to help you get started. You may not know the answer to all the questions. That's okay. Take the time to try to figure out the answers. If you do not understand the questions, contact your tutor/marker or talk to your learning partner about them.

1. **Example:** A police officer on the Trans-Canada highway stops you on a routine check.
  - a. How do you prove to the officer that you are legally entitled to drive?  
Driver's Licence.
  - b. Which level of government is responsible?  
Provincial.
2. You have a minor car accident in the parking lot of a local mall.
  - a. What do you produce to prove that your vehicle is insured?
  - b. Which level of government is responsible?

*continued*

## Learning Activity 2.1: Levels of Canadian Government (continued)

3. Your family decides to travel to India. You have never left Canada before.
  - a. Which government document must you apply for?
  - b. Which level of government is responsible?
4. On a driving trip to the United States, you spend \$900 on clothing and souvenirs. When you return to Canada, you discover that you cannot bring that quantity of goods into the country without paying a duty (a tax).
  - a. Which level of government decides this?
5. Your aunt and uncle who live in Brandon decide to build an addition onto their house. Before they begin, they must get a building permit.
  - a. Which level of government issues this?
6. You are applying for a part-time job at a local coffee shop, and your employer requests your social insurance number (SIN).
  - a. Which level of government issues the SIN?
7. You fall out of a tree in your backyard and break your leg. Your parents take you to the hospital.
  - a. Which document will you have to provide at the admittance desk?
  - b. Which level of government is responsible?
8. One evening while watching TV, you and your significant other spontaneously decide to get married. You leave immediately and find a minister. She tells you that you she cannot marry you at this time, as you do not have the proper government form.
  - a. Which form do you require?
  - b. Which level of government is responsible?
9. In 2006, the census taker appeared at your door and asked a lot of questions. You didn't wish to answer them. He told you that you were required by law to give this information.
  - a. Which level of government made this law?

*continued*

## Learning Activity 2.1: Levels of Canadian Government (continued)

10. You are a member of the Opaskwayak Cree Nation and you marry a person from the Sapotaweyak Cree Nation. After the birth of your first child, you decide to register the baby with *your* band/First Nation.
    - a. Which level of government is responsible for registering Status Indians?
  11. At 2:00 am on a Saturday morning, you are stopped by a police officer at a local park. The officer tells you that you are breaking curfew and instructs you to go home.
    - a. Which level of government has given the authority to enforce a curfew?
  12. Your five-year-old brother started Kindergarten this past fall. The school required that he be up-to-date on all his vaccinations.
    - a. How does your mother prove that his vaccinations are up-to-date?
    - b. Which level of government issues this proof?
  13. Your grandparents live in a rural farming community. Every spring, they burn the three-acre field that surrounds their home site and yard. They must get a burning permit before they begin.
    - a. Which level of government issues this permit?
  14. You are a Status Indian. You want to attend university but you need money to pay for it.
    - a. Whom do you ask for the money?
    - b. Which level of government deals with your application?
- 



You can now assess your learning activities by consulting the answer key at the end of this module.

### Summary

Canada's government is a federal system of government, where the power to make laws has been divided between a central, national government and local governments for each province and city. In addition, there are unique Indigenous governments. Remember, each Indigenous government is negotiated on a case-by-case basis. In the learning activity that follows, you will see how you are connected to each level of government.

# LESSON 2: THE CANADIAN SYSTEM OF GOVERNMENT

## Introduction

The Government of Canada can be described in many ways: it is a representative democracy, a constitutional monarchy, and a federal system of government organized into parties. This lesson will explain exactly what each of these terms mean, and how our federal government is organized.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe the Canadian parliamentary process (Include: constitutional monarchy, federalism, Governor General, cabinet, House of Commons, Senate).

## Our System of Government

- Representative democracy
- Constitutional monarchy
- Federal system of government
- Party system

Let's go over each of these four terms used to describe Canada's government.

Canada is a **representative democracy**. This means that the people govern the nation. In ancient Greece, where the ideals of democracy began, each eligible voter participated in making every decision that affected society. In a modern country like Canada, such direct involvement by each citizen would be impossible. Instead, citizens elect representatives who act on their behalf. This authority to act on behalf of the citizens lasts until the next election. During elections, voters decide whether to keep their current representatives or to elect new ones. This makes elected representatives accountable (responsible) to you, the voter.

Canada is also a **constitutional monarchy**. This means that a monarch (a king or queen) is our head of state. As of the writing of this course, the monarch of Britain and Canada's current head of state is Queen Elizabeth II,

our queen since 1952. Queen Elizabeth does not rule directly over Canada (or even England for that matter). In fact, she has little power. Her role is a mostly a symbolic one; however, the Queen does have a lot of power through influence and the media. For example, during her visit in 2010, the Queen attracted a crowd of 100,000 people for Canada Day on Parliament Hill in Ottawa. In addition, she has the power to call up/meet with politicians both here in Canada as well as in Great Britain and other countries. The monarch lives in Britain and visits Canada every few years. The **Governor General** is the representative of the monarch here in Canada.

As you learned in the previous lesson, Canada has a **federal system of government**, meaning different levels cooperate together in the governance of the country.

Canada is also classified as a **party system** of government. Most of the people who represent Canadians in the federal, provincial, and sometimes municipal governments belong to a political party. A political party is a group with common beliefs, ideas, and plans about the best way to govern. The major political parties working at the federal level of government are the Liberal Party, the New Democratic Party, the Conservative Party, the Green Party, and the Bloc Québécois. Some smaller parties include the Marijuana Party, the Marxist-Leninist Party, and the Pirate Party.

## The Federal Parliament

What is “Parliament”? The term refers to three things:

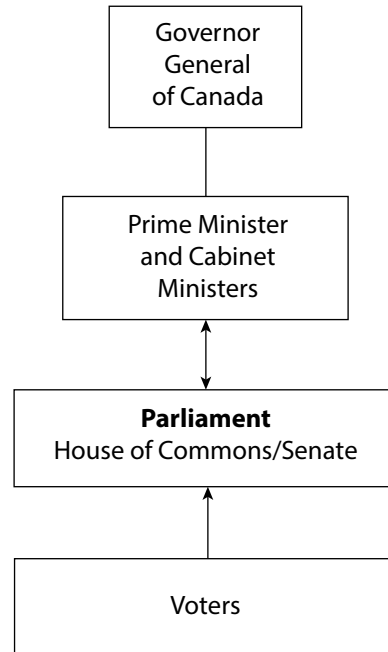
1. A meeting of the members of the federal government in which decisions are made
2. A building in Ottawa from which Canada is governed (the Parliament Building)
3. Canada’s governing structure

This lesson will focus on the third definition—Canada’s governing structure. At the national level, Canada is governed by a Federal Parliament, which is made up of three groups:

- Governor General
- Senate
- House of Commons



## Canada's Government



### The House of Commons

The House of Commons (sometimes called the Lower House) is the part of Parliament that is made up of Canada's elected representatives. These representatives are called **Members of Parliament** (MPs). During a federal election, Canadians vote and choose an MP to represent their **constituency** (area) when they take their "seat" in Ottawa. There are a total of 308 MPs in the House of Commons. Each MP that goes to Ottawa gets a "seat" in the House of Commons and votes on whether or not to approve new laws.

Most MPs belong to a political party. The political party that wins the most seats in an election becomes the governing party of Canada, and the leader of that political party becomes the country's prime minister.

The prime minister chooses a **cabinet** (a group of the prime minister's closest advisers) from other elected members in his or her party. These people become **ministers** of certain government departments like Immigration, Defence, or Aboriginal Affairs.

## The Governor General

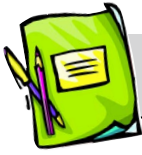
The Governor General is appointed (chosen, not elected) by the monarch on the advice of the prime minister. The Governor General's role is symbolic. She or he is the monarch's representative in Canada, and performs a number of ceremonial acts, including the following:

- Opening Parliament and reading the Speech from the Throne
- Giving Royal Assent (approval) to bills
- Appointing officials
- Greeting foreign leaders and dignitaries
- Formally acknowledging Canadians for their contributions with awards and medals

## The Senate

The Senate is sometimes called the Upper House and senators are appointed by the Governor General on the recommendation of the prime minister. Once appointed, members of the Senate may serve until they are 75 years of age. Each member of the Senate is selected to represent his or her home region, and a specific number of senators must be appointed from each province and territory.

The role of the Senate is to review the legislation passed by the House of Commons, recommending changes and adjustments. On some occasions, the Senate will reject legislation.



## Learning Activity 2.2

### Canada's Governing Structure

Match the correct description with the feature of Canada's governing structure listed in the left-hand column.

- |                                  |  |
|----------------------------------|--|
| 1. Federalism _____              | a. The Head of State in Canada   |
| 2. House of Commons _____        | b. "Upper House"; appointed  |
| 3. Cabinet _____                 | c. Style of government where two or more levels work together                            |
| 4. Senate _____                  | d. Style of government where the head of state is a king or queen                        |
| 5. Monarch _____                 | e. A system of government where most elected representatives belong to a political party |
| 6. Governor General _____        | f. "Lower House"; 308 elected MPs  |
| 7. Constitutional Monarchy _____ | g. Chosen by the prime minister to head certain government departments                   |
| 8. Party System _____            | h. Appointed; represents the monarch   |



Check the answer key.

### Lesson Summary

The organization of Canada's federal government reflects the country's historical ties to Britain as well as our values of democracy. We recognize the British part of Canada's heritage by including a Governor General as representative of the Monarch. We recognize our democratic values by electing Members of Parliament to represent the concerns of Canadian citizens. In the next lesson, you will learn about the responsibilities of specific individuals within the federal government.

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## Notes

# LESSON 3: THE FEDERAL GOVERNMENT OF CANADA

## Introduction

Each level of government is divided into three branches: the executive, the legislative, and the judiciary. In this lesson, you will look at the responsibilities of each branch of the federal government.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.

## The Three Branches of Government

Here is an overview of the three branches of the federal government. Notice how the powers and responsibilities are divided among each branch:

<b>The Executive:</b> Introduces and/or proposes laws
Includes: <ul style="list-style-type: none"><li>■ Governor General</li><li>■ Prime Minister</li><li>■ Cabinet</li></ul>
<b>The Legislative:</b> Makes laws
Includes: <ul style="list-style-type: none"><li>■ Governor General</li><li>■ House of Commons</li><li>■ Senate</li></ul>
<b>The Judicial:</b> Interprets laws
Includes: <ul style="list-style-type: none"><li>■ Supreme Court</li><li>■ Federal Judges</li></ul>

## The Executive Branch: Proposing New Laws

The executive branch of government consists of the monarch (who is represented in Canada by the Governor General), the prime minister, and the cabinet. The role of the Governor General is a symbolic one. This branch of the government can propose laws be made but it does not make laws. (The legislative branch makes laws.)

### The Governor General

The Governor General holds office (keeps the job) for five years, and has the following responsibilities:

- Acts as an advisor to the government
- Offers advice and support for government actions
- Encourages or warns the government about its actions
- Gives Royal Assent (approval) before any bill can become a new law

### The Prime Minister

The prime minister holds office for a maximum term of five years and may remain prime minister based on the outcome of the next election. Canadian voters do not directly choose the prime minister. In this country, the prime minister is the person who is the leader of the party with the most seats in the House of Commons.

The prime minister is the acting head of government, the leader of the nation, and the leader of a national political party. He or she

- represents his political party when speaking
- talks to Canadians (through the media) about national issues
- is in charge of Cabinet meetings
- selects cabinet members
- answers questions in the House of Commons
- seeks the approval of the Governor General for senators and judges (this is generally considered to be symbolic approval)
- can request an election, but the Governor General makes the final decision
- meets with foreign delegates who come to Ottawa
- visits other countries representing Canada
- represents Canada at international meetings

## The Cabinet

Cabinet members are called “ministers” and are chosen by the prime minister from among the members of his or her political party (either elected to Parliament or serving in the Senate). The cabinet minister becomes head of a government department, such as National Defence or Finance. He or she

- asks members to draw up proposals for new laws to be sent to Parliament
- assumes responsibility for the actions of his or her department
- ensures the department is effective and efficient
- presents the department budget to Parliament for approval
- represents the department in speeches given to the public and in Parliament

## The Legislative Branch: Approving New Laws

The legislative branch of the government is made up of the monarch (represented by the Governor General), the House of Commons, and the Senate. This branch of government can make, change, or repeal (cancel) any federal law. A proposed law that is put forth by the House of Commons or the Senate is called a bill.

### The Governor General

The Governor General is the Monarch’s representative in Canada. The Governor General swears in the Prime Minister and signs documents on the Monarch’s behalf. He or she is very active in Parliament to ensure that Canada remains a democracy and is in both the executive and legislative branches of the government. The Governor General spends a lot of time working with the Prime Minister.

### The House of Commons

The House of Commons is made up of Members of Parliament who are elected from 308 constituencies (areas) across the country. These MPs “sit” in the House of Commons and are referred to as “The Honourable Member from...” Our province, Manitoba, sends 14 MPs to the federal Parliament in Ottawa. Members of the House of Commons have the responsibility to

- deal with governing the major issues of the day
- participate in federal law-making by taking part in debates and deliberations
- sit on parliamentary committees that investigate and review bills

- maintain close contact with their constituents (the people who live in their home constituency)
- discuss policy and strategy with fellow party members

## Senate

The Senate is the appointed part of Parliament. Senators are chosen by the prime minister and may remain in the Senate until they reach the age of 75. Within the legislative branch, the Senate acts as a house of “sober second thought” to all proposed bills. Members of the Senate

- review all legislation passed in the House of Commons
- reject, pass, or make recommendations for bills that are being considered in the House of Commons
- introduce, debate, and pass bills (with the exception of “money bills”), and then send them to the House of Commons

## The Judicial Branch: Interpreting the Law

The judicial branch of government consists of the Supreme Court and nine federal judges. In Canada, the judicial branch is kept separate from the legislative branch of government. This ensures that the government must obey its own laws, since it cannot both *make* and *interpret* laws. Therefore, the judicial branch only interprets the laws that are made by the government.

### The Supreme Court

The Supreme Court is the highest court in Canada. Once a case has been heard by the Supreme Court, the decision is final. This court has authority over all areas of law in Canada. The Supreme Court will make statements about how laws should be used in the court. All other courts must follow this decision. This allows Canada to have a more uniform court system.

In addition, the Supreme Court will sometimes change the way laws are interpreted. Remember Jeannette Corbiere Lavell? When the Supreme Court heard her case, they decided that the *Indian Act* went against the *Canadian Charter of Rights and Freedoms*. Since the Charter is in Constitution, this law has higher authority than the Indian Act. The Supreme Court ruled that Indian women should have the same rights as Indian men. Bill C-31 made these changes.



The Supreme Court has nine judges: one Chief Justice and eight puisne judges. The Supreme Court of Canada has the responsibility to

- hear appeals from provincial supreme courts
- hear cases involving difficult points of law or problems of national importance

### Federal Judges

In 1971, the Federal Court of Canada was created to improve Canadian laws. It has a Chief Justice and 36 judges. In 2013, there were 31 judges working full time, as well as four supernumerary (extra) judges and six clerks.

The Federal Court of Canada was originally organized as one court and divided into a trial division and an appeal division. In 2003, these became two courts: the Federal Court and the Federal Court of Appeal. While based in Ottawa, the judges of both courts conduct hearings across the country. Federal courts have the ability to rule over the following types of cases:

- The subject is covered under the Constitution.
- Federal law applies to the case.
- The Federal Court has been asked to take the case.

Important national topics the federal government hears include the following:

- Communications
- Criminal law
- Foreign trade and relations
- Defence
- Parole and penitentiary proceedings
- Immigration
- Currency
- Unemployment
- First Nations, Métis, and Inuit Peoples
- Citizenship appeals
- Copyright proceedings



## Learning Activity 2.3

### The Branches of Government

1. Write a statement describing the role of each government branch.
  - a. Executive Branch
  - b. Legislative Branch
  - c. Judicial Branch

*continued*

## Learning Activity 2.3: The Branches of Government (continued)

2. The following is a list of “Guess Who” clues. Read the clue and name the branch of government or government representative referred to by the clue.



**Note:**

The first one is done for you as an example.

Guess Who?	
Clue	Government Branch or Representative
1. I am the branch of government that is responsible for making the laws.	Legislative Branch
2. I am the monarch’s representative, and I am found in both the executive and legislative branches of government.	
3. I belong in the legislative branch, and I am often referred to as a house of “sober second thought.”	
4. I am the final court of appeal from all of the courts in Canada.	
5. I am the branch of government that introduces and proposes laws.	
6. My members are called “ministers” and one of my many responsibilities includes drawing up new laws to be sent to Parliament.	
7. I am part of the legislative branch, and one of my several duties includes dealing with the major governing issues of the day.	
8. I belong to the Federal Court of Canada. There are supposed to be 36 of “me.”	
9. I am the head of the party with the most seats in the House of Commons. I belong to the executive branch of government.	
10. I am the branch of government that interprets the laws.	



Check the answer key.

## Lesson Summary

Each level of government in Canada (federal, provincial, and municipal) divides its power among three separate branches. The executive branch holds the power to introduce new laws, the legislative branch is capable of passing those laws, and the judicial branch interprets the law when there is a conflict. Now that the powers of the government have been established, the next lesson will show you how a government is elected to power.

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## Notes

# LESSON 4: REPRESENTING CANADIANS

## Introduction

With over 33 million citizens living in Canada, there is no possible way to gather or assemble every citizen to discuss current issues affecting the country. This is why Members of Parliament are elected to speak as representatives of their communities. This lesson will show you how elections are carried out and explain the role of political parties in Canadian government.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Identify contemporary political leaders in Canada.
- Describe electoral processes and roles of political parties.
- Value your democratic responsibilities and rights.
- Give examples of ways in which people can individually and collectively influence Canada's political and social systems.

## Leadership in Canada

Canada has three levels of government, and leaders are either elected through our democratic process or they are appointed. Let's look at some of the Canadians in power.

### Federal Government Leaders

These individuals represent all Canadians. They are either elected, like the prime minister, or appointed, like the Governor General.

- Prime Minister
- Governor General

## Provincial Government Leaders

These individuals represent the people of their province, Manitoba.

- Premier of Manitoba
- Lieutenant-Governor (the Monarch's representative in Manitoba)
- President of the Manitoba Métis Federation
- Assembly of Manitoba Chiefs

## National First Nations, Métis, and Inuit Leaders

These leaders represent First Nations, Métis, and Inuit Peoples in Canada.

- Assembly of First Nations Grand Chief
- Métis National Council President

Who are the leaders of your local area? Who is the mayor of your city or town; the reeve of your municipality? Who is the chief of your First Nations community?

## The Canadian Electoral Process

How do we choose our leaders in Canada? You have learned that Canada is a democracy: we elect our leaders. Let's go a little deeper and look at how the **electoral process** works in this country.

There is only *one* citizen in Canada who is over 18 years of age and who *cannot* vote—the **Chief Electoral Officer**. As the head of Elections Canada (the independent organization that oversees federal elections), the Chief Electoral Officer is not allowed to vote because he or she must remain politically neutral. The officer's job is to ensure that federal elections in Canada are conducted in a fair and reasonable manner for all Canadians.

**Elections Canada** is responsible for overseeing the electoral process. As a citizen, you can contribute to elections by voting, campaigning for a candidate, and even running for an elected position yourself.

In order to ensure that elections reflect the views, ideas, and values of Canadians, six features must be present.

<b>1. Universal adult suffrage</b>	This means <i>ALL</i> citizens who are 18 or older must have the right to vote.
<b>2. Regular elections, limited tenure</b>	This means that there should be a set limit as to how long a government may govern until it is required to call another election. In Canada, the federal government is required to call an election within five years of being elected.

<b>3. Freedom to form parties and challenge elections</b>	This means that as a citizen of Canada you have the right to form a <i>new</i> political party and dispute the outcome of an election if you think it was not conducted properly or fairly.
<b>4. Fair campaigns, no legal or violent impediments</b>	This means that elections should run smoothly and without riots, intimidation, or other forms of violence.
<b>5. Secret and free balloting</b>	Voters should vote in secret with no cost attached.
<b>6. Votes counted and reported fairly</b>	Elections Canada performs this function in our country.

Elections determine which parties will have members sitting in the House of Commons and how many MPs will be from the various political parties. Elections send messages to political parties telling them whether they need changes in their approach, leadership, and ideas.

### Election Countdown

Let's look at the actual process of electing our leaders at the federal government level:

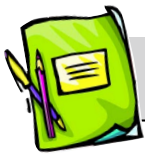
<b>1. The government calls an election</b>	The Governor General dissolves Parliament and an election date is set. <i>Elections Canada</i> needs at least 36 days to prepare the election.
<b>2. Elections Canada opens offices</b>	Once an election is called, regional offices are opened in each riding. These offices will send information to all eligible voters and set up polling stations.
<b>3. Candidates submit nominations</b>	Anyone who wishes to run for one of the 308 available Parliament seats must collect signatures of support from her or his community and submit a cash deposit to <i>Elections Canada</i> .
<b>4. Campaigning</b>	To gather votes, candidates broadcast information to the public, advertising the personal qualities that make them effective leaders, as well as the policies they would put into practice if elected. Campaigning can include setting up informational websites, using social media, distributing pamphlets, delivering public speeches, or broadcasting television and radio ads.
<b>5. Advance voting</b>	People who are in jail, in a hospital, or outside the country on military duty have polling stations brought to them so that they may cast their ballots. The general populace may also vote several days in advance of election day.
<b>6. Election day</b>	Polling stations are open for voters. Preliminary voting results are available after the polls close.
<b>7. After election day</b>	Results are validated and ballots are recounted if necessary. The winning candidate in each riding is declared. The 308 Canadian citizens who have been democratically elected take their place in Parliament to lead the country. The Chief Electoral Officer publishes a report on the election.

## The Role of Political Parties

A political party is a group of people who share many of the same ideas about how a country should be run. Some parties, like the Bloc Québécois, focus exclusively on a specific region of Canada. Other parties want to enact rapid social change, such as the Christian Heritage Party or the Green Party. Most parties are centred on a particular political ideology. Examples of political ideology include the following:

- *Liberalism*  
Political beliefs that favour progress and reform
- *Conservatism*  
Political beliefs that favour limited government and taxation, preserving the best in society, and opposing radical changes
- *Socialism*  
Political beliefs that favour a strong governmental role in the economy and daily life of citizens

Political parties may be centred on a combination of several of these qualities. If a party receives enough votes in an election, it will go on to form the government and create new policies based on its beliefs and ideas.



### Learning Activity 2.4

#### Representing Canada

1. As a citizen of Canada, you should be aware of who is currently elected (or appointed) to positions of leadership in your community. Use the Internet or resources at your school or local library to find the names of the people currently serving in the federal, provincial, and national leadership positions listed in the chart below.



**Note:**

These were the elected and appointed leaders in 2013.

*continued*



## Learning Activity 2.4: Representing Canada (continued)

Federal Government Leaders	
Prime Minister	
Governor General	
Provincial Government Leaders	
Premier of Manitoba	
Lieutenant-Governor	
President of the Manitoba Métis Federation	
Grand Chief of the Assembly of Manitoba Chiefs	
National First Nations and Métis Leaders	
Assembly of First Nations Grand Chief	
Métis National Council President	

- Imagine that you have to describe the electoral process to a student in Grade 3. In a couple of sentences, describe Canada's electoral process (keeping in mind that you are describing it to a 7- or 8-year-old).
- What is the role of political parties in Canada?
- What is the role of the voter in relation to political parties?
- Can you name three other political parties that you have learned about in this course or elsewhere?
- Read the following article about the Green Party, a political party in Canada (as well as in other countries). Answer the questions that follow.

### **Foundation of the Green Party of Canada**

*In the 1980s, many Canadians became dissatisfied with the reluctance of other political parties to support the green movement. The **green movement** was a general trend towards peace and the protection of the environment. This decade saw the founding of the Canadian Environment Network, the Canadian Organic Growers, the Canadian Peace Alliance, the Voice of Women, the Solar Energy Society of Canada, and many others. The scale and organizational level of these groups took the green movement to a new level. The natural next step was to organize the green movement into a political party.*

(Reproduced from [www.greenparty.ca/party/history](http://www.greenparty.ca/party/history).)

*continued*

## Learning Activity 2.4: Representing Canada (continued)

The **Green Party** of Canada was founded in 1983, born from a conference held in Ottawa. Under their first leader, Dr. Trevor Hancock, the party ran 60 candidates in the 1984 federal election.

Since its creation, the party has been developing as an organization, expanding its membership and improving its showing at the polls. The 2006 federal election was the strongest yet for the Greens, with the party fielding candidates in all 308 constituencies. Public support for the party is at an all-time high and growing stronger. In August 2008, Independent MP Blair Wilson joined the Green Party, becoming its first Member of Parliament. Although Wilson lost his seat during the election later that year, the Green Party did receive 6.78% of the overall vote (about a million votes) in the 2008 federal election.

The Green Party of Canada is independent of other green parties around the world, yet believes in the same ideas and philosophies. The Green Party is centred on the basic belief that all life on the planet is interconnected and that humans have a responsibility to protect and preserve the natural world.

- a. When and where was the Green Party founded in Canada?
  - b. What was the “green movement” of the 1980s?
  - c. What are the basic beliefs of the Green Party?
  - d. How is the Green Party an example of a way in which people (by themselves or as a group) can influence Canada’s political system?
- 



Check the answer key.

## Lesson Summary

The aim of a democratic election is to ensure accountability in our leaders. An elected government remains in power for no more than five years. In order to maintain favour, a political party must be aware of the needs and wants of the citizens it represents, and work to fulfill those requests. The next lesson will introduce you to the justice system of Canada, which enforces the laws set by our government.



## Assignment 2.1

### Investigating a Political Party (22 marks)

**Note:**

At the time this course was written, the federal parties that had seats in the House of Commons included the following:

- New Democratic Party (NDP)
- Liberal Party of Canada
- Conservative Party of Canada
- Bloc Québécois
- Green Party

However, new national parties may have developed since that time.

**Your Task:**

Choose one of Canada's national political parties and write a report that introduces the party to a new voter.

*Your report should include the following information:*

1. The name of the party's current leader.
2. A description of the party's ideology (basic beliefs). What role do they believe government should play in society?
3. A description of how the party intends to improve three areas of society (such as health care, poverty, the environment, First Nations, Métis, and Inuit Peoples' rights).

**Note:**

Where possible, try to find specific and detailed plans, as opposed to vague statements of support.

- Example of a vague statement:  
*The Rhino Party of Canada supports preserving the natural environment.*
- Example of a specific statement:  
*The Rhino Party of Canada will preserve the natural environment by creating protective "no-fishing" zones along Canada's coastlines.*

*continued*

## Assignment 2.1: Investigating a Political Party (continued)

4. You should also explain whether or not you would vote for this party, listing the reasons for your decision. Be sure to explain how the party's leadership, basic beliefs, and plans for Canada affected your voting decision.

*You can present your research as a written report, a poster, or a PowerPoint presentation.*

*Make use of the Internet, your school, and your local library.*

Your report will be assessed using the following rubric:

Category	Criteria		
<b>Party Leadership</b> <i>Possible marks: 1 mark</i>	<b>1 mark</b> Student identifies the current leader of the party. Include the party's statement of principles or statements the party has made on specific issues.		<b>0 marks</b> Student does not identify the current leader of the party or details about the party's platform.
<b>Party Ideology</b> <i>Possible marks: 3 marks</i>	<b>3 marks</b> Student clearly identifies the party's political ideology.	<b>2 marks</b> Student identifies the party's beliefs about government and society without referring to terms and content from the lesson.	<b>0-1 mark</b> Student provides vague, unspecific information about the party's beliefs about government and society.
<b>Current Issue Plans</b> <i>Possible marks: 3 marks per issue for a total of 9 marks</i>	<b>7-9 marks</b> Student describes specific actions and detailed plans relating to three specific issues.	<b>4-6 marks</b> Student describes party policy on issues in general terms.	<b>1-3 marks</b> Student discusses fewer than three issues, or provides a vague or incomplete article analysis.
<b>Voting Opinion</b> <i>Possible marks: 3 marks</i>	<b>3 marks</b> Student explains how the party's ideology, specific policies and leadership affected his or her decision to vote or not vote for the party.	<b>2 marks</b> Student explains how one or two factors (leadership, ideology, policies) affected his or her decision to vote or not vote for the party.	<b>1 mark</b> Student offers vague reasons for voting or not voting for the party.
<b>Writing Style</b> <i>Possible marks: 3 marks</i>	<b>3 marks</b> Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students.  Contains few spelling and grammar errors, which do not distract from the report.	<b>2 marks</b> Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students.  Contains spelling and grammar errors that distract from the essay	<b>1 mark</b> Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students.  Contains spelling and grammar errors that make the text hard to read.
<b>Format</b> <i>Possible marks: 3 marks</i>	<i>Report:</i> At least 1 typewritten page, double-spaced, using a font no larger than 12 points. <i>PowerPoint:</i> At least 6 slides. Text is in a font and colour that is easy to read. Uses backgrounds, transitions, and pictures (with sources) to enhance the presentation. <i>Poster:</i> Clear title and sub-headings. Text is organized into sections. Uses colour and pictures to enhance the presentation.		
<b>Total Score: /22 marks</b>			

# LESSON 5: JUSTICE AND LAW IN CANADA

## Introduction

This lesson covers the responsibilities and divisions of the Manitoba Department of Justice. You will also learn how laws have been developed to deal with youths who commit crimes.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe the responsibilities and processes of the justice system in Manitoba.
- Describe First Nations, Métis, and Inuit people's perspectives on justice and law.

## The Rule of the Law

“Law” is a very short, one-syllable word that we use all the time. Perhaps it is so familiar that we sometimes use it carelessly and confuse its real meaning.

When we speak of the “rule of the law” we do not mean the police. We are thinking about the basic principles of our system of government.

The rule of the law means

- no one, regardless of their power or position, is excused from obeying or “above” the law
- everyone is equal in the eyes of the law, regardless of race, beliefs, gender, or wealth
- the government must obey the law just like its citizens
- the freedom of any individual can be limited only by the government, and only in ways that have been agreed upon democratically (through bills passed in Parliament)
- the law protects our lives and our property from one another's anger or greed

In a democracy, laws are rules and regulations that people have agreed upon so that we can all live in peace and order. Every law limits (in some way) what a person may do. At the same time, every law protects an individual's freedom.

## The Justice System in Manitoba

Making, interpreting, and enforcing law is one of the main purposes of government. In 1867, when Canada became a country, the Constitution Act gave the federal government the right to control all **criminal** law. At the same time, the provinces were given the authority to

- **create open courts** that would settle legal disputes
- **solve disputes** involving both civil and criminal law
- **punish** anyone found breaking the law through a fine, a penalty, or imprisonment



### Note:

The following definitions have been provided to help you with some terms:

- **Civil law** deals with the protection of *private* rights (issues such as personal injury, trespassing, and divorce).
- **Criminal law** deals with offences against society as a whole (crimes such as murder, arson, sexual assault, theft).

The Department of Justice in Manitoba has existed since the province joined Confederation in 1870. Originally known as the Department of the Attorney General, its name was changed to the **Department of Justice** in 1989 to reflect the larger and expanded role of the department.

Manitoba Justice is responsible for overseeing justice in Manitoba. The department provides public *safety* and *security* services. It is composed of the following major operating divisions:

Manitoba Prosecution Service	Responsible for seeking legal action (such as jail time or fines) against criminal offenses
Courts	Responsible for determining innocence and guilt in civil and criminal disputes
Corrections	Responsible for housing violent or dangerous offenders (criminals), and offering educational and counselling services in order to rehabilitate prison inmates
Community Justice	An alternate program to the criminal justice system that has offenders work with social groups in order to make amends for the harm against their victims and the community

In addition to our core criminal justice responsibilities, Manitoba Justice is responsible for other services, including:

- Office of the Chief Medical Examiner
- Public Trustee
- Law Enforcement Review Agency

According to its website, Manitoba Justice also provides funding to a number of arm's length bodies including the following:

- Human Rights Commission
- Legal Aid Manitoba
- Law Reform Commission

## Youth Criminal Justice

When Canada first confederated in 1867, children and teenagers who were arrested for criminal acts were tried as adults. They went through the same court system, received similar sentences for similar crimes, and they went to the same holding cells when awaiting trial. Since that time, the government has passed several acts that change the way it deals with criminal offenses by youths:

### 1908: *The Juvenile Delinquents Act*

Under the *Juvenile Delinquents Act*, people under 18 who committed crimes were not considered criminals. They were “misdirected and misguided children.” Youth sentences were aimed at rehabilitation. Because the guidelines were not specific, youth were being given very different sentences for similar crimes. This caused a lot of criticism and the system was viewed as being unfair.

### 1984: *The Young Offenders Act*

The *Young Offenders Act* of 1984 applied to young people aged 12 to 17. Youth of this age group were considered responsible for their actions and could be charged with criminal offenses. However, they were tried in a “youth court” separate from the adult criminal courts (unless the offender was involved in a very serious crime and considered a danger to society). Once a sentence was completed, all criminal records were destroyed. This was to allow the youth a fresh start when she or he turned 18 and was considered an adult.

## 2003: *The Youth Criminal Justice Act*

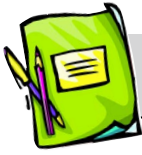
While the *Young Offenders Act* (YOA) provided a separate court system to deal with child and teenage offenders, some questioned whether it was appropriate to send youth to courts and correctional facilities at all. People wondered whether young adults would benefit more by serving time in their community.

In response to these concerns, the *Youth Criminal Justice Act* replaced the *Young Offenders Act*. Under the new guidelines of the YCJA, police officers investigating criminal incidents can refer youth offenders to community programs. Violent or repeat offenses are still handled by the youth court system; however, a judge must consider community-based sentences as a first option. *The overall aim of the YCJA is to rehabilitate young offenders for re-entry into society.*

The main points of the YCJA include:

- If a person is found guilty in a youth court, the judge can give an adult sentence if needed. Before the YCJA, offenders had to go to adult court to receive adult sentencing.
- For serious offences (for example, murder), offenders aged 14 and up must attend an adult court. The age used to be 16.
- Sentencing is more focused on alternative methods (for example, warning letters to parents/guardians, meetings with police, and community service programs).
- Victims of youth crimes are allowed access to the sentence/verdict for the offender as well as access to the court records.
- Young offenders released from jail must be supervised constantly for a period of time.





## Learning Activity 2.5

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### The Justice System in Manitoba

1. In 1867, when Canada became a country, what *three* justice-related responsibilities were given to the provinces?
  2. Complete the following sentence:  
“Civil law deals with the \_\_\_\_\_, whereas criminal law deals with \_\_\_\_\_.”
  3. Manitoba Justice is responsible for the administration of justice in the province. What are the *four* major operating divisions?
  4. In addition to the four operating divisions listed above, Manitoba Justice is also responsible for other services. Indicate at least *three* of these responsibilities.
  5. What is the overall aim of the *Youth Criminal Justice Act*?
  6. The *YCJA* affects youth in Manitoba and other provinces who become involved in the legal system. Describe at least two of the main points of the *YCJA*.
- 



Check the answer key.

### Lesson Summary

The term *law* refers to much more than a police force. It summarizes the beliefs of our society—beliefs about the power of government and the freedom of individuals. How we administer law changes over time. Youth justice in Canada slowly changed so that young adults were seen to be mature and responsible for their actions. At the same time, law enforcement has shifted from simply removing people from society to reintegrating them into society. In the next lesson, you will explore the traditional organization of First Nations society.

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## Notes

# LESSON 6: TRADITIONAL FIRST NATIONS GOVERNMENT AND WAYS OF LIFE

## Introduction

Archaeologists believe that the first Europeans to visit Canada were the Vikings. They visited the northern tip of Newfoundland around 1000 C.E. Their influence was minimal and, as a result, historians do not consider this to be contact between Europeans and the First Peoples of Canada. This lesson will introduce you to traditional Indigenous government before the 1500s and official contact with Europeans.

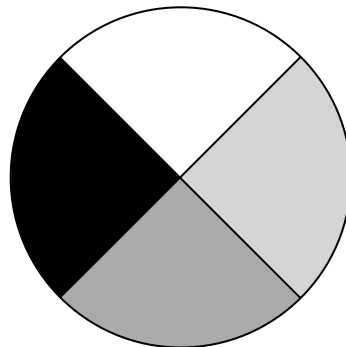
### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe First Nations, Métis, and Inuit people's perspectives on justice and law.
- Describe factors related to First Nations, Métis, and Inuit self-determination in Canada. *Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making...*

## The Medicine Wheel

To understand pre-contact (or traditional) forms of government in different First Nations groups, we first need to understand how their societies were organized. While each First Nation was unique, there were some commonalities among groups. One example of this is the Medicine Wheel.



The Medicine Wheel is shaped like a circle that represents all of the different cycles of life. The four directions of the Medicine Wheel also represent a variety of ideas and perspectives that are common among the Indigenous peoples of North America.

For example, each of the four parts of the circle represents an element: earth, water, air, and fire. It is through the circle that Indigenous Peoples support environmentalism and stewardship of the land. For First Nations Peoples, the land is Mother Earth and all things in life come from her. Therefore, it is very important to take care of Earth and preserve it for future generations.

Each quadrant of the medicine wheel has a colour. These colours differ from group to group for their personal Medicine Wheels, but the four basic colours are recognized by most groups. These are yellow for east, red for south, black for west, and white for north.

The four directions east, south, west, and north each correspond to a different phase of life for all people. East is birth or beginnings. Just as the sun rises in the east at the start of each new day, the early years of life are found in the eastern quadrant. The physical aspect of the person is found in the east, as each newborn grows and discovers her or his abilities and learns to work for the good of the community. Spring is the season of the east direction.

South is the direction of youth and early adulthood. This is the mental aspect of the person. Our physical bodies are developed and the focus is on mental growth. Developing relationships and finding our place in the community are important tasks that are accomplished in this quadrant. Summer is the southern season.

West is the direction of adulthood. The emotional aspect of the individual resides in the west quadrant. People have their place in the community at this point in their lives. They are now the leaders and the providers. Autumn is the western season.

North is the direction of the elder. North represents the spiritual aspect of the individual. Elders are the teachers who share the wisdom of the group with the children and youth. Elders carry the teachings and provide guidance and support to all the other members of the group. Winter is the northern season.

Traditional First Nations Peoples were **cyclical** in nature, as were many aspects of life. Cyclical means that life's major events were repeated over and over again. This was due to the closeness of First Nations societies to the natural world. These included the cycles of day to night, season to season, and hunting. This way of life was adopted in societies as a whole.

## First Nations Governments

Each of the diverse First Nations groups in Canada had their own unique forms of government. **Nomadic** groups tended to have fluid or loosely organized systems of government, whereas **sedentary** societies tended to have more rigid and class-based forms of government.



### Note:

The following definitions have been provided to help you with some terms.

- A **nomadic** society is one that moves from place to place, usually seasonally, within a well defined territory. They generally follow the seasons and game for hunting.
- A **sedentary** society is one that stays in one place and establishes permanent settlement; often they are farmers and/or have a stable food source.

### The Cree: *A Nomadic Society*

In First Nations societies, the family was the basic unit of government. Among the Cree, who were nomadic, a hunting band had two adult male hunters and their immediate families. They made and enforced their own rules and punished wrongdoing without interference from any outside body. The leader of the group changed with the needs of the people, and laws were not strictly enforced. If people did not like the way the group lived, they could simply leave. This type of government is called **egalitarian**. This means that all members of the group were treated equally. There was no special status among the people. Land ownership and property were not important, nor was any type of inheritance. The leader of the group was the person whose abilities best suited the needs of the group at the time—perhaps the best hunter, food gatherer, or fisherman for that season or cycle.



### Note:

The **Cree** First Nations live in north-central Canada, including Manitoba. There are four cultures and dialects of the Cree language: Swampy, Plains, Woodlands, and Moose Cree.

### The Huron: *A Sedentary Society*

The four Huron tribes of central Ontario were sedentary and did not move from place to place. Their basic political unit was a larger family unit called a **clan**. A clan was made up of several families descended from a common female ancestor, about 400 people in all. The Huron had village and tribal councils, as well as an annual assembly attended by representatives from all four Huron tribes. Each of these councils had specific responsibilities, but they could not interfere in the affairs of another clan. The senior women in the tribe would choose the political leaders. The position of leader, or chief,

went to men in a certain family. Men who were chosen as chief usually had a reputation for generosity, maturity, and, in some cases, experience as a successful warrior.

Although chiefs were highly respected, they were not seen the way our political leaders are today. Just as one animal does not hold power over another, so too was it in First Nations philosophy that one person does not hold power over another. First Nations communities were societies of equals, split generally into families instead of classes.



**Note:**

The **Huron** lived in farming communities. Like the Iroquois, they grew beans, squash, and corn (the three sisters). The Huron also gathered wild foods and hunted animals.

## Government of First Nations People

One major point of difference between today's Canadian government and the pre-contact, traditional forms of government of First Nations people is the method of decision making. We generally accept the idea of **majority rule**. To First Nations Peoples, the idea of majority rule would seem tremendously unfair. In their opinion, it is not right to force people (the minority) to accept a course of action they do not believe in. When a decision had to be made in First Nations society, there would be discussion until a consensus (complete agreement) was reached.

## Summary

Many of the systems of government developed by First Nations Peoples were flexible, loosely organized, and allowed a great deal of independence. To many Europeans, First Nations governments were so loosely structured that it seemed as if they had no government at all. In the next lesson, you will learn about the Numbered Treaties and Indigenous self-government.

# LESSON 7: FROM TREATIES TO SELF-GOVERNMENT

## Introduction

The First Nations Peoples of Canada were self-governing before contact with Europeans. Since the arrival of Europeans and the confederation of Canada, the government has heavily controlled the lives of First Nations people through laws such as the *Indian Act*. This lesson will introduce you to treaties governing First Nations in Canada, as well as some concerns raised by these treaties and possible solutions to these concerns.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe First Nations, Métis, and Inuit people's perspectives on justice and law.
- Describe factors related to First Nations, Métis, and Inuit self-determination in Canada. *Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making...*

## Anishinaabe View of Law

Anishinaabe law is rooted in relationships. With each relationship comes responsibility, duty, and rights. Relationships among individuals, groups, and outside groups (other tribes or First Nations) had different responsibilities and rights. It was each person's duty to honour these rights and responsibilities. Before the coming of the Europeans, treaties were practiced by First Nations groups. This is an example of rights and responsibilities with outside groups.

Whenever the Anishinaabe people entered into a treaty with another First Nation, it was rooted in Anishinaabe law. Treaties were viewed as social contracts with ongoing obligations. It was a living agreement that changed with the changing needs of the two parties, not a rigid contract with set terms. Treaties were also made between parties who were socially, economically, and politically independent of one another. They were contracts between equals. One of the purposes of treaties was to ensure

peaceful coexistence between nations, where each party had obligations to the other. In times of need, these treaties were used to provide assistance, to share in the gifts of mother Earth. In addition, there was a belief that if you had wealth (more than you needed), then you should share it with others. This way, when you are in need, others will share with you. This is a balance found in the Medicine Wheel teachings.

Soon after the arrival of the Europeans, treaties began between First Nations groups and the new arrivals. The Anishinaabe entered into fur trade treaties with Europeans. The Europeans, including the Hudson's Bay Company, followed Indigenous legal traditions and protocols when trading with the Anishinaabe. They grew to understand that treaties were not a one-time agreement. They were a living document that evolved as the needs of the parties evolved. (Think about how paper agreements are different from this.) Treaties created expectations on each group that, when met, the treaty would evolve as the relationship between each group was met.

### Misunderstandings in Treaty 1

In Treaty 1, the Queen was referred to as mother and the Anishinaabe were the children of the Queen. The Anishinaabe understanding of kinship responsibility went beyond the European idea of duty to the Queen, whom the government referred to as mother in the agreement. In Anishinaabe understanding of kinship, the mother is responsible for equal treatment of all her children, to care for them, be kind to them, to love them, so that they can have a good life. The Anishinaabe felt that in calling the Queen “mother”, she was making a promise to care for the Anishinaabe people as a mother would care for her children.

In addition, when Treaty 1 was negotiated, Anishinaabe traditional protocols were acknowledged. This means that the government recognized Anishinaabe law and that all the understandings you have just read about were recognized by the Anishinaabe as being part of the contract. There was an expectation on how the relationship between the Anishinaabe and the Crown would evolve and that each group would work towards meeting these expectations.

Another important misunderstanding was how each group viewed the land. The Anishinaabe relationship with Mother Earth defined what they could and could not negotiate in Treaty 1. The land was not something that could be bought or sold as it could not be owned. In fact, the Anishinaabe people believe that they belong to the Earth, as do other First Nations groups. This relationship to the Earth makes it clear that the Anishinaabe entered into Treaty 1 with the understanding of sharing what mother Earth provides. This means that Treaty 1 was not an exchanging of ownership.



There is much more that could be said on this topic. If you are interested, please go to your public library or buy a book on the topic. One such book is *Breathing Life into the Stone Fort Treaty: An Anishinaabe Understanding of Treaty One* by Aimée Craft. Much of the information you have just read about the Anishinaabe view of law came from this book

## The Numbered Treaties, 1871-1875

The first five of the eleven Numbered Treaties were signed by First Nations in Manitoba. These treaties covered most of the province, along with areas of Ontario and Saskatchewan. Some Manitoba First Nations also signed Treaties 6 and 10. The government's intent was to secure land for settlers (farming), the railroad, and industrial development. The government felt that the signed treaties meant that the First Nations were selling the rights to their land.

When the treaties were signed, the government offered to give the First Nations other land in exchange for giving up their rich land. In reality, this other land did not belong to the government.

Generally, Treaties 1, 2, and 5 included First Nations groups giving up land in exchange for reserve areas in the amount of 160 acres of land for each family of five. For larger or smaller families, that land would be apportioned based on the ratio of 160:5. (This means 32 acres per person.)

In Treaties 3 and 4, reserve land was allotted in the amount of 640 acres per family of five, a ratio of 640:5. This amounted to 128 acres per person, more than 4x the land given in Treaties 1 and 2.

The First Nations also agreed to maintain peace between themselves and the European settlers coming into the area, and they agreed not to interfere with the property of European settlers.

In the treaties, the government agreed to maintain a school on each reserve, to prohibit the sale of liquor to the First Nations people, and to pay an annual annuity of \$3.00 per person.

Cash gifts were given to each person after the treaties were signed in the amount of \$3.00 for Treaties 1 through 3 and \$12.00 for Treaties 4 through 6. These monies were not part of the negotiated treaties, but were considered as gifts to the people who took part in signing.

First Nations Peoples retained the right to hunt and fish on any land in the ceded area that was not occupied by European settlers. The reserve areas were also each given farm animals and farm implements to use but they did not own them. This means that the farm animals could not be sold or killed for food. This is an example of the unequal relationship as a result of the Numbered Treaties. It was the hope of the government that the people would

follow the example of the incoming settlers and become farmers on their reserve lands.

The government also agreed to deal with any instance where European settlers chose land that was part of the reserve. The government could give the reserve land to the settlers, provided that the First Nations were compensated with an equal amount of land somewhere else.

## The *Indian Act*, 1876

After Confederation in 1867, the Canadian government expanded westward. The First Nations Peoples living on the Prairies were viewed as standing in the way of expansion and progress. Between 1871 and 1875, five of the Numbered Treaties were signed by First Nations groups, in which they ceded (gave up) their traditional lands to the federal government. Once all the treaties were signed, the government created the *Indian Act* to create one set of laws regarding First Nations groups.

Take a few minutes to think about what you have already learned about the *Indian Act*. Do you remember what you read in

- Module 1, Lesson 4? Here, you read about Bill C-31, which changed the *Indian Act* because the act did not treat Indian women the same as men.
- Module 2, Lesson 1? Here, you were introduced to the *Indian Act*. You learned about how Indians became wards of the state, the definition of who was and was not an Indian, and some other information about the *Indian Act*.

Now would be a good time to review these two sections to refresh your memory.

The *Indian Act* was government legislation that had a clear goal—the assimilation of Indians into Canadian culture. This means that the government wanted all First Nations to become a part of Canadian society, to give up their way of life as well as their cultural beliefs.

At the same time, this legislation put Indians at the bottom of society. Indians did not receive equal treatment to other Canadian citizens.

- Indians could not buy or sell their land, or the animals they used on their land.
- Reserves had a government representative called the Indian Agent. This man was in charge of the reserve. If a person died, the Indian Agent would decide how this person's belongings would be distributed. If a law was broken, he could send an Indian to jail.

- The Pass System was also used on reserves. Indians could not leave the reserve without a pass given to them by the Indian Agent. It would limit where Indians could go, what they could buy, and how long they were allowed to leave. If they did not have a pass or did not follow the rules of the pass, they could go to jail.
- Traditional ceremonies, such as the potlatch and sun dance, were outlawed. Indians were no longer allowed to travel and meet in large groups.
- First Nations did not receive equal educational opportunities. Many did not receive more than a basic education and could not go to university or learn a trade.
- The Métis were not recognized as being Indian and therefore did not receive rights as Status Indians.

There are many other restrictions that were put on First Nations. This unfair treatment has been compared to **apartheid** (separation based on race) in South Africa after the Second World War. Here, Black people were separated from the rest of society. They were treated unequally, resulting in a distinct advantage for the White minority group in power. If you are interested in this topic, Google the words “apartheid South Africa” or “apartheid Canada” to learn more about this period.

## Self-Government for First Nations, Métis, and Inuit Peoples in Canada

In 1951, the *Indian Act* was changed to remove certain bans. For example, First Nations were legally allowed to practice religious ceremonies such as the powwow and potlatch

After 1951, and especially by the 1960s, First Nations people began to challenge the restrictions imposed by the *Indian Act* and started talking about their **inherent** right to self-government. *Inherent* in this case means that First Nations peoples were *always* self-governing and they never willingly gave up that right. In 1960, First Nations people finally gained the right to vote without having to give up their Indian status.

During the 1970s and 1980s there was a gradual transfer of governing power to First Nations band councils as well as the development of regional First Nations organizations. Two of these organizations are the Manitoba Keewatinook Ininew Okimowin (MKO) and the Southern Chiefs Organization. Both are in Manitoba.

## First Nations Self-Government

So, what exactly does self-government look like for First Nations? As we move to this chapter of governing history, three models have been proposed:

1. **Sovereign State Model:** This would mean complete separation and independence from Canada. Few First Nations people favour this model. For many smaller communities, it would be impractical.
2. **Municipal Model:** First Nations communities would have governing powers like those of a town or city. They would control their own education, justice, child welfare, and culture. Many First Nations people have rejected this model because it does not give them enough governing power.
3. **Quasi-Provincial Status:** The federal government would continue to be responsible for areas such as banking, postal system, and foreign affairs. Issues such as taxation, lands, and criminal law would be under the jurisdiction of the First Nations communities themselves. This seems to be the path that self-government will take. This model appears to be the most favoured by First Nations people themselves.

In addition to First Nations self-government, there is also Métis and Inuit self-government. Here are a couple of examples.

## Inuit Self-Government

One of the largest land claims and a model of Indigenous self-government is the creation of Nunavut in Canada's Arctic region. The people of the Inuit Tapirisat determined in 1977 that they would work towards the creation of a separate territory for the Inuit people.

In 1979, the Inuit Land Claims Commission explained the details and their position. The group was chaired by John Amagoalik, who became the first Premier of the new territory when it came into being in 1999.

The idea was taken to Canadian Parliament by Peter Ittinuar, the first Indigenous Canadian elected since Louis Riel. In 1982, the Northwest Territories asked its people to vote on the question of separating into two territories. The majority of people voted to separate.

In November of 1982, the federal government agreed in principle to the separation. On April 1, 1999, the new territory of Nunavut came into being in Canada. Nunavut contains one-fifth of the entire land mass of Canada. The government functions in the same way as the other territorial governments, but its population is mostly people of Inuit descent.

## Métis Self-Government

When Manitoba became a province in 1870, the government promised to give the Métis children land in the amount of 5565 square kilometres. Part of this promised land is present-day Winnipeg.

In 1981, the Manitoba Métis Federation and the Native Council of Canada acted together in starting a land claim lawsuit against the Manitoba provincial government. Their argument was that the government was acting unconstitutionally in proposed amendments to the Manitoba Act.

In 1987, the case went to court and the Métis won. The Province of Manitoba appealed and this time the provincial government won. The Métis then took the case to the Supreme Court of Canada. This court ruling agreed that the Province of Manitoba and the Government of Canada did not fulfill sections 31 and 32 of the Manitoba Act and therefore acted unconstitutionally. Now, the Métis could apply for permission to make land claims.

As a result, the Métis people are now able to make land claims against the Province of Manitoba.



## Learning Activity 2.6

### First Nations Self-Government in Canada

1. The **Indian Act** was passed in:
  - a. 1867
  - b. 1871
  - c. 1875
  - d. 1876
2. The *Indian Act* spelled out several conditions regarding the lives of First Nations people in Canada. According to the reading, which of the following was not a condition?
  - a. First Nations people who lived on reserves were forced to carry identity cards every time they stepped on reserve land
  - b. Métis were entitled to be what became known as "Status Indians."

*continued*

## Learning Activity 2.6: First Nations Self-Government in Canada (continued)

- c. First Nations, Métis, and Inuit people who broke the law could be charged under the Criminal Code of Canada
  - d. Legal punishments were handed out to those who sold liquor on reserves
3. With regards to First Nations governance *before contact*, which of the following statements is **true**?
  - a. First Nations had no real systems of government
  - b. Every First Nation in Canada had the same system of government
  - c. First Nations had unique systems of government that reflected their ways of life and the needs of their society
  - d. First Nations governments were unorganized and inefficient
4. In 1951, the *Indian Act* was changed so that
  - a. many of the previously banned ceremonies like powwows and potlatches could be held again in First Nations communities
  - b. First Nations people were given the right to vote
  - c. First Nations people were allowed to become chiefs in their own communities
  - d. self-government was realized
5. Many First Nation groups describe their right to self-government as **inherent**. What does this mean?
  - a. It is long overdue
  - b. It is unnecessary
  - c. It is meaningless
  - d. First Nations were always self-governing
6. What was the most basic form of decision making in traditional First Nations society?
  - a. majority rules
  - b. consensus
  - c. representative democracy
  - d. autocratic (the chief made all decisions)

*continued*

## Learning Activity 2.6: First Nations Self-Government in Canada (continued)

7. Regarding the three proposed models of self-government, which would see First Nations communities attaining the governing powers like those of a town or city?
    - a. sovereign state
    - b. municipal mode
    - c. quasi-provincial status
  
  8. What model best reflects First Nations' concept of self-government?
    - a. sovereign state
    - b. municipal mode
    - c. quasi-provincials
- 



Check the answer key.

### Lesson Summary

Although First Nations Peoples in Canada were self-governing for generations, the treaties made with Europeans limited, among other things, their cultural ceremonies and their ability to govern their reserve lands. Today, many First Nations communities are in the process of negotiating for rights to self-govern their communities and resources once more. In addition, Inuit and Métis Peoples are also working towards self-governance.

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## Notes





## Assignment 2.2

### What Is Treaty 8? (14 marks)

#### **Your Task:**

Read the following article about First Nations treaties, and answer the questions that follow.

#### ***First Nations People and Taxes***

*There appears to be a great deal of confusion regarding whether First Nations people pay taxes. This confusion can be cleared up by looking at one particular legal ruling, "Treaty 8." This treaty included 39 First Nation Cree, Dene, and Chipweyan First Nations communities. It covers a large region spanning from north-eastern British Columbia to north-western Saskatchewan, including portions of northern Alberta and the Northwest Territories.*

*In 1899, First Nations people living in this region signed Treaty 8, which promised them a variety of things in exchange for the land they lived on and for promises of lawful, peaceful behaviour. Treaty 8 guaranteed First Nations education, health care, hunting, trapping, and fishing rights, exemption from taxes and war participation, natural resources, agricultural provisions, and reserve lands of 640 acres of land for each family of 5 or 160 acres of land for each person not living with a band. It also guaranteed one-time cash payments, cash annuities, and medals and clothing for chiefs.*

*As a provision of this treaty, several reserves were created for the First Nations people to live on. In Alberta law, First Nations people living on reserve land were exempt from paying taxes, in accordance with the Indian Act of 1876. This tax exemption was not extended to those First Nations people not living on reserve land.*

*In 1992, this ruling was challenged by the Treaty 8 First Nations of Alberta. They argued that First Nations people should not have to pay federal taxes, whether they lived on or off their reserves. In order to support their cause, they quoted from the 1899 report from the original commissioners to Ottawa who "...assured them (First Nations) that the treaty...did not open the way to the imposition of any tax...."*

*continued*

## Assignment 2.2: What is Treaty 8? (continued)

*In 2002, a federal court judge ruled in favour of the Treaty 8 First Nations of Alberta. Then, the Canadian Taxpayers Federation (CTF) intervened, saying that the judge made a bad decision because it was racist. They felt that it was unfair that people would be exempt from paying taxes simply because of their background.*

*Members of the Treaty 8 First Nations argued that the decision has nothing to do with race. Rather, it is a matter of doing the right thing by honouring a legally binding treaty. They also felt that the decision would encourage their people to move out of their reserves and seek employment and business opportunities among non-First Nations people.*

*The decision was overturned by the Federal Court of Appeal, and in 2004 the Supreme Court of Canada refused to hear a further appeal. The result is that members of Treaty 8 have to pay federal tax while living off their reserves.*

1. Treaty 8 guaranteed a number of services and privileges to the First Nations communities who signed it. List at least five things Treaty 8 provided the First Nations people who signed the agreement. (5 marks)

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2. The "First Nations People and Taxes" article is about a lawsuit. What is the lawsuit about? (2 marks)

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## Notes

# LESSON 8: CURRENT ISSUES AFFECTING CANADA'S FIRST NATIONS, MÉTIS, AND INUIT PEOPLES

## Introduction

Continuing on from the previous lesson about land treaties and self-governance, in this lesson you will look at modern-day issues concerning Canada's First Nations, Métis, and Inuit Peoples.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe First Nations, Métis, and Inuit people's perspectives on justice and law.
- Describe ways in which the status of women in Canada has changed since the early 20th century (Include: status of First Nations women).

## First Nations, Métis, and Inuit Population in Manitoba

In 2006, the population in Canada was 31,241,030 and the First Nations, Métis, and Inuit population was 1,172,785. This means that about 3.8% of the population in Canada was First Nations, Métis, and Inuit. In 2006, the Manitoba First Nations, Métis, and Inuit population was over 15%. This means that for every 100 people in Manitoba, 15 of them are First Nations, Métis, or Inuit.

Statistics Canada Manitoba Census Data		
	1996	2006
Total Manitoba Residents	1,100,295	1,133,515
First Nations Residents	82,990	100,640
Métis	46,195	71,805
Inuit	360	565

## Justice in Manitoba

### Filing a Complaint

When any citizen is concerned about the results of a court case or law enforcement, she or he may make a complaint. This complaint can go through as many as four steps. If the problem is not resolved at one step, the complaint moves on to the next step.

1. First, the complaint is **reviewed**. If it meets the criteria, it is accepted and can move to step 2.
2. Then, the complaint is **investigated** and a report is created.
3. If a resolution does not happen, the complaint is then taken to a **review panel** of up to five judges.
4. If the review panel feels the case is very serious, then an **inquiry committee** is formed.

Notice that some of these steps are shown in Case #2: J. J. Harper.

Only the most serious cases go to an inquiry committee. Today, you will explore one of the most serious inquiries in Canadian history: the Aboriginal Justice Inquiry (AJI), which was formed in April of 1988. Why was this inquiry made? To understand the inquiry, we need to understand the two cases that caused it to happen.

### Case #1: Helen Betty Osborne

Let us travel to northwestern Manitoba to a place called The Pas. This town is near Clearwater Lake, one of three truly blue lakes in the world. It is a place of beauty, where you can go fishing, hunting, hiking, or camping and enjoy the rugged beauty and the northern lights. Historically, it is the place where European fur traders met First Nations trappers to do business.

It is also a place where there was serious injustice. In The Pas, there lived a 19-year-old Cree girl named Helen Betty Osborne. The eldest of 12 children, Helen hoped to one day move back to her home community of Norway House to become a teacher. It was an early, cold November morning in 1971, and as Helen walked down the street, four men in a car pulled up to invite her to a party. They were named Lee Colgan, Dwayne Johnston, James Houghton, and Norman Manger. Helen refused, and then was forced into the car. The next morning, the police found Helen's body near Clearwater Lake.

The RCMP questioned all of Helen's friends, who were all First Nations people. They had no leads. Then, in May of 1972, the police received an anonymous letter naming three of the four men involved in Helen's death. The police searched the car used in the kidnapping and found blood, hair,

and a piece of clothing. Then, another informant told the police the name of the fourth man. The four men refused to answer any questions the police asked them and so they were let go. There was not enough evidence to convict them.

Over 10 years later, in 1983, the case was reviewed by the RCMP in Thompson. Many people were interviewed, including two of the men who were involved in Helen's death (Colgan and Johnston). Fortunately, a number of people who heard these stories came forward to make statements. In October of 1986, these two men were charged with murder. Colgan traded immunity in exchange for testifying against Johnston and Houghton. In 1987, the court set Colgan free. Houghton was acquitted (he went free) and Manger was never charged. Johnston was the only one to pay for the crime. He received life in prison.

In this case, there were many people who could have come forward about the crime. Instead, it took 16 years to bring justice and only one person was sentenced for this crime. Did you know the following?

- Statistics Canada reports that 1 in 3 First Nations, Métis, and Inuit women have reported being a victim. (Only 1 in 4 non-First Nations, Métis, and Inuit people report being victims.)
  - *Why do you think only one in four First Nations, Métis, and Inuit women make a report when they are victims of crimes?*
- The court case you just read was very public. It was covered in the newspapers, the radio, and on TV. In this case, a First Nations woman (Osborne) was killed and only one of the four men involved in her death went to jail.
  - *Do you think this is fair?*
  - *How do you think the First Nations communities felt about this case?*
  - *Do you see any connections between this court case and the statistics on violence against First Nations, Métis, and Inuit people?*

If you are interested in learning more about this topic, you should research it on the Internet or at your local library. Here are a couple of sources that may interest you:

- *The Life of Helen Betty Osborne: A Graphic Novel* (comic book)
- *Conspiracy of Silence* (movie)

## Case #2: J. J. Harper

John Joseph Harper was the executive director of the Island Lake Tribal Council in northern Manitoba. He was a community leader.

- On March 9, 1988, Harper was in the Weston area of Winnipeg when he was shot by a police officer named Robert Cross.
- On March 10, 1988, the Police Department investigated and the Firearms Board of Enquiry found that Cross was not responsible for Harper's death. This was because of the determination that Harper had pushed down the officer and repeatedly tried to take the officer's gun.
- On March 24, 1988, J. J. Harper's brother filed a **complaint** against Cross.
- The **inquiry** lasted 12 days and the Judge decided that Cross was innocent because Harper had pushed down the officer and repeatedly tried to take the officer's gun.

## The Aboriginal Justice Inquiry

On April 13, 1988, a Public Inquiry was created by the Province of Manitoba to look into

1. the J. J. Harper case and the Helen Betty Osborne case.
2. the way the justice system treats all First Nations, Métis, and Inuit people.

When the Aboriginal Justice Inquiry investigated the treatment of First Nations, Métis, and Inuit people in the justice system, it found the following.

- First Nations, Métis, and Inuit people are more likely to be
  - denied bail
  - detained
  - put in jail
- First Nations, Métis, and Inuit people are being denied social justice in a number of ways.
  1. Systemic racism (racism in the government system). This can be seen in institutions such as
    - the courts
    - the jails
    - the police
  2. A lack of equality in areas such as
    - the economy (jobs, poverty)
    - society (racism, lack of self-government)



The investigation was conducted within the justice system. In addition, the AJI travelled to over 36 First Nations communities in Manitoba to listen to the concerns of First Nations, Métis, and Inuit people. Other people also spoke out about the problems and concerns about the legal system. Most of the experiences reported were negative. They tell of an abusive relationship with the police, where protection is limited and First Nations, Métis, and Inuit people are often the victims.

In 1991, the Aboriginal Justice Inquiry reported that they had identified significant discrimination against First Nations, Métis, and Inuit people in all parts of the justice system. When arrested, First Nations, Métis, and Inuit people were more likely than non-First Nations, Métis, and Inuit people to be denied bail. First Nations, Métis, and Inuit people spent more time in pre-trial detention and had less access to lawyers. In Manitoba prisons, First Nations, Métis, and Inuit people accounted for almost 60% of the population.

The AJI concluded that 25 areas of the justice system needed to be reformed. These changes ranged from eliminating delays before trials to selecting juries that better represent First Nations, Métis, and Inuit communities. AJI also proposed creating a First Nations, Métis, and Inuit justice system that would work alongside the provincial system.

Today, many of the recommendations of the AJI have been acted upon:

- In March 2002, Keewatin Community College (now called University College of the North) in The Pas began offering a Northern Restorative Justice Program aimed at teaching students alternative approaches to managing and resolving conflicts in First Nations, Métis, and Inuit communities. These approaches are similar to traditional First Nations, Métis, and Inuit Peoples' conflict resolution.
- In 2013, 11% of Winnipeg's police officers were First Nations, Métis, and Inuit, a considerable increase since J.J. Harper's death in 1988.
- In 2000, the Aboriginal Justice Inquiry Child Welfare Initiative was created. From this, Child and Family Services was restructured and is working towards First Nations and Métis communities creating and delivering their own services for child welfare. Now, All Nations Coordinated Response Network (ANCR) works with families to provide children with the support they need, which focuses on culturally appropriate services for the child.

## The Status of First Nations, Métis, and Inuit Women

In most First Nations, Métis, and Inuit societies, inheritance and family lineage came through the **matrilineal** (the mother's) line. Recognizing the **matriarch** as a natural leader was a basic part of traditional First Nations, Métis, and Inuit life and gave women a powerful voice in the decision-making processes of day-to-day living.



### Note:

The following definitions have been provided to help you with some terms.

- European society was traditionally **patrilineal**. This meant that title and inheritance passed through the father. The head of a family was the father. In traditional First Nations society, the head of the family unit was the mother; society was **matrilineal**; the head was a **matriarch**.

Prior to colonization, First Nations women played a big part in the governance of their people from roles and responsibilities to the well-being of all. These values were not only found in the leadership roles practiced by both men and women, but also in the beliefs and values of all people within each society.

From society to society, all women were honoured and respected. While the role of women changed from society to society, all First Nations groups relied on women to pass on the beliefs and values of their people to their family members. Women led their people in social, economic, and political governance. For example, women could be responsible for property and land.

Women made an enormous contribution to the health, welfare, and economies of their tribal communities and in most cases were responsible for the day-to-day operation of these communities. They looked after the decision making, children, the elders, and made major decisions regarding raids, food preparation, planting, shelter, and clothing. Since that time, the quality of life and Status of First Nations, Métis, and Inuit women in Canada has sharply decreased.

Inequality between men and women in First Nations societies started to creep in during the fur trade. European men viewed women as property and not as equals. It was these men who refused to trade with women. Later, the Canadian government reinforced this sexism in the *Indian Act*:

- Only males met the definition of "Indian."
- First Nations women lost their status when they married a non-Indian man. Bill C-31 changed this in 1985.
- First Nations women were not allowed to take on leadership roles such as Chief or council members. They also could not vote. This law was removed in 1951.

The patriarchal society that the Europeans brought disrupted the First Nations societies. The relationships between women and their communities began to change as influences from European society crept in. The *Indian Act* itself harmed women and girls, placing them at the bottom of their society. Only the male line was recognized by the government, and only men could lead. These ideas were harmful in so many ways and the damage caused is still felt today.

According to the National Collaborating Centre for Aboriginal Health, First Nations, Métis, and Inuit women today live at a lower socioeconomic status than other Canadian women. Why is this? Many historical events have shaped the condition of First Nations, Métis, and Inuit Peoples in Canada and, in particular, First Nations, Métis, and Inuit women. These are a few:

- Until 1985, marrying a non-status man cost a First Nations woman both her Status and her right to live on reserve. Thousands upon thousands of women were displaced from their homes and culturally isolated.
- The effects of the residential school system, including the destruction of culture and physical, emotional, and sexual abuse, have resulted in a widespread cycle of trauma and abuse affecting generations of First Nations, Métis, and Inuit women and men.
- In the 1960s, government policies emphasized removing First Nations, Métis, and Inuit children from their communities and placing them in non-First Nations, Métis, and Inuit people's homes. This trend, known as the "Sixties Scoop," caused the break-up of many families and resulted in lost identity and culture. Many children were also subjected to trauma and abuse.

The Government of Canada has recognized the lower socioeconomic status of First Nations, Métis, and Inuit women and in May 2005 funded the work of the Native Women's Association of Canada (NWAC) to address racial and sexual violence against First Nations, Métis, and Inuit women. Over a five-year period (2005–2010), the federal government provided \$5 million to NWAC in response to its Sisters in Spirit proposal.



**Note:**

**Socioeconomic status** has to do with your place in society based on social and economic factors.

## Sisters in Spirit

In recognition of the fact that the number of missing and murdered First Nations, Métis, and Inuit women is a serious issue, in 2005 the Government of Canada established a \$10 million fund to assist in improving the response of law enforcement and the justice system to this crisis and to ensure safety within the community. In addition, this fund supported the Sisters in Spirit (SIS) initiative, run by the Native Women's Association of Canada. Sisters in Spirit works specifically towards improving conditions for First Nations, Métis, and Inuit women and girls so that they are more safe and secure. SIS is focused on the following two goals:

1. Spreading awareness about the issue of missing and murdered First Nations, Métis, and Inuit women through
  - workshops
  - media
  - education and action toolkits
2. Research:
  - Compiling statistics of violence and deaths of First Nations, Métis, and Inuit women and girls
  - Interpreting statistics to find causes of violence
  - Making suggestions for the prevention of violence

Sisters in Spirit has also established the following:

- A national, toll-free hotline to report missing First Nations, Métis, and Inuit women.
- A national registry of missing First Nations, Métis, and Inuit women.
- A support team for families of victims that
  - provides a list of community resources
  - helps the families access government resources



## Learning Activity 2.7

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### Current Issues among First Nations, Métis, and Inuit Peoples

1. What *two* incidents led to the creation of the Aboriginal Justice Inquiry in Manitoba?
  2. The AJI drew up a list of recommendations that could/should be put into place to better the relationship between First Nations Peoples and the justice system in Manitoba. List at least *two* recommendations that were made.
  3. List two examples of how Indigenous Peoples' justice "systems" have been integrated into the Manitoba system of justice.
  4. What is the Sisters in Spirit campaign? What are its goals, and what services does the program offer?
  5. Describe how the status of First Nations, Métis, and Inuit women changed over the 20<sup>th</sup> century. Do you think it has improved or worsened? In your view, will the status of Nations, Métis, and Inuit women improve or worsen in the future?
- 



Check the answer key.

### Lesson Summary

First Nations, and especially female First Nations, have experienced widespread discrimination in Canada's social system and justice system. Efforts are being made by the government to address these inequalities, but permanent solutions require all Canadians to be alert to these issues.

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## Notes

## LESSON 9: CITIZENSHIP PARTICIPATION

### Introduction

In Module 1, you learned who a citizen is and how to legally become a Canadian citizen. Now it is time to take these concepts a little further by learning about your rights and responsibilities as a citizen of Canada, as well as your responsibilities as a citizen of the world.

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe your responsibilities and rights as a citizen of Canada and of the world.
- Be willing to exercise your responsibilities and rights as a citizen living in a democracy. *Examples: citizen involvement in political process, freedom of speech, freedom of association...*

### Being a Citizen of Canada

Our rights as Canadian citizens are established in the *Canadian Charter of Rights and Freedoms*. These rights include fundamental freedoms, equality under the law, and official language and minority education rights. These rights also include the freedoms of conscience and religion, of thought, belief, and expression, the freedom to peaceful assembly, and freedom of association.

Very often people speak of their **rights**. You may have heard someone in real life or at least on television say, “Hey, you can’t do that—it’s against my rights!” Have you ever heard anyone say, “I have to do this; it’s my **responsibility** as a citizen.”? Most likely, you have not.

People who take their role as a citizen responsibly are said to be participating in active democratic citizenship. Being a **democratic citizen** means that you are aware of your responsibilities and your rights and that you know how you can contribute positively to your society.

Even though the *Canadian Charter of Rights and Freedoms* has no official list of citizens’ obligations, we as citizens of this country have responsibilities. We can all contribute to society in one way or another, depending on our

talents, background, energy, and time. Each person can find some way of participating in public life, be it individually or as a group. Here are a few ways:

- Take notice of an issue and form an educated opinion—be politically aware.
- Write a letter to a politician or to a newspaper expressing your views on an issue.
- Start or sign a petition that aims to affect government policy.
- Take part in a demonstration or march in support of a cause.
- Boycott a company or industry whose policies you view as unfavourable.
- Join a political party (most parties have youth divisions where you can become a member at age 14).
- Become a member of a community group; there are a variety of organizations— school, church, labour, chambers of commerce, youth, ethnic/cultural, and so on.
- Join a **lobby group**—this is a group whose aim is to influence government policy.
- Become a member of a **non-governmental organization** (NGO). These are non-profit groups that are not associated with the government, and who aim to realize particular social objectives (one example is Greenpeace).

What are your responsibilities as a citizen of Canada? Most people agree that as a citizen you should

- participate in the political life of the country
- obey the law
- pay your taxes
- respect the rights of others

The responsibilities of being a citizen may seem overwhelming. Remember, being a citizen is a challenging role, but it is a necessary one. The quality of our government depends on citizen awareness. An informed, active citizen is the best asset to any democracy.

## Being a Citizen of the World

Have you ever heard the term *global village*? A Canadian professor named Marshall McLuhan coined this term in 1964. McLuhan observed that electronic communication systems such as the telephone, radio, and television were allowing people around the world to share ideas and information, regardless of physical distance. People could easily learn about current events happening around the globe and, likewise, they could be influenced by actions taking place in far-off regions. People had become so interconnected



it was as though whole countries had been reduced to being more like neighbouring houses in a small village.

Marshall McLuhan created the concept of the global village many decades before the Internet was created. How do you think this technology has affected McLuhan's argument about global interconnections?

As global citizens, we have global responsibilities. The difference is that our duties now are on a world scale. What are some of the responsibilities of a **global citizen**? Awareness of world issues is the first step. There are several issues in the world that affect all peoples regardless of what country they call home. These issues include the following:

- Racism
- Working conditions of labourers
- The plight of refugees
- The impact of international laws and treaties
- The effects of environmental change

According to Oxfam, a global citizen is someone who

- knows about world issues and what he or she can do to contribute
- is an active member of local and global communities
- is responsible for his or her actions
- works towards a sustainable future
- promotes diversity
- understands world economics, politics, societies, cultures, environment, and technology



## Learning Activity 2.8

### Being a Responsible Citizen



#### Note:

The questions in this learning activity relate directly to the next assignment (Assignment 2.3). Finish each one to have a head start on the project.

1. Being a member of any group provides you with rights, while requiring you to fulfill certain responsibilities. In the following chart, list at least three rights and three responsibilities you have to each of these groups:
  - a. an immediate group of your choosing (family, peer group, sports team)
  - b. your community (your neighbourhood or city)
  - c. your country
  - d. the world

Your Responsibilities and Rights				
	An Immediate Group: _____	Local Community	Canadian Community	World Community
Responsibilities I have to <b>other</b> members of this group or community				
Rights I am <b>entitled to</b> as a member of this group or community				
Examples of how I <b>fulfill</b> my responsibilities on this group or community				
Examples of how I <b>confirm</b> my rights in this group or community				

*continued*

## Learning Activity 2.8: Being a Responsible Citizen (continued)

2. In the chart below, list at least *three* ways in which you can influence Canada's political and social systems.

Ways I Can Influence Canada's Political and Social Systems:	
As an <b>individual</b> :	As a collective <b>group</b> :

3. What is the difference between being a citizen of Canada and being a citizen of the world?
- 



Check the answer key.

### Lesson Summary

*Think Globally, Act Locally:* This is a perfect slogan on which to end this lesson, because thinking globally means seeing the world as being an interconnected unit with everyone being responsible in some way to someone else. Acting locally means doing what you can in your area to effect global change.

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## Notes

# LESSON 10: DEMOCRATIC IDEALS IN CANADA

## Introduction

Canada's system of government is based on the concept of democracy. This lesson will investigate how our government lives up to the ideals of democracy, and where it experiences shortcomings.

### Learning Outcomes

After this lesson, you will be able to do the following:

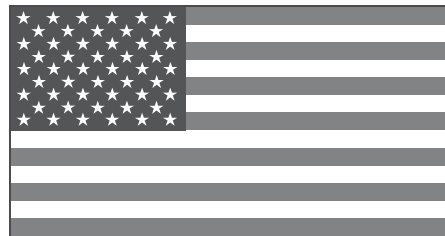
- Identify ways in which democratic ideals have shaped contemporary Canadian society.
- Assess the advantages and disadvantages of democratic processes in Canada.
- Appreciate democratic ideals in Canadian society.
- Be sensitive to the impact of majority rule on minorities and marginalized groups.

## Democratic Ideals in Canada

The phrase *peace, order, and good government* is found in the first line of section 91 of the Canadian Constitution. This phrase has become meaningful to Canadians and defines Canadian values. Other countries have similar defining phrases in their constitutions. For example:

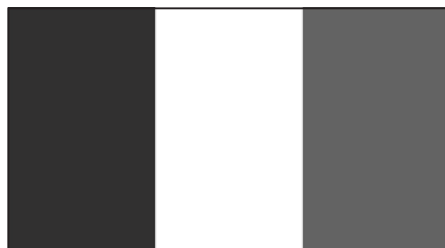
### United States of America

*"Life, liberty, and the pursuit of happiness."*



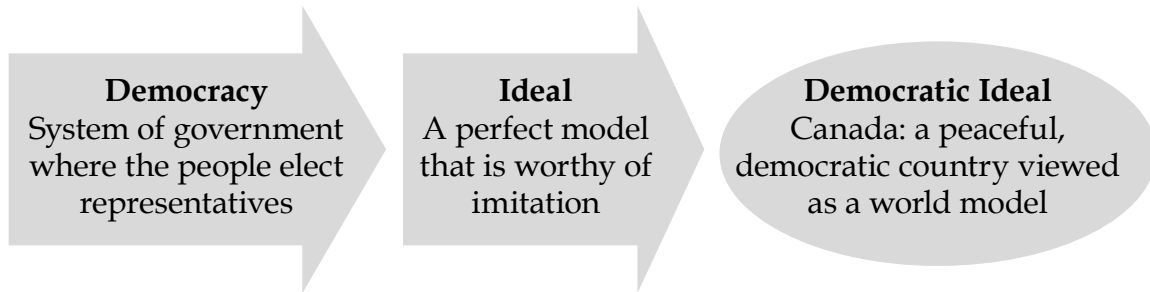
### France

*"Liberté, égalité, fraternité."*  
(Liberty, equality, fraternity)



“Peace, order, and good government” is a phrase that speaks of Canada’s peaceful growth as a nation. Since Confederation in 1867, Canada has become a world leader in peacekeeping and conflict resolution; we are seen as a model of **democratic ideals**.

What do we mean by democratic ideals? An **ideal** is a perfect thing that is worthy of imitation; it is a model that one hopes to achieve. **Democracy** is a system of government in which the people hold power and delegate it to their elected representatives. So, a **democratic ideal** can be seen as follows:



How have democratic ideals shaped our modern-day society in Canada? Canada has been a democratic nation since its creation in 1867. Our ideals of democracy have formed a country that is known nationally for its freedom and commitment to pluralism (the co-existence of groups with different ethnic, religious, or political backgrounds within one society) and known internationally for its commitment to peacekeeping and the broadening of democracy. Canada has become a model of democratic idealism. Consider these quotes from <canada4life.ca> about Canada:

- “In a world darkened by ethnic conflicts that literally tear nations apart, Canada has stood for all of us as a model of how people of different cultures can live and work together in peace, prosperity, and respect.”  
(US President Bill Clinton, 1995)
- “Canada is the only country in the world in which the majority is the moral guarantor of the minority.”  
(Laurier LaPierre, CTV discussion, 2 July 1993)
- “I am deeply moved by the warmth and courage of the Canadian people, which I felt so strongly during my recent visit to your country. Your support of the struggle against Apartheid restored me in my journey home and reassured me that many just people around the world are with us.”  
(Archbishop Desmond Tutu of South Africa)
- “Canada is probably the most free country in the world...where a [person] still has room to breathe, to spread out, to move forward, to move out; an open country with an open frontier...Canada has created harmony and cooperation among ethnic groups, and it must take this experience to the world because there is yet to be such an example of harmony and cooperation among ethnic groups.”  
(Ukrainian dissident Valentyn Moroz, 1979)

## The Advantages and Disadvantages of the Democratic Process

*“It has been said that democracy is the worst form of government except all the others that have been tried.”*

This is a quote by a former British prime minister, Sir Winston Churchill. Most people take his quote to mean that there is no *perfect* form of government for society but that democracy is the best option overall. Traditionally, the purpose of democracy was to prevent tyranny. Tyranny is a system of government where the power to rule is in the hands of one person (or a very few), and where the leader has no responsibility to the people.

There is more than one form of democracy. In Canada, our democracy is called a **representative democracy**—a type of democracy where people elect government officials who then make decisions on their behalf.

There are definite advantages and disadvantages to our democratic system.

### Advantages of democracy

- Citizens have a voice in government because they elect their representatives.
- Citizens have a role in government because they influence their elected representatives, who in turn influence laws enacted by the government.
- Citizens may become part of government by running in elections for elected posts.

### Disadvantages of democracy

- The power in government rests with the majority (51%); it is possible that 49% of voters could be unhappy.
- Voter apathy (not caring): in the last few federal elections, participation by citizens has only been between 60 and 65%. In Manitoba, less than 60% of all residents voted in the federal elections.
- Voter apathy: if only 60% of citizens are bothering to vote, this means that as little as 24% of the electorate (people who are of age to vote) may choose the governing party of our country!
- Elected representatives (like Members of Parliament) may follow party lines (vote the same way that their political party does) on issues instead of voting in a way that represents their constituents (the people they are representing).

- Voter ignorance: Sir Winston Churchill once said, *“The best argument against democracy is a five-minute conversation with the average voter.”* The vote of a politically uneducated person carries the same weight as the vote of a politically knowledgeable person.

In respect to the advantages and disadvantages of democracy, consider this quote by former United States President, Harry Truman: *“No government is ever perfect. One of the chief virtues of a democracy, however, is that its defects are always visible and, under democratic processes, can be pointed out and corrected.”*

## Majority Rules

“Majority rules!” Have you ever heard this phrase before, perhaps in a classroom, playground, or even at home? “Majority rules” means that more than one-half of a group makes a decision for the group as a whole. It seems like the fair way to come to group decisions, but what about the rest of the group? It is possible that 49% of a group would be unhappy with the decision. If there are three “groups” of people trying to come to a conclusion, the “majority” would need even less than 49% to win. Consider the following scenario:

Twenty-one people must come to a decision on what to name their soccer team. The 21 people have fractured into three subgroups. Group A wants to call the team “Aces F.C.,” Group B wants to call the team “Legends,” and Group C wants to call the team “The Strikers.” To be fair, the team captain decides that the team will vote on the new team name and majority will rule in the final decision. Here are the results:

- 9 votes for the name “Aces F.C.”
- 8 votes for the name “Legends”
- 4 votes for the name “The Strikers”

The soccer team’s new name is the Aces F.C. because the majority of the players opted for that name. However, only 43% of the team chose the name! How do you think the minority feels in this situation?

Situations like this happen in real-life democracies such as Canada. In the 2008 federal election, Stephen Harper and the Conservative Party established a **minority government**. Here is the breakdown of the 308 seats in the House of Commons after the 2008 federal election:



Political Party	Number of Seats in the House of Commons	Percent of Total Seats (308)
Conservatives	143	46%
Liberals	77	25%
Bloc Québécois	49	16%
New Democratic Party	37	12%
Independent	2	0.6%

Let's do a little "majority rules" math now:

- The Conservatives won the election because they had the most seats in the House of Commons—143.
  - 143 divided by 308 equals 46%.
  - They formed the Government of Canada with 46% of the seats.
- The parties in the minority position (the Liberals, Bloc Québécois, NDP, and one independent member) make up 54% of the MPs in Parliament.
- Statistics from the 2008 federal election tell us that only 59.1% of voters cast their ballots; therefore, we can say that only 27.2% of Canadians chose the Conservatives to govern this country. (*59.1 voters x 46-percent in the House of Commons*)

The two previous federal elections also elected minority governments:

- in 2004 Paul Martin and the Liberal party won with 44% of the Parliament seats
- in 2006 the Conservatives were elected with only 40% of the seats

In Lesson 6, you read about First Nations Traditional Government. It read:

To First Nations Peoples, the idea of majority rule would seem tremendously unfair. In their opinion, it is not right to force people (the minority) to accept a course of action they do not believe in. When a decision had to be made in First Nations society, there would be discussion until a consensus (complete agreement) was reached.

"Some people call a democratic system the 'tyranny of the majority.' This means that the majority are forcing the minority to accept a course of action they do not believe in."

(Laurier LaPierre, CTV discussion, 2 July 1993)

How does the *majority rules* concept affect groups of minorities and marginalized groups in Canada?



**Note:**

The *Employment Equity Act* defines **visible minorities** as “persons, other than Aboriginal peoples, who are non-Caucasian in race or non-White in colour.”

### Visible Minorities

During the Canadian federal election of 1993, few people belonging to an ethnic minority ran in the election as candidates. In the end, only 13 people who were visible minorities were elected as Members of Parliament (MPs). There are 308 seats that are filled by elected MPs in the House of Commons. This means that only 4.2% of the seats were represented by individuals who were identified as a visible minority (13 divided by 308 = 0.042). However, visible minorities represented 9.4% of the Canadian population in 1993. From these statistics, you can conclude that the House of Commons was not representing the diversity of the Canadian population.



**Note:**

A federal election means that every citizen over 18 years of age across the country can vote. These people vote for someone to become a Member of Parliament for their particular ridings. Canada is divided into 308 ridings. To help you understand ridings, imagine Canada as a puzzle with 308 pieces. Each piece, or riding, represents a section of the population.

Jumping forward to 2008, 21 MPs were elected who were members of a visible minority group. This represented 6.8% of the seats in the House of Commons. Once again, the percentage of visible minorities in the Canadian population was greater. In fact, it was much greater at 17.3%. Let’s take a look at this information in a table.

Year	1993	2008
Number of MPs who are members of visible minorities	13	21
Percentage of MPs who are members of visible minorities in the House of Commons (total = 308 seats)	4.4%	6.8%
Percentage of the population who are members of visible minorities	9.4%	17.3%

In 1993, there were only 13 MPs who were members of a visible minority group. In 2008, there were 21. If you look only at the number of MPs who are members of a visible minority group, you may think that things are going well. However, if you look at the percentages, you will notice that as our visible minority population increases, this increase is not as high in the House of Commons.

One could expect that the percentage of the population who are visible minorities should be identical to the percentage of MPs who are visible minorities. That is not so. In 1993, the percentage of the population who are visible minorities was 9.4%. This is just over **double** the percentage of MPs who are visible minorities in the House of Commons. In 2008, the percentage of the population who are visible minorities was 17.3%. This is almost triple the percentage of MPs who are visible minorities in the House of Commons.

## Women

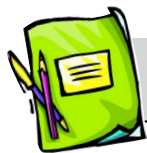
You can also see inequity in the House of Commons when you look at the number of women MPs. In 1993, there were 53 women elected as MPs. In the House of Commons, this represented 17.2% of MPs. In 2008, 69 women were elected as MPs. This represented 22.4% of the House of Commons. When compared to the table above, it is obvious that there are more women in the House of Commons than there are people who are visible minorities. However, as of 2008, women represented just over half of the population at 50.4%.

For both people who are visible minorities and women, this lack of representation in the House of Commons is an issue. Sometimes women and people who are visible minorities believe they are **marginalized** in the political arena. They feel left out and less important because they see no one representing their interests at the federal level of government. Some people believe that our system of democracy needs to be reworked so that all Canadians, regardless of race, sex, or wealth, feel as though they are represented in government. What do you think?



### Note:

In this context, *marginalized* means to limit the power of a group so that it is harder for them to communicate their needs and wants. For women and visible minorities, who have not been fairly represented in Canadian politics, it means that the issues that these two groups care about have been left out of the political decision-making process. For example, many women and visible minorities face the problem of discrimination in the workplace. They feel that this is a serious issue and yet many feel this topic is not being given priority in politics.



## Learning Activity 2.9

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### Democratic Ideals

1. Democratic ideals have shaped contemporary Canadian society. Using your own words, complete the following sentences:
    - a. A “democratic ideal” may be defined as \_\_\_\_\_
    - b. The phrase contained in the Canadian Constitution that sums up our values in regards to governance is \_\_\_\_\_
    - c. Canada has become a model of democratic idealism since 1867, and this is evident because \_\_\_\_\_
  2. List at least two of the greatest *advantages* (in your opinion) of our democratic system in Canada. In other words, what benefits do citizens have from living in a democracy?
  3. List at least two of the greatest *disadvantages* (in your opinion) of our democratic system in Canada. In other words, what are the downfalls of being a citizen in a democracy?
  4. Which do you believe holds the most weight: the advantages or disadvantages? Would you be willing to give up our democratic system for another form of government? What other way could we effectively choose our leaders in Canada?
  5. What does the term *tyranny of the majority* mean?
  6. What does the term *visible minority* mean? Why does this sector of society often feel left out of politics?
- 



Check the answer key.

### Summary

Canada’s government is a representative democracy—a system where people elect government officials to make decisions on their behalf. This form of government allows all citizens a voice in their government. At the same time, this form of government depends on the commitment of its citizens to remain effective and authentic. If voters become apathetic or vote in ignorance, the elected government may not truly represent its citizens.



## Assignment 2.3

### The Face of Citizenship (12 marks)

#### Your Task:

Identify someone who you believe represents the ideals of a democratic citizen. This person could be a relative, a friend, a politician, or a well-known activist. Introduce this person to your reader and describe how this person fulfills his or her duties as a member of a community, be it a local neighbourhood, the country, the world, or another group.

You can present your description as a written report, a poster, or a PowerPoint presentation. Your description will be assessed using the following rubric:

Category	Criteria		
<b>Introduction</b> <i>Possible marks: 3 marks</i>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Provides an informative description of the person, describing the person, where the person is from, and how the person contributes to the community.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Provides a brief description of the person and how he or she contributes to the community.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Mentions the person by name, but does not provide any informative details about his or her life.</li> </ul>
<b>Description</b> <i>Possible marks: 3 marks</i>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Describes at least three specific ways that the person demonstrates good citizenship in the community, country, world, or other group.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Describes three general examples of how the person demonstrates good citizenship.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Lists fewer than three examples of good citizenship, or does not provide any descriptive detail of the person's citizenship.</li> </ul>
<b>Writing Style</b> <i>Possible marks: 3 marks</i>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students.</li> <li>Contains few spelling and grammar errors, which do not distract from the report.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students.</li> <li>Contains spelling and grammar errors that distract from the essay.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 Social Studies students.</li> <li>Contains spelling and grammar errors that make the essay hard to read.</li> </ul>
<b>Report Format</b> <i>Possible marks: 3 marks</i>	<ul style="list-style-type: none"> <li><b>Report:</b> At least 1 typewritten page, double-spaced, using a font no larger than 12.</li> <li><b>PowerPoint:</b> At least 6 slides. Text is in a font and colour that is easy to read. Uses backgrounds, transitions, and pictures to enhance the presentation.</li> <li><b>Poster:</b> Clear title and sub-headings. Text is organized into sections. Uses colour and pictures to enhance the presentation.</li> </ul>		
<b>Total Score: /12 marks</b>			

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## Notes

## MODULE 2 SUMMARY

This completes your work in Module 2 of Grade 9 Social Studies.



### Submitting Your Assignments

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It is now time for you to submit your Module 2 assignments to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

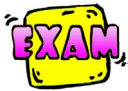
Make sure you have completed all parts of your Module 2 assignments and organize your material in the following order:

- Module 2 Cover Sheet (found at the end of the course Introduction)
- Assignment 2.1: Investigating a Political Party
- Assignment 2.2: What Is Treaty Eight?
- Assignment 2.3: The Face of Citizenship

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

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### Midterm Examination



Congratulations, you have finished the second module in the course. The midterm examination is out of 50 marks and worth twenty percent (20%) of your final mark. In order to do well on this examination, you should review all of your learning activities and assignments from Modules 1 and 2.

You will complete this examination while being supervised by a proctor. You should already have made arrangements to have the examination sent to the proctor from the Distance Learning Unit. If you have not yet made arrangements to write it, then do so now. The instructions for doing so are provided in the Introduction to this module.

You will need to bring the following items to the examination: pens/pencils (2 or 3 of each) and blank paper. A maximum of 2 hours is available to complete your midterm examination. When you have completed it, the proctor will then forward it for assessment. Good luck!

## Midterm Practice Examination and Answer Key

To help you succeed in your examination, a practice examination can be found in the learning management system (LMS). The midterm practice examination is very similar to the actual examination that you will be writing. The answer key is also included so that, when you have finished writing the practice examination, you can check your answers. This will give you the confidence that you need to do well on your examination. If you do not have access to the Internet, contact the Distance Learning Unit at 1-800-465-9915 to get a copy of the practice examination and the answer key.

To get the most out of your Midterm Practice Examination, follow these steps:

1. Study for the Midterm Practice Examination as if it were an actual examination.
2. Review those learning activities and assignments from Modules 1 to 2 that you found the most challenging. Reread those lessons carefully and learn the concepts.
3. Ask your learning partner and your tutor/marker for any help you need.
4. Review your lessons from Modules 1 to 2, including all of your notes, learning activities, and assignments.
5. Bring the following to the Midterm Practice Examination: pens and pencils (two or three of each), blank paper.
6. Write your Midterm Practice Examination as if it were an actual examination. In other words, write the entire examination in one sitting, and don't check your answers until you have completed the entire thing.
7. Once you have completed the entire examination, check your answers against the answer key. Review the questions that you got wrong. For each of those questions, you will need to go back into the course and learn the things that you have missed.





GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

Module 2  
Learning Activity Answer Key



## MODULE 2

### LEARNING ACTIVITY ANSWER KEY

#### Learning Activity 2.1: Levels of Canadian Government

In this activity, you will make a map of Canada's regions. This will provide you with a helpful study tool for future assignments and exams.

#### Your Task:

The Canadian government issues many legal documents to its citizens. The following scenarios describe several situations in which these documents are needed. Depending on the questions for each scenario, you will need to determine the type of document and/or the level of government that is responsible for issuing that document (*federal, provincial, or municipal*). Be sure to read each part of the question so that you know how to appropriately answer it. Refer back to the lesson content and the responsibilities of each government to help you answer.



#### Note:

The first question is done for you as an example to help you get started.

1. **Example:** A police officer on the Trans-Canada highway stops you on a routine check.
  - a. How do you prove to the officer that you are legally entitled to drive?  
Driver's Licence.
  - b. Which level of government is responsible?  
Provincial.
2. You have a minor car accident in the parking lot of a local mall.
  - a. What do you produce to prove that your vehicle is insured?  
**Car/Vehicle Insurance.**
  - b. Which level of government is responsible?  
**Provincial.**

3. Your family decides to travel to India. You have never left Canada before.
- Which government document must you apply for?  
**Passport.**
  - Which level of government is responsible?  
**Federal.**
4. On a driving trip to the United States, you spend \$900 on clothing and souvenirs. When you return to Canada, you discover that you cannot bring that quantity of goods into the country without paying a duty (a tax).
- Which level of government decides this?  
**Federal.**
5. Your aunt and uncle who live in Brandon decide to build an addition onto their house. Before they begin, they must get a building permit.
- Which level of government issues this?  
**Municipal.**
6. You are applying for a part-time job at a local coffee shop, and your employer requests your social insurance number (SIN).
- Which level of government issues the SIN?  
**Federal.**
7. You fall out of a tree in your backyard and break your leg. Your parents take you to the hospital.
- Which document will you have to provide at the admittance desk?  
**Manitoba Health Card.**
  - Which level of government is responsible?  
**Provincial.**
8. One evening while watching TV, you and your significant other spontaneously decide to get married. You leave immediately and find a minister. She tells you that you she cannot marry you at this time, as you do not have the proper government form.
- Which form do you require?  
**Marriage Certificate.**
  - Which level of government is responsible?  
**Provincial.**

9. In 2006, the census taker appeared at your door and asked a lot of questions. You didn't wish to answer them. He told you that you were required by law to give this information.

a. Which level of government made this law?

**Federal.**

10. You are a member of the Opaskwayak Cree Nation and you marry a person from the Sapotaweyak Cree Nation. After the birth of your first child, you decide to register the baby with *your* band/First Nation.

a. Which level of government is responsible for registering Status Indians?

**Federal or Indigenous government.**

11. At 2:00 am on a Saturday morning, you are stopped by a police officer at a local park. The officer tells you that you are breaking curfew and instructs you to go home.

a. Which level of government has given the authority to enforce a curfew?

**Municipal.**

12. Your five-year-old brother started Kindergarten this past fall. The school required that he be up-to-date on all his vaccinations.

a. How does your mother prove that his vaccinations are up-to-date?

**Vaccination Record.**

b. Which level of government issues this proof?

**Provincial.**

13. Your grandparents live in a rural farming community. Every spring, they burn the three-acre field that surrounds their home site and yard. They must get a burning permit before they begin.

a. Which level of government issues this permit?

**Municipal.**

14. You are a Status Indian. You want to attend university but you need money to pay for it.

a. Whom do you ask for the money?

**Your band/First Nation.**

b. Which level of government deals with your application?

**Indigenous.**

## Learning Activity 2.2: Canada's Governing Structure

Match the correct description with the feature of Canada's governing structure listed in the left-hand column.

1. Federalism	<u><b>C</b></u>	a. The Head of State in Canada
2. House of Commons	<u><b>F</b></u>	b. "Upper House"; appointed
3. Cabinet	<u><b>G</b></u>	c. Style of government where two or more levels work together
4. Senate	<u><b>B</b></u>	d. Style of government where the head of state is a king or queen
5. Monarch	<u><b>A</b></u>	e. A system of government where most elected representatives belong to a political party
6. Governor General	<u><b>H</b></u>	f. "Lower House"; 308 elected MPs
7. Constitutional Monarchy	<u><b>D</b></u>	g. Chosen by the prime minister to head certain government departments
8. Party System	<u><b>E</b></u>	h. Appointed; represents the monarch

## Learning Activity 2.3: The Branches of Government

1. Write a statement describing the role of each government branch.
  - a. Executive Branch  
***Introduces new laws to the country.***
  - b. Legislative Branch  
***Makes the country's laws.***
  - c. Judicial Branch  
***Interprets the country's laws.***
2. The following is a list of "Guess Who" clues. Read the clue and name the branch of government or government representative referred to by the clue.



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**Note:**

The first one is done for you as an example.

<b>Guess Who?</b>	
<b>Clue</b>	<b>Government Branch or Representative</b>
1. I am the branch of government that is responsible for making the laws.	Legislative Branch
2. I am the monarch's representative, and I am found in both the executive and legislative branches of government.	<b><i>Governor General</i></b>
3. I belong in the legislative branch, and I am often referred to as a house of "sober second thought."	<b><i>Senate</i></b>
4. I am the final court of appeal from all of the courts in Canada.	<b><i>Supreme Court of Canada</i></b>
5. I am the branch of government that introduces and proposes laws.	<b><i>Executive Branch</i></b>
6. My members are called "ministers" and one of my many responsibilities includes drawing up new laws to be sent to Parliament.	<b><i>Cabinet</i></b>
7. I am part of the legislative branch, and one of my several duties includes dealing with the major governing issues of the day.	<b><i>House of Commons</i></b>
8. I belong to the Federal Court of Canada. There are supposed to be 36 of "me."	<b><i>Federal Judges</i></b>
9. I am the head of the party with the most seats in the House of Commons. I belong to the executive branch of government.	<b><i>Prime Minister</i></b>
10. I am the branch of government that interprets the laws.	<b><i>Judicial Branch</i></b>



## Learning Activity 2.4: Representing Canada

1. As a citizen of Canada, you should be aware of who is currently elected (or appointed) to positions of leadership in your community. Use the Internet or resources at your school or local library to find the names of the people currently serving in the federal, provincial, and national leadership positions listed in the chart below.



**Note:**

These were the elected and appointed leaders in 2013.

Federal Government Leaders	
Prime Minister	<b>Stephen Harper</b>
Governor General	<b>David Lloyd Johnston</b>
Provincial Government Leaders	
Premier of Manitoba	<b>Greg Selinger</b>
Lieutenant-Governor	<b>Philip S. Lee</b>
President of the Manitoba Métis Federation	<b>David Chartrand</b>
Grand Chief of the Assembly of Manitoba Chiefs	<b>Derek Nepinak</b>
National First Nations and Métis Leaders	
Assembly of First Nations Grand Chief	<b>Shawn A-in-chut Atleo</b>
Métis National Council President	<b>Clément Chartier</b>

2. Imagine that you have to describe the electoral process to a student in Grade 3. In a couple of sentences, describe Canada's electoral process (keeping in mind that you are describing it to a 7- or 8-year-old).

***Every four or five years, we decide who will be the new leaders of our country. There are different groups that present their ideas on how to run the country, and every adult is allowed to vote for the group that they think will do the best job as our leaders. The group that gets the most votes in a particular riding gets that riding's "seat." The group with the most seats becomes the new government, and can make new laws to change the way our country works.***

3. What is the role of political parties in Canada?

***Political parties in Canada offer different perspectives on current issues, and influence Canadian attitudes on those issues. They allow different parts of Canadian society to have a voice in the government.***

4. What is the role of the voter in relation to political parties?

***Voters support, join, and vote for political parties that represent their interests and beliefs.***

5. Can you name three other political parties that you have learned about in this course or elsewhere?

***Answers may include at least three of the following.***

- ***Bloc Québécois***
- ***Conservative Party of Canada***
- ***Liberal Party of Canada***
- ***New Democratic Party***
- ***Christian Heritage Party***
- ***Communist Party of Canada***

6. Read the following article about the Green Party, a political party in Canada (as well as in other countries). Answer the questions that follow.

### ***Foundation of the Green Party of Canada***

*In the 1980s, many Canadians became dissatisfied with the reluctance of other political parties to support the green movement. The **green movement** was a general trend towards peace and the protection of the environment. This decade saw the founding of the Canadian Environment Network, the Canadian Organic Growers, the Canadian Peace Alliance, the Voice of Women, the Solar Energy Society of Canada, and many others. The scale and organizational level of these groups took the green movement to a new level. The natural next step was to organize the green movement into a political party.*

*The 2006 federal election was the strongest yet for the Greens, with the party fielding candidates in all 308 constituencies. Public support for the party is at an all-time high and growing stronger. In August 2008, Independent MP Blair Wilson joined the Green Party, becoming its first Member of Parliament. Although Wilson lost his seat during the election later that year, the Green Party did receive 6.78% of the overall vote (about a million votes) in the 2008 federal election.*

*The Green Party of Canada is independent of other green parties around the world, yet believes in the same ideas and philosophies. The Green Party is centred on the basic belief that all life on the planet is interconnected and that humans have a responsibility to protect and preserve the natural world.*

- a. When and where was the Green Party founded in Canada?

***The Green Party of Canada was founded in 1983 in Ottawa.***

- b. What was the “green movement” of the 1980s?

***The green movement was a general trend towards peace and the protection of the environment.***

- c. What are the basic beliefs of the Green Party?

***The Green Party is centred on the basic belief that all life on the planet is interconnected and that humans have a responsibility to protect and preserve the natural world.***

- d. How is the Green Party an example of a way in which people (by themselves or as a group) can influence Canada’s political system?

***The Green Party was first formed by Canadians who were concerned about the state of the environment. As more people joined the movement, it grew into a political party that attracted more and more attention from voters.***

## Learning Activity 2.5: The Justice System in Manitoba

1. In 1867, when Canada became a country, what *three* justice-related responsibilities were given to the provinces?

***The provinces were responsible for***

- ***opening courts that would settle legal disputes***
- ***solving disputes involving both civil and criminal law***
- ***punishing anyone found breaking the law***

2. Complete the following sentence:

“Civil law deals with the ***protection of private rights such as personal injury, trespassing, and defamation of character***, whereas criminal law deals with ***offenses against society as a whole such as murder, arson, sexual assault, and theft.***”

3. Manitoba Justice is responsible for the administration of justice in the province. What are the *four* major operating divisions?

- ***Manitoba Prosecutions Service***
- ***Courts***
- ***Corrections***
- ***Criminal Law***

4. In addition to the four operating divisions listed above, Manitoba Justice is also responsible for other services. Indicate at least *three* of these responsibilities.

***Answers may include three of the following:***

- ***Office of the Chief Medical Examiner***
- ***Public Trustee***
- ***Law Enforcement Review Agency***
- ***Human Rights Commission***
- ***Legal Aid Manitoba***
- ***Law Reform Commission***

5. What is the overall aim of the *Youth Criminal Justice Act*?

***The overall aim of the YCJA is to rehabilitate young offenders for re-entry into society.***

6. The *YCJA* affects youth in Manitoba and other provinces who become involved in the legal system. Describe at least two of the main points of the *YCJA*.

***Answers may include three of the following:***

- ***If a person was found guilty in a youth court, the judge could give an adult sentence if needed. Before, the offender had to go to adult court to receive adult sentencing.***
- ***For serious offences (e.g., murder), offenders aged 14 and up must attend an adult court. The age used to be 16.***
- ***Sentencing became more focused on alternative methods (e.g., warning letters to parents/guardians, meetings with police, and community service programs).***
- ***Victims of youth crimes would be allowed access to the sentence/verdict for the offender, as well as access to the court records.***
- ***Young offenders released from jail must be supervised constantly for a period of time.***

## Learning Activity 2.6: First Nations Self-Government in Canada

1. The first **Indian Act** was passed in:
  - a. 1867
  - b. 1871
  - c. 1875
  - d. 1876**
2. The *Indian Act* spelled out several conditions regarding the lives of First Nations people in Canada. According to the reading, which of the following was not a condition?
  - a. First Nations people who lived on reserves were forced to carry identity cards every time they stepped off reserve land
  - b. Métis were entitled to what became known as "Status Indians."**
  - c. First Nations, Métis, and Inuit people who broke the law could be charged under the Criminal Code of Canada
  - d. Legal punishments were handed out to those who sold liquor on reserves
3. With regards to First Nations governance *before contact*, which of the following statements is **true**?
  - a. First Nations had no real systems of government
  - b. Every First Nation in Canada had the same system of government
  - c. First Nations had unique systems of government that reflected their ways of life and the needs of their society**
  - d. First Nations governments were unorganized and inefficient
4. In 1951, the *Indian Act* was changed so that
  - a. many of the previously banned ceremonies like powwows and potlatches could be held again in First Nations communities**
  - b. First Nations people were given the right to vote
  - c. First Nations people were allowed to become chiefs in their own communities
  - d. self-government was realized

5. Many First Nation groups describe their right to self-government as ***inherent***. What does this mean?
- a. It is long overdue
  - b. It is unnecessary
  - c. It is meaningless
  - d. *First Nations were always self-governing***
6. What was the most basic form of decision making in traditional First Nations society?
- a. majority rules
  - b. *consensus***
  - c. representative democracy
  - d. autocratic (the chief made all decisions)
7. Regarding the three proposed models of self-government, which would see First Nations communities attaining the governing powers like those of a town or city?
- a. sovereign state
  - b. *municipal mode***
  - c. quasi-provincial status
8. What model best reflects First Nations' concept of self-government?
- a. *sovereign state***
  - b. municipal mode
  - c. quasi-provincials

## Learning Activity 2.7: Current Issues among First Nations, Métis, and Inuit Peoples

1. What two incidents led to the creation of the Aboriginal Justice Inquiry in Manitoba?

***The Aboriginal Justice Inquiry was created in response to the murder of Helen Betty Osborne in The Pas, 1971, and the shooting death of John Joseph Harper in Winnipeg, 1988.***

2. The AJI drew up a list of recommendations that could/should be put into place to better the relationship between First Nations Peoples and the justice system in Manitoba. List at least two recommendations that were made.

***The AJI recommended: (answers should include at least two of the following)***

- ***eliminating delays before legal trials***
  - ***selecting juries that better represent First Nations, Métis, and Inuit communities***
  - ***creating a First Nations, Métis, and Inuit justice system that would work alongside the provincial justice system***
3. List two examples of how Indigenous Peoples' justice "systems" have been integrated into the Manitoba system of justice.
    - ***In March 2002, Keewatin Community College (now called University College of the North) in The Pas began offering a Northern Restorative Justice program aimed at teaching students alternative approaches to managing and resolving conflicts in First Nations, Métis, and Inuit communities. These approaches are similar to traditional First Nations conflict resolution.***
    - ***By 2013, 11% of Winnipeg's police officers were First Nations, Métis, and Inuit, a considerable increase since J.J. Harper's death in 1988.***
    - ***In 2000, the Aboriginal Justice Inquiry Child Welfare Initiative was created. From this, Child and Family Services was restructured. It is working towards First Nations and Métis communities creating and delivering their own services for child welfare. Now, All Nations Coordinated Response Network (ANCR) works with families to provide children with the support they need, which focuses on culturally appropriate services for the child.***



4. What is the Sisters in Spirit campaign? What are its goals, and what services does the program offer?
- ***Sisters in Spirit (SIS) initiative, run by the Native Women’s Association of Canada. Sisters in Spirit works specifically towards improving conditions for First Nations, Métis, and Inuit women and girls so that they are more safe and secure. SIS focuses on two goals:***
    1. ***Spreading awareness about the issue of missing and murdered First Nations, Métis, and Inuit women through***
      - ***workshops***
      - ***media***
      - ***education and action toolkits***
    2. ***Conducting research, such as the following:***
      - ***Compiling statistics of violence and deaths of First Nations, Métis, and Inuit women and girls***
      - ***Interpreting statistics to find causes of violence***
      - ***Making suggestions for the prevention of violence***
  - ***To accomplish these goals, Sisters in Spirit has established the following:***
    - ***A national, toll-free hotline to report missing First Nations, Métis, and Inuit women***
    - ***A national registry of missing First Nations, Métis, and Inuit women***
    - ***A support team for families of victims that***
      - ***provides a list of community resources***
      - ***helps the families access government resources***
5. Describe how the status of First Nations, Métis, and Inuit women changed over the 20<sup>th</sup> century. Do you think it has improved or worsened? In your view, will the status of First Nations, Métis, and Inuit women improve or worsen in the future?

***First Nations women were not allowed to run for chief or council positions in their communities, and could not vote in band elections. This law was repealed in 1951. Under the Indian Act, a First Nations woman who married outside of her culture would lose her legal Status as “First Nations.” In 1985, this section of the Indian Act was repealed.***

***At the same time, residential schools created a cycle of physical, emotional, and sexual abuse that has affected generations of First Nations, Métis, and Inuit women.***

## Learning Activity 2.8: Being a Responsible Citizen

### Being a Responsible Citizen

**Note:**

The questions in this learning activity relate directly to the next assignment (Assignment 2.3). Finish each one to have a head start on the project.

1. Being a member of any group provides you with rights, while requiring you to fulfill certain responsibilities. In the following chart, list at least three rights and three responsibilities you have to each of these groups:
  - a. an immediate group of your choosing (family, peer group, sports team)
  - b. your community (your neighbourhood or city)
  - c. your country
  - d. the world

<b>Your Responsibilities and Rights</b>				
	An Immediate Group: <b><u>My Family</u></b>	Local Community	Canadian Community	World Community
Responsibilities I have to <b>other</b> members of this group or community	<ul style="list-style-type: none"> <li>■ <i>To respect my family members, and to treat them in a way that I would wish to be treated</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>To be respectful of my neighbours and their property</i></li> <li>■ <i>To make a positive contribution to my community</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>To participate in the political life of my country</i></li> <li>■ <i>To obey the law</i></li> <li>■ <i>To pay taxes</i></li> <li>■ <i>To respect the rights of others</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>To be aware of global issues such as environmental change, international politics, and human rights conditions around the globe</i></li> </ul>
Rights I am <b>entitled to</b> as a member of this group or community	<ul style="list-style-type: none"> <li>■ <i>As a child, my family must provide me with food, shelter, clothing, and safety</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Legally, my rights are the same as on a national level</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>To the rights detailed in the Canadian Charter of Rights and Freedoms, which include freedom of expression, the right to vote, and the right to equal treatment before the law</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>To the rights listed in the UN's UDHR including life, liberty, and security of person, the right to vote for your local government, and to access to education and health care</i></li> </ul>
Examples of how I <b>fulfill</b> my responsibilities on this group or community	<ul style="list-style-type: none"> <li>■ <i>Treating siblings and parents with respect</i></li> <li>■ <i>Participating in family activities</i></li> <li>■ <i>Helping with household chores</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Voting in municipal elections</i></li> <li>■ <i>Volunteering in the community</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Voting in federal elections</i></li> <li>■ <i>Writing a letter to a politician or newspaper</i></li> <li>■ <i>Starting or signing a political petition</i></li> <li>■ <i>Taking part in a political rally</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Volunteering with or joining a non-governmental organization</i></li> <li>■ <i>Boycotting a company or industry whose policies I view as unfavourable</i></li> </ul>
Examples of how I <b>confirm</b> my rights in this group or community	<ul style="list-style-type: none"> <li>■ <i>Having a respectful conversation with siblings or parents regarding any disagreements</i></li> <li>■ <i>In cases of physical or emotional abuse, contacting police</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Attending community meetings</i></li> <li>■ <i>Speaking with neighbours to find solutions to disagreements or conflicts</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Keeping aware of current events in Canada</i></li> <li>■ <i>Staging a peaceful protest</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Being aware of global news</i></li> <li>■ <i>Joining a human rights group such as Amnesty International</i></li> </ul>

2. In the chart below, list at least *three* ways in which you can influence Canada’s political and social systems.

<b>Ways I Can Influence Canada’s Political and Social Systems:</b>	
<p style="text-align: center;">As an <b>individual</b>:</p> <p><i>Answers will vary but could include at least three of the following</i></p> <ul style="list-style-type: none"> <li>■ <i>Take notice of an issue and form an educated opinion. Be politically aware.</i></li> <li>■ <i>Write a letter or email to a politician or newspaper expressing my views on an issue.</i></li> <li>■ <i>Sign a petition that aims to affect government policy.</i></li> <li>■ <i>Boycott a company or industry whose policies I view as unfavourable.</i></li> </ul>	<p style="text-align: center;">As a collective <b>group</b>:</p> <p><i>Answers will vary but could include at least three of the following</i></p> <ul style="list-style-type: none"> <li>■ <i>Take part in a demonstration or march in support of a cause.</i></li> <li>■ <i>Start a petition that aims to affect government policy.</i></li> <li>■ <i>Join a political party.</i></li> <li>■ <i>Become a member of a community group.</i></li> <li>■ <i>Join a lobby group.</i></li> <li>■ <i>Become a member of a non-governmental organization (NGO).</i></li> </ul>

3. What is the difference between being a citizen of Canada and being a citizen of the world?

***The main difference between citizens of Canada and citizens of the world is the scale of the group. For each group, citizens have a responsibility to educate themselves and to be aware of national/global issues and to participate in their community.***

## Learning Activity 2.9: Democratic Ideals

1. Democratic ideals have shaped contemporary Canadian society. Using your own words, complete the following sentences:
  - a. A “democratic ideal” may be defined as **a system of government where the people elect representatives, promoting a peaceful country.**
  - b. The phrase contained in the Canadian Constitution that sums up our values in regards to governance is **“Peace, order, and good government.”**
  - c. Canada has become a model of democratic idealism since 1867, and this is evident because
    - **Canada has become a world leader in peacekeeping and conflict resolution**
    - **Canada is seen as a model of democracy**

2. List at least two of the greatest *advantages* (in your opinion) of our democratic system in Canada. In other words, what benefits do citizens have from living in a democracy.

***Personal opinions will vary. The following are some advantages of our democratic system:***

- ***Citizens are allowed a voice in government through elected representatives.***
- ***Citizens are able to influence their elected representatives who in turn influence laws enacted by the government.***
- ***Citizens may become part of the government by running in elections for elected posts.***

3. List at least two of the greatest *disadvantages* (in your opinion) of our democratic system in Canada. In other words, what are the downfalls of being a citizen in a democracy.

***Personal opinions will vary. The following are some disadvantages you might consider:***

- ***Power in government rests with the majority (51%), and that 49% of the population could be unhappy with their government.***
- ***Voter apathy.***
- ***Elected representatives may be required to follow a “party line” on issues instead of voting in a way that represents their constituents.***
- ***The vote of a politically uneducated person carries the same weight as the vote of a politically aware person.***

4. Which do you believe holds the most weight: the advantages or disadvantages? Would you be willing to give up our democratic system for another form of government? What other way could we effectively choose our leaders in Canada?

***Answers will vary.***

5. What does the term *tyranny of the majority* mean?

***This means that the majority are forcing the minority to accept a course of action they do not believe in.***

***In a democracy, public policy is generally oriented towards the opinions of the majority of citizens. As a result, democratic laws can often be unfair to religious, ethnic, racial, or cultural groups who represent a small amount (a minority) of the population.***

6. What does the term *visible minority* mean? Why does this sector of society often feel left out of politics?

***Visible minorities are people who are not of the majority race in a given population. The Employment Equity Act defines visible minorities as "persons, other than First Nations, Métis, and Inuit persons, who are non-Caucasian in race or non-White in colour." Visible minorities have few people in government representing them and their interests. This results in a feeling of being left out as the issues that are important to them are not prioritized.***

GRADE 9 SOCIAL STUDIES (10F):  
CANADA IN THE CONTEMPORARY WORLD

**Practice Midterm Examination**

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Attending  Non-Attending

Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**For Marker's Use Only**

Date: \_\_\_\_\_

Midterm Mark: \_\_\_\_\_ /43 = \_\_\_\_\_ %

Comments:

**Mark Breakdown**

EXAM SECTION	MARK VALUE
A: Multiple Choice	6 marks
B: True or False	6 marks
C: Fill in the Blanks	6 marks
D: Definitions	9 marks
E: Extended Answer	4 marks
F: Essay Questions	10 marks
G: Mapping	2 marks
	43 marks



**Note:**

All questions are to be answered in the spaces provided below the question.

## Part A: Multiple Choice (6 marks)

Circle the letter of the correct answer for each question below. Each question is worth one mark.



### Note to Student:

On the midterm exam, you will be asked to answer 15 questions. To help you practise, six questions have been provided. There are four questions that cover topics from Module 1 and three questions that cover topics from Module 2.

1. What is the physiographic region that is found in eastern Canada?
  - a. Cordilleran Region
  - b. Canadian Shield
  - c. Appalachian Region
  - d. Arctic Region
2. Which of the following is a mobility right?
  - a. The right to vote (and run) in municipal, provincial, and federal elections
  - b. The right to get government service in either official language
  - c. The right to equal protection under the law
  - d. The right to live anywhere in the country
3. Which was *not* a characteristic of First Nations education?
  - a. listening and watching
  - b. playing games and helping others
  - c. pens and paper
  - d. lifelong learning
4. Which of the following is *not* a responsibility of the municipal government?
  - a. fire protection
  - b. libraries
  - c. prisons
  - d. public transit



Name: \_\_\_\_\_

5. Which of the following is *not* a provincial government leader?
  - a. Governor General
  - b. President of the Manitoba Métis Federation
  - c. Lieutenant-Governor
  - d. Premier of Manitoba
  
6. Which of the following is *not* a disadvantage of a democratic system?
  - a. Citizens have a role in government because they influence their elected representatives, who in turn influence laws enacted by the government.
  - b. Voter apathy (not caring)
  - c. Voter ignorance
  - d. The power in government rests with the majority (51%); up to 49% of voters could be unhappy.

Part B: True or False (6 marks)

For each statement, determine whether it is true or false. If the statement is true, write the letter T in the space provided. If the statement is false, write the letter F in the space provided *and* rewrite the statement so that it is true.



**Note to Student:**

On the midterm exam, you will be asked to answer 10 questions. To help you practise, six questions have been provided. There are three questions that cover topics from Module 1 and three questions that cover topics from Module 2.



**Note to Student:**

Correctly identified true or false statements are worth 0.5 marks each for a total of 5 marks on the midterm. Correctly rewriting a statement so that it is true is worth 1 mark each for a total of 5 marks on the midterm.

1. Demographers collect population data to determine future needs in society.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

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2. There were no Canadians involved in the creation of the UN's Universal Declaration of Human Rights.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

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Name: \_\_\_\_\_

3. A “citizen” is someone who participates in government only when she or he wants to and has special voting privileges.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

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4. There are two levels of government in Canada: federal and provincial.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

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5. Education is a matter for provincial governments.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

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6. A group of people who agree on an issue and try to influence government decisions is a “lobby group.”

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

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### Part C: Fill in the Blanks (6 marks)

The statements below are missing specific terms. Fill in the blanks with terms from the word bank below so that the statements are accurate. There are five additional words in the word bank that do not fit in any of the statements below. Words may only be used once.



#### Note to Student:

On the midterm exam, you will be asked to answer 15 questions. To help you practise, six questions have been provided. There are three questions that cover topics from Module 1 and three questions that cover topics from Module 2.

### Word Bank

Supreme Court	crime	fundamental	First Nations, Métis, and Inuit
Governor General	represent	immigrant	Chief Electoral Officer

1. \_\_\_\_\_ freedoms guarantee that all Canadians can choose their own religion and express their own thoughts, beliefs, and opinions.
2. Someone applying for Canadian citizenship who has been charged with a \_\_\_\_\_ may not become a citizen
3. British, French, and \_\_\_\_\_ cultures have all shaped Canadian culture.
4. Canadians elect Members of Parliament to \_\_\_\_\_ them in Ottawa.
5. The \_\_\_\_\_ is the final court of appeal from all other Canadian courts.
6. The \_\_\_\_\_ is the only Canadian who cannot vote.

Name: \_\_\_\_\_

### Part D: Definitions (9 marks)

Choose and define six of the following nine terms. Be sure to define each term in full sentences and use at least two clear, distinct points in your definition.



**Note to Student:**

On the midterm exam, you will be asked to choose and define 10 terms from a list of 13. To help you practise, nine terms have been provided, four of which cover topics from Module 1, and the remaining five cover topics from Module 2.



**Note to Student:**

Each correctly defined term is worth 1.5 marks. Students must define six of the following nine terms for a total of 9 marks.

1. urbanization

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2. demography

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3. dominion

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4. national identity

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5. unitary or legislative style of government

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6. judicial branch

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7. Numbered Treaties

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Name: \_\_\_\_\_

8. Sisters in Spirit

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9. global citizen

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Name: \_\_\_\_\_

**Part F: Essay Question (10 marks)**

Write a short essay on the following topic. It should be about a full page of writing on loose-leaf. Be sure to include as much detail as you can. To know how you will be assessed and to help you develop your essay, rubrics for each essay question have been provided. Be sure to read the rubrics over *before* you begin the essay.



**Note to Student:**

On the midterm exam, you will be provided with two essay questions. You are to choose one question and respond in a clear, well developed essay. It will be worth 10 marks. The essay-marking rubric will be provided for you on the exam. To help you get practice, one essay question has been provided that covers topics from the second half of Module 1.

1. **(M1L2-9)** Name three threats to Canadian culture and what the Canadian government has done to protect our culture against those threats. Be as specific as you can. (10 marks)

	2 marks		1 mark			
<b>Essay Format</b> <i>Requirements:</i> Introduction Paragraph Body Paragraphs Conclusion Paragraphs (Total of 2 marks)	Essay information is well organized and formatted.		Essay information is somewhat well organized and formatted.			
<b>Readability</b> <i>Requirements:</i> Neatness Spelling Grammar (Total of 2 marks)	The majority of the essay is neat and free of spelling and grammatical errors.		Several spelling and grammatical errors are present, making it difficult to understand the essay at times.			
	5–6 marks		3–4 marks		1–2 marks	
<b>Information</b> <i>Requirements:</i> Three clear and distinct points One point discussed per body paragraph (Total of 6 marks)	Essay has three body paragraphs, where three clear and distinct reasons as to how Canada developed multiculturalism are evident.		Essay has two body paragraphs, where two clear and distinct reasons as to how Canada developed multiculturalism are evident.		Essay has one body paragraph, where one clear and distinct reason as to how Canada developed multiculturalism are evident.	



GRADE 9 SOCIAL STUDIES (10F):  
CANADA IN THE CONTEMPORARY WORLD

**Practice Midterm Examination  
Answer Key**

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Attending  Non-Attending

Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Marker's Use Only**

Date: \_\_\_\_\_

Final Mark: \_\_\_\_\_ /43 = \_\_\_\_\_ %

Comments: \_\_\_\_\_

**Mark Breakdown**

EXAM SECTION	MARK VALUE
A: Multiple Choice <b>M1-3; M2-3</b>	6 marks
B: True or False <b>M1-3; M2-3</b>	6 marks
C: Fill in the Blanks <b>M1-3; M2-3</b>	6 marks
D: Definitions <b>M1-4; M2-5 6/9</b>	9 marks
E: Extended Answer <b>M2-1</b>	4 marks
F: Essay Questions <b>M1-1</b>	10 marks
G: Mapping <b>M1-1</b>	2 marks
<b>M1-3 means there are 3 questions from Module 1</b>	43 marks



**Note:**

All questions are to be answered in the spaces provided below the question.

## Part A: Multiple Choice (6 marks)

Circle the letter of the correct answer for each question below. Each question is worth one mark.



### Note to Student:

On the midterm exam, you will be asked to answer 15 questions. To help you practise, six questions have been provided. There are four questions that cover topics from Module 1 and three questions that cover topics from Module 2.

- (M1L1)** What is the physiographic region that is found in eastern Canada?
  - Cordilleran Region
  - Canadian Shield
  - Appalachian Region**
  - Arctic Region
- (M1L4)** Which of the following is a mobility right?
  - The right to vote (and run) in municipal, provincial, and federal elections
  - The right to get government service in either official language
  - The right to equal protection under the law
  - The right to live anywhere in the country**
- (M1L8)** Which was *not* a characteristic of First Nations education?
  - listening and watching
  - playing games and helping others
  - pens and paper**
  - lifelong learning
- (M2L1)** Which of the following is *not* a responsibility of the municipal government?
  - fire protection
  - libraries
  - prisons**
  - public transit

Name: \_\_\_\_\_

5. (M2L4) Which of the following is *not* a provincial government leader?
- a. **Governor General**
  - b. President of the Manitoba Métis Federation
  - c. Lieutenant-Governor
  - d. Premier of Manitoba
6. (M2L10) Which of the following is *not* a disadvantage of a democratic system?
- a. **Citizens have a role in government because they influence their elected representatives, who in turn influence laws enacted by the government.**
  - b. Voter apathy (not caring)
  - c. Voter ignorance
  - d. The power in government rests with the majority (51%); up to 49% of voters could be unhappy.

Part B: True or False (6 marks)

For each statement, determine whether it is true or false. If the statement is true, write the letter T in the space provided. If the statement is false, write the letter F in the space provided *and* rewrite the statement so that it is true.



**Note to Student:**

On the midterm exam, you will be asked to answer 10 questions. To help you practise, six questions have been provided. There are three questions that cover topics from Module 1 and three questions that cover topics from Module 2.



**Note to Student:**

Correctly identified true or false statements are worth 0.5 marks each for a total of 5 marks on the midterm. Correctly rewriting a statement so that it is true is worth 1 mark each for a total of 5 marks on the midterm.

1. **(M1L2)** Demographers collect population data to determine future needs in society. (.5 marks)

True or False?   **T**  

Rewritten statement (if necessary):

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2. **(M1L3)** There were no Canadians involved in the creation of the UN's Universal Declaration of Human Rights. (1.5 marks)

True or False?   **F**  

Rewritten statement (if necessary): **John Peter Humphrey, a Canadian law professor, wrote the first draft of the UN's Universal Declaration of Human Rights.**

3. **(M1L5)** A "citizen" is someone who participates in government only when she or he wants to and has special voting privileges. (1.5 marks)

True or False?   **F**  

Rewritten statement (if necessary): **A "citizen" is someone who participates freely and equally in government matters.**

Name: \_\_\_\_\_

4. (M2L1) There are two levels of government in Canada: federal and provincial. (1.5 marks)

True or False?   F  

*Rewritten statement (if necessary):* **There are four levels of government in Canada: federal, Aboriginal (First Nations, Métis, and Inuit), provincial, and municipal.**

5. (M2L1) Education is a matter for provincial governments. (.5 marks)

True or False?   T  

*Rewritten statement (if necessary):*

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6. (M2L9) A group of people who agree on an issue and try to influence government decisions is a “lobby group.” (.5 marks)

True or False?   T  

*Rewritten statement (if necessary):*

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## Part C: Fill in the Blanks (6 marks)

The statements below are missing specific terms. Fill in the blanks with terms from the word bank below so that the statements are accurate. There are five additional words in the word bank that do not fit in any of the statements below. Words may only be used once.



### Note to Student:

On the midterm exam, you will be asked to answer 15 questions. To help you practise, six questions have been provided. There are three questions that cover topics from Module 1 and three questions that cover topics from Module 2.

### Word Bank

Supreme Court	crime	fundamental	First Nations, Métis, and Inuit
Governor General	represent	immigrant	Chief Electoral Officer

1. (M1L4) Fundamental freedoms guarantee that all Canadians can choose their own religion and express their own thoughts, beliefs, and opinions.
2. (M1L5) Someone applying for Canadian citizenship who has been charged with a crime may not become a citizen.
3. (M1L6) British, French, and First Nations, Métis, and Inuit cultures have all shaped Canadian culture.
4. (M2L2) Canadians elect Members of Parliament to represent them in Ottawa.
5. (M2L3) The Supreme Court is the final court of appeal from all other Canadian courts.
6. (M2L4) The Chief Electoral Officer is the only Canadian who cannot vote.



Name: \_\_\_\_\_

### Part D: Definitions (9 marks)

Choose and define six of the following nine terms. Be sure to define each term in full sentences and use at least two clear, distinct points in your definition.



#### **Note to Student:**

On the midterm exam, you will be asked to choose and define 10 terms from a list of 13. To help you practise, nine terms have been provided, four of which cover topics from Module 1, and the remaining five cover topics from Module 2.



#### **Note to Student:**

Each correctly defined term is worth 1.5 marks. Students must define six of the following nine terms for a total of 9 marks.

1. (M1L2) urbanization

*The following is an example of a good answer.*

**Urbanization is the growth of the population living in urban areas (towns or cities) or when many people move from the countryside to cities and towns. Most of Canada's population now lives in urban areas. The major reason Canada became more urbanized is that more jobs became available in urban areas (cities and towns) and fewer jobs were available in rural areas (the country). This was mainly because of technology and manufacturing plants.**

2. (M1L2) demography

*The following is an example of a good answer.*

**Demography is the study of human population. A demographer**

- **determines the number of people living in an area**
- **determines what change that number represents since the last census (e.g., births, deaths, people moving)**
- **estimates future trends in populations**
- **traces the origins of populations**
- **studies how people affect a region**
- **helps determine future needs in a society, such as data related to housing, education, and unemployment**

3. (M1L4) dominion

*The following is an example of a good answer.*

A dominion is a country that only controls government dealings within its borders (things such as taxes and local laws). The mother country controls all government dealings with other countries (things such as trade negotiations or choosing to go to war).

4. (M1L6) national identity

*The following is an example of a good answer.*

A country's national identity is reflected in a variety of societal and cultural areas such as language(s), symbols, sport, aesthetics, religion, currency, monuments, geography, holidays, standard of living, historical experiences, economics, and social environment. All of these shape the impressions that other people have when they think of what it means to be "Canadian" or "American" or any other nationality.

5. (M2L1) unitary or legislative style of government

*The following is an example of a good answer.*

The purpose of residential schools was to assimilate Aboriginal people into mainstream society. First Nations cultures were seen as inferior and European ways were seen as better. Therefore, First Nations cultures were not considered to be worth keeping. As a result, many children were separated from their families so that they would learn to identify with mainstream culture and forget their own traditions and beliefs. Many children faced cruel and demeaning treatment in residential schools.

6. (M2L3) judicial branch

*The following is an example of a good answer.*

The judicial branch of government consists of the Supreme Court and the federal judges of Canada. In Canada, the judicial branch is kept separate from the legislative branch of government. This ensures that the government must obey its own laws, since it cannot both make and interpret laws.

7. (M2L7) Numbered Treaties

*The following is an example of a good answer.*

The first five Numbered Treaties covered areas in what is now parts of north-western Ontario and the three Prairie Provinces. The government's intent was to secure land for settlers (farming), the railroad, and industrial development. The government felt that the signed treaties meant that the First Nations people were ceding their rights to their land.

Name: \_\_\_\_\_

8. (M2L8) Sisters in Spirit

*The following is an example of a good answer.*

The government is funding the Sisters in Spirit (SIS) initiative, run by the Native Women's Association of Canada. Sisters in Spirit work specifically towards improving conditions for First Nations, Métis, and Inuit women and girls so that they are more safe and secure. They focus on two goals:

1. Spreading awareness about the issue of missing and murdered First Nations, Métis, and Inuit women.
2. Researching statistics of violence and deaths of First Nations, Métis, and Inuit women and girls, and interpreting statistics to find the causes of violence, and finally making suggestions for the prevention of violence

9. (M2L9) global citizen

*The following is an example of two good answers.*

1. We are all citizens in the global village and as such have responsibilities that include awareness of global issues, valuing and respecting diversity, and ownership of our actions.
2. A global citizen is a person who
  - knows about world issues and what he or she can do to contribute
  - is an active member of local and global communities
  - is responsible for his or her actions
  - works towards a sustainable future
  - promotes diversity
  - understands world economics, politics, societies, cultures, environment, and technology

## Part E: Extended Answers (4 marks)

In full, complete sentences, answer this question:



### **Note to Student:**

On the midterm exam, you will be asked to answer these questions that total 12 marks. To help you practise, one question has been provided.

1. **(M2L3)** Identify at least four responsibilities of the Governor General. (4 marks)

*Answers should include at least four of the following possible answers.*

- Acts as an advisor to the government
- Offers advice and support for government actions
- Encourages or warns the government about its actions
- Gives Royal Assent (approval) before any bill can become a new law
- Is a symbolic representation of the monarchy and acts as a type of ambassador throughout Canada

Name: \_\_\_\_\_

**Part F: Essay Question (10 marks)**

Write a short essay on the following topic. It should be about a full page of writing on loose-leaf. Be sure to include as much detail as you can. To know how you will be assessed and to help you develop your essay, rubrics for each essay question have been provided. Be sure to read the rubrics over *before* you begin the essay.



**Note to Student:**

On the midterm exam, you will be provided with two essay questions. You are to choose one question and respond in a clear, well developed essay. It will be worth 10 marks. The essay-marking rubric will be provided for you on the exam. To help you get practice, one essay question has been provided that covers topics from the second half of Module 1.

1. **(M1L2-9)** Name three threats to Canadian culture and what the Canadian government has done to protect our culture against those threats. Be as specific as you can. (10 marks)

	2 marks		1 mark			
<b>Essay Format</b> <i>Requirements:</i> Introduction Paragraph Body Paragraphs Conclusion Paragraphs (Total of 2 marks)	Essay information is well organized and formatted.		Essay information is somewhat well organized and formatted.			
<b>Readability</b> <i>Requirements:</i> Neatness Spelling Grammar (Total of 2 marks)	The majority of the essay is neat and free of spelling and grammatical errors.		Several spelling and grammatical errors are present, making it difficult to understand the essay at times.			
	5–6 marks		3–4 marks		1–2 marks	
<b>Information</b> <i>Requirements:</i> Three clear and distinct points One point discussed per body paragraph (Total of 6 marks)	Essay has three body paragraphs, where three clear and distinct reasons as to how Canada developed multiculturalism are evident.		Essay has two body paragraphs, where two clear and distinct reasons as to how Canada developed multiculturalism are evident.		Essay has one body paragraph, where one clear and distinct reason as to how Canada developed multiculturalism are evident.	

## Part G: Mapping (2 marks)



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### **Note to Student:**

No maps have been provided for you to practice. Focus on maps from Module 1, Lesson 1, and be sure you are familiar with the political geography of Canada, as well as its physiographic regions and population distribution.



GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

Module 3  
Canada in the Global Context





# MODULE 3: CANADA IN THE GLOBAL CONTEXT

## Introduction to Module 3

This module investigates Canada's relationship with the international community. You will learn about Canada's connections to other countries in the areas of trade, communication, environment, entertainment, and sports. You will also evaluate the media's portrayal of world events, and assess the implications of living in an industrialized, consumer-based economy.

## Module 3 Assessment

When you have completed the assignments for Module 3, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

<b>Lesson</b>	<b>Assignment</b>	<b>Marks</b>
2	Assignment 3.1: Fair Trade Investigation	15
4	Assignment 3.2: Canada on the International Stage	15
6	Assignment 3.3: Discussing Canada in Afghanistan	10
11	Assignment 3.4: Living in an Industrialized Consumer Society	17

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## Notes

# LESSON 1: EXAMINING THE MEDIA

## Introduction

In 1964, Canadian philosopher Marshall McLuhan described the world as a “global village” kept in close contact through electronic communications such as radio, television, and telephones. This lesson will explain the concept of “media” and introduce several issues you should be aware of when you use media outlets such as television and the Internet.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Evaluate the influence of mass media and pop culture on individuals, groups, and communities.
- Be willing to consider diverse social and cultural perspectives.

## What is the Media?

The term *media* has become a collective noun that refers to books, television, magazines, billboards, radio, movies, and the Internet. In fact, anything that conveys a message can be considered to be media—even t-shirts with slogans written on them.

If we take our responsibilities as citizens seriously, then we should take an interest in the affairs of our community, our country, and our world. The best way to learn what is happening in our world is through media such as newspapers, television, and, ever-increasingly, the Internet. The media shapes our views of the world and our self-perception.

In today’s fast-paced society, citizens need to become *media literate*. This means you need to be aware of the workings of media. Media literacy is the ability to sift through and analyze the messages that inform, entertain, and sell to you every day. You are bombarded with thousands of media messages over your lifetime. People who are media literate want to know the following:

- Who created this message, and who is the target audience? Why?
- What techniques are used to attract my attention? How and why could this message be interpreted differently by other people?
- Whose interests are being met through this message?

- From whose perspective is the message told? Does the message support or reject certain lifestyle choices, values, or beliefs?
- Whose voices are heard and whose are absent?
- How was this message displayed and distributed?

In our world of multi-tasking, commercialism, and globalization, media literacy is not about having the right answers—it is about asking the right questions.

The questions listed above are some of the obvious ones, but there are many more that can and should be asked when analyzing media sources and messages. Can you think of any? Developing critical thinking skills is an important part of being a lifelong learner and an engaged citizen.

## Misinformation in the Media

The media is ever-present in your life—perhaps even more so today than for previous generations. While the media has a great power to inform, it also has the ability to *misinform*. There are several issues regarding misinformation in the media:

- **Representations of Minorities**

There is a concern that some cultural, ethnic, or racial groups are almost invisible in the media, especially television. When you see a person who is a visible minority on a television program, ask yourself “is he/she a hero or a villain; is he/she a winner or a loser?” Here is an example:

*“...billionaires, bombers, and belly dancers. They are virtually the only images of Arabs that Americans ever see.”*

Jack G. Shaheen

- **Stereotyping**

A stereotype is an over-generalized opinion about a person, group, place, or thing. It is usually false and often negative. Here is one that is false and positive:

*“All grandmothers are good cooks.”*

- **Bias**

Bias can be defined as a personal point of view, often one-sided. Some forms of media express very obvious opinions in their content. For example, editorials in newspapers and political commentators on television often express personal viewpoints on a subject. In other instances, bias can be more subtle. Some media outlets purposely ignore certain stories or choose to present only one side of an argument in order to convince their audience that the outlet’s opinion is the strongest or the only opinion on a topic.

Biases are conveyed in the media through the following:

- The selection of stories. What story makes the front page of a newspaper? (In July of 1999, John F. Kennedy Jr. and two other people were killed in a plane crash, and their deaths made headlines all over the world for several days. At the same time, a famine was going on in Ethiopia and few papers bothered to even mention it, let alone put it on the front page.)
- The placement and omission of stories.
- The selection of people interviewed in radio/TV talk shows and news programs.
- The control of the owners. Media sites and newspapers are often used by their owners to deliver specific messages.



### Learning Activity 3.1

#### Individuality or Conformity?

1. What role does the media play in your own life? To investigate, read the following article and complete the following questions.

#### ***Individuality or Conformity?***

*Popular culture is the arts, artifacts, entertainment, fads, beliefs, and values that are shared by a large part of society at any given time. Donald F. Roberts, a professor at Stanford University, and Ulla G. Foehr, an American media research consultant, have both extensively researched the impact of media on youth. Their studies have shown that children ages 8-18 are saturated by today's media. Results show that children are engaged with the media for an average of over 6 hours per day. Because they are multi-taskers (on the computer while watching TV, for example), they are actually cramming in over 8 hours of media usage into those 6 hours! There is no doubt that media consumption affects teenagers; there is, however, a debate whether these effects are negative or positive.*

*continued*

### Learning Activity 3.1: Individuality or Conformity (continued)

*How does the media affect our perceptions of ourselves? Do we retain our own individuality or do we fall into conformity? Individuality is the distinguishing characteristics and personality traits that set us apart from others. Conformity is acting in a manner that conforms to standards that have been set by society—acting in a manner that is considered “cool” or trendy within your peer group. Popular culture often pressures people, especially teenagers, to conform to its ideals.*

- a. What trends or fads are popular in your school or in your peer group? List at least five.
  - b. Did you feel that to some degree you were pressured to participate in this fad or trend? If the answer is yes, where did/does the pressure come from: friends, peers, media, or something else?
  - c. Do you feel that popular culture emphasizes individuality, or does it ask you to conform?
  - d. What techniques do mass media and popular culture use to influence individuals?
- 



You can now assess your learning activities by consulting the answer key at the end of this module.

### Summary

Media, such as television, radio, and the Internet, are valuable educational tools that can provide you with a wealth of information. You should be mindful, though, of the biases and opinions within the information you collect. As a media-literate citizen, always consider who has created the messages you see, hear, and read. Whose perspective is being told, and whose voices are being overlooked?

## LESSON 2: LIVING IN THE GLOBAL VILLAGE

### Introduction

This lesson will continue to explore the idea of the world being a “global village.” You will learn about *globalization*—popular trends that reach across the entire Earth—by examining television programs and the coffee industry as examples.

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Evaluate Canadian perspectives regarding current global issues.
- Consider the responsibilities of a global citizen through decisions and actions taken on a local, national, and global level.

### Television and the Global Village



*“Sunny day,  
Sweeping’ the clouds away,  
On my way,  
To where the air is sweet,  
Can you tell me how to get,  
How to get to Sesame Street?”*

This may seem to be an odd way to begin a section entitled *The Global Village*, but there is a very good chance that you recognize the lyrics and the music to this song. If you do, it’s because this is a song that millions have grown up with and remember, remaining virtually unchanged in *Sesame Street*’s 40-plus years of production. *Sesame Street* is an American children’s television show that began production in 1969 and since then has aired over 4,000 episodes.

**Sesame Street Theme Lyrics:** Reproduced from *The Vanishing Vision: The Inside Story of Public Television* by James Day. Berkeley, CA: University of California Press, 1995. p. 145.

Today, *Sesame Street* is aired in more than 120 countries around the world, including Canada. There are nearly 40 international versions, which are spoken in different languages and have different characters than the original. In the last 40 years, *Sesame Street* has had a huge impact on popular culture and children's television programming. The show aims to be educational for children, but also funny and entertaining. The elements that make it such a unique program have captured the affection of viewers worldwide.

Getting back to our original question: why begin our section on the global village with *Sesame Street*? The answer is because the phenomenal world-wide success of *Sesame Street* illustrates the concept of the global village. People of all races and cultures across the world are familiar with the TV show. If you remember from Module 2, the term *global village* was coined by a Canadian philosopher, Marshall McLuhan. By this, McLuhan meant that the world had become "smaller" because of modern communication technologies. In the case of *Sesame Street*, it was the widespread use of the television that spread the global message. Take a look at just some of the countries that broadcast *Sesame Street* and what the program is called in that country:

- Brazil: *Vila Sesamo*
- Mexico: *Plaza Sesamo*
- Germany: *Sesamstraße*
- Netherlands: *Sesamstraat*
- France: *1, Rue Sesame*
- Kuwait: *Iftah Ya Simsim*
- Russia: *Ulitsa Sezam*
- China: *Zhima Jie*

## Globalization and Coffee

The world has become connected through advances in media, trade, travel, and communication, unlike any other time in history. Globalization is affecting our lives every day. For example, did you have coffee today? According to studies, three out of four Canadians drink coffee at least once a day. The average Canadian consumes 4.52 kg of coffee beans per year. Canadians drink over 15 billion cups of coffee a year, making coffee Canada's favourite hot beverage. The average coffee drinker consumes three cups per day. Canada does not have the appropriate climate to grow coffee beans, so most of the coffee that we drink is imported from Central and South America. Our demand for coffee creates an economic connection with other countries.



## Coffee and Canadian Identity

Coffee is also seen as a symbol of Canadian national identity. Consider the following example of the *Tim Hortons* coffee shop:

Tim Horton was a Canadian hockey player who began his career in Quebec. He eventually played for the Toronto Maple Leafs, the New York Rangers, the Pittsburgh Penguins, and then for the Buffalo Sabres. The first *Tim Hortons* store was opened in 1964 in Hamilton, Ontario. It has since grown into Canada's largest national chain of coffee and doughnut shops, with over 2,000 stores across Canada. The term *double-double* (coffee with two creams and two sugars) is now in the *Canadian Oxford Dictionary*; it is believed to have started at Tim Horton's coffee shops.

*Tim Hortons* locations are now located in the U.S. states of Michigan, New York, Ohio, Kentucky, Maine, West Virginia, Massachusetts, Connecticut, and Rhode Island. Today, the Canadian coffee shop has become an international chain with 500 locations in the United States. International demand for coffee allowed a Canadian company to expand into the global marketplace.



### Learning Activity 3.2

#### Coffee with a Conscience

1. Use the following article and the information from this lesson to answer the questions below.

##### ***Coffee with a Conscience***

*After oil, coffee is the world's most valuable commodity, and Canadians drink over 40 million cups per day. But more and more Canadians are concerned that the coffee growers are not sharing in the profits that come from their hard work.*

*Isabel and Pedro Velasquez are typical of coffee growers living in Central America. They live in a tiny, mud-walled house with a dirt floor and two rooms. They sell their coffee beans for between 38 and 60 cents per pound, which earns them about \$350 per year. That's less than the amount that the average Canadian spends on specialty coffees every year. When they have to borrow money to purchase fertilizer and other necessities, they have to pay 20% interest.*

*continued*

### Learning Activity 3.2: Coffee with a Conscience (continued)

*The companies buying the coffee beans from growers like Isabel and Pedro sell coffee products, like latte and mocha drinks, for about 20 times more than they pay for the beans. As a result, the growers are vastly underpaid for their product. The companies selling the coffee products are making a huge profit by exploiting the impoverished coffee growers.*

*With the growth of the specialty coffee shops, like Starbucks, consumers have become aware of the exploitation of the coffee growers like Isabel and Pedro. Consumers began to demand that the coffee companies pay their growers a fair price for their coffee. Thus began the Fair Trade movement, which has expanded to include other commodities such as chocolate and handicrafts. Organizations and companies supporting Fair Trade will sell the coffee to countries like Canada and share their profits with the growers. The products typically cost a little bit more, but many people are willing to pay the increased cost in order to help the growers.*

*Next time you go to the grocery store or specialty shop, look for Fair Trade labels. Who knows? You might be helping the Velasquez family.  
(end of article)*

- a. Do you or members of your family drink coffee? Estimate how much money your household spends on coffee every year.
  - b. Describe the Fair Trade movement. What are its goals?
2. Let's assume that you decide not to buy coffee from a coffee shop because it refuses to sell Fair Trade coffee. How will your decision affect the coffee industry? Discuss the effect this may have at the local, national, and global level.



Check the answer key.

### Lesson Summary

Globalization can be seen in the spread of shared popular culture (such as *Sesame Street*) across countries and the growth of international businesses (such as *Tim Hortons*). Some of the simple things that Canadians enjoy—like coffee—are brought to us through the global trade of goods and services. The assignment that follows will explore some of the local issues surrounding global trade.



## Assignment 3.1

### Fair Trade Investigation (15 marks)

#### Your Task:

Coffee is just one of the many products now offered with Fair Trade certification. Other examples include the following:

- bananas
  - flowers
  - honey
  - soccer (and other ball sports)
  - tea
  - cocoa
  - fresh fruit
  - juices
  - spice and herbs
  - wine
  - cotton
  - handicrafts
  - rice
  - sugar
- Select a commodity from the list above (or another Fair Trade product of your choice).
  - Use the resources at your local library and on the Internet to answer the following questions:
    - Where in the world is this commodity grown/produced? Are there specific reasons why it is grown/produced in select areas of the world?
    - How is this commodity converted from a plant / raw material into the product available at a store? Briefly describe the harvesting/manufacturing process.
    - What does this product cost at your local store or supermarket?
    - What are typical wages for the labourers who produce/harvest this commodity?
    - What standards must be met in order for the product to be labelled as Fair Trade?
  - The following websites may be helpful to your research:
    - [www.fairtrademanitoba.ca](http://www.fairtrademanitoba.ca)
    - [transfair.ca](http://transfair.ca)
    - [fair-trade.net](http://fair-trade.net)
    - [cbc.ca/news/background/fair-trade/](http://cbc.ca/news/background/fair-trade/)
  - You may present your findings as a written report, a poster, or a PowerPoint presentation.

*continued*

## Assignment 3.1: Fair Trade Investigation (continued)

- Be sure to list all of your research sources. See “How to Cite References” in the course introduction for information on how to do this.

### Assessment

Your assignment will be assessed using the following rubric:

Category	Criteria		
<b>Product Location</b> <i>1 mark</i>	<b>1 mark</b> ■ Student identifies the countries that grow/manufacture the product.		<b>0 marks</b> ■ Student does not mention what countries grow/manufacture the product.
<b>Preparing the Product</b> <i>3 marks</i>	<b>3 marks</b> ■ Student presents a thorough summary of the steps required to prepare the raw materials for market, including harvesting, refining, packaging, and shipping.	<b>2 marks</b> ■ Student presents a somewhat clear summary of the steps required to prepare the raw materials, and may include details on some categories (harvesting, refining, packaging, and shipping).	<b>1 mark</b> ■ Student presents little to no relevant information on the preparation process.
<b>Pricing</b> <i>2 marks</i>	<b>2 marks</b> ■ Student identifies the market cost and labour wage of the product, converting both prices into Canadian or US dollars for comparison.	<b>1 mark</b> ■ Student identifies the market cost and labour wage of the product, but does not convert these prices to a common currency.	<b>0 marks</b> ■ Student does not identify market cost and/or labour wage.
<b>Fair Trade Requirements</b> <i>3 marks</i>	<b>3 marks</b> ■ Student clearly identifies all working conditions, wages, and worker benefits required under the Fair Trade label.	<b>2 marks</b> ■ Student identifies some of the requirements for Fair Trade labelling, such as working conditions, wages, or worker benefits.	<b>1 mark</b> ■ Student does not provide any specific details as to the requirements of Fair Trade labelling.
<b>Writing Style</b> <i>3 marks</i>	<b>3 marks</b> ■ Student uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies. ■ Student makes few spelling and grammar errors.	<b>2 marks</b> ■ Student uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies. ■ Student makes spelling and grammar errors that distract from the essay.	<b>1 mark</b> ■ Student uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 9 students studying social studies. ■ Student makes spelling and grammar errors that make the essay hard to read.
<b>References</b> <i>3 marks</i>	<b>3 marks</b> ■ Student lists all research sources and includes all requested information listed in the report template.	<b>2 marks</b> ■ Student lists all research sources and includes some of the requested information listed in the report template.	<b>1 mark</b> ■ Student lists all research sources but includes little to none of the requested information listed in the report template.
<b>Total Score: /15 marks</b>			

## LESSON 3: CANADIANS AND CURRENT GLOBAL ISSUES IN THE MEDIA

### Introduction

Whether you live in a small town or a large city, it is important to be aware of current events in your community. As a citizen of the global village, there are three types of media available to you: local, national, and global. Different news sources can have different perspectives on issues. This is especially the case when the issue is of international concern. Just as every person has her or his own perspective on an argument, each country in the world approaches issues in the global village from its own unique position.

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Compare media portrayals of current issues, including those of local, national, and international sources.
- Evaluate Canadian perspectives regarding current global issues.
- Describe the dynamic relationship between national identity and global citizenship.

### Three Types of Media

We get most of our news from media. Each news source we use will have a particular (and possibly different) perspective on an issue than other sources. In general, there are three types, or levels, of news media:

- *Local*: The newspaper, radio, and television news programs of your town, city, or province
- *National*: Media outlets such as the Canadian Press or the CBC
- *International*: The Associated Press and Reuters

These three types of media may all cover the same issue, but have different views or stances on certain events. How do you know whether the information is correct or accurate? This is a trick question because there is often no “right” answer. The better answer is, “it depends on your own viewpoint regarding an issue.” As a receiver of news information, you should

be able to read or listen to different viewpoints, take into account the sender of the information and her or his view, and formulate your own opinion.

## Three Types of News Stories

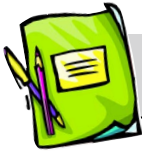
1. **Lead Stories:** These are usually about “breaking news”—current events that occurred that day or the previous day. Lead stories are usually important to the people in the area in which they occur and most often appear on the front page of the local newspaper.
2. **Human Interest Stories:** These are a type of news story concerned with the activities of a few named people. It is often considered to be the “story behind the story,” in that it shows the personal emotions behind an important news story affecting many people.
3. **Feature Stories:** These are stories not based on “breaking news.” Their interest lays in some factor other than the news value. They are not “front page news.”

## Canadian Perspectives on Global Issues

An issue is a topic that creates debate, and which people see from differing perspectives. When it comes to **global issues**, Canada often has its own unique view. Canadian views on world issues on some occasions mirror those of our closest neighbour and ally, the United States; however, sometimes there are differences. A good example of this was the 2003 U.S.-led invasion of Iraq. The American (and British) government believed that occupation and war in Iraq was a necessity for world peace and security. Canada disagreed and therefore did not participate in the invasion of Iraq.



In this learning activity, you will need to find news sources. It may be a good idea to get your learning partner to help you with this task. If you are having difficulty, please contact your tutor/marker.



## Learning Activity 3.3

### Analyzing Global News Coverage

#### Your Task

Use the chart on the next page to compare two different news sources that report on global issues. You may choose two from the list of websites below or two others of your choosing. If you do not have access to the Internet, you should consult your local library for resources. After choosing two global news sources, you will compare the two in the chart on the next page.



#### Note:


Remember, you are not choosing news articles; you are choosing **news sources** such as a newspaper or website.

#### Global News Sources:

- Global News [www.oneworld.net](http://www.oneworld.net)
- New York Times [www.nytimes.com](http://www.nytimes.com)
- UN Wire [www.unwire.org](http://www.unwire.org)
- Google News Canada <http://news.google.ca>
- The Associated Press [www.ap.org](http://www.ap.org)
- New Internationalist Magazine [www.newint.org](http://www.newint.org)
- BBC News <http://news.bbc.co.uk>
- CNN [www.cnn.com](http://www.cnn.com)
- CBC News [www.cbc.ca/news](http://www.cbc.ca/news)
- National Post [www.canada.com/national/index.html](http://www.canada.com/national/index.html)
- Globe and Mail [www.theglobeandmail.com](http://www.theglobeandmail.com)

*continued*

### Learning Activity 3.3: Analyzing Global News Coverage (continued)

Analyzing Global News Coverage		
Description of News Source	News Source 1:	News Source 2:
Number of world issues		
Number of national issues		
Number of local issues		
List the three most prominent headlines.	1. 2. 3.	1. 2. 3.
Choose one of the top three stories you listed above and provide at least three details about that story.		
Is bias evident in the articles? Explain.		
Did all global news items relate to violence or disaster? Is the overall feel of the articles positive or negative?		
Summarize your comparison. Based on these two news sources, summarize your comparison by highlighting the similarities and differences.		
 <p><b>Note:</b> Remember that media news coverage does not reflect the reality of the world. It acts as a go-between for the media consumer and the world. It interprets, selects, and presents events and issues for them.</p>		



Check the answer key.



## Lesson Summary

There are many different people and organizations in our global village, and we all look at the world—and describe what we see—from our own unique perspective. When you want to learn about a topic, it is important to read, listen, or watch more than just one news source. That way, you can consider the many different perspectives on an issue and make up your own mind. Always consider whose perspective is being told. The 2003 war in Iraq provides a perfect example of differences in perspective in a global village. Canadians, in general, viewed the war as unfounded and without cause, whereas the Americans, in general, viewed it as retribution and with good cause. Although Canada has a history of acting in alliance with the United States of America, in the case of the US invasion of Iraq, the Canadian government chose not to support a war without the backing of the United Nations.

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## Notes

# LESSON 4: CANADA'S GLOBAL INVOLVEMENT

## Introduction

This lesson describes the types of connections Canada has to other countries, including trade agreements, military alliances, sport competitions, and environmental concerns.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Give examples of Canada's participation within international organizations.
- Evaluate Canada's contributions to international aid and development.
- Assess the implications of Canada's military or peacekeeping roles in contemporary conflicts.

## Canada and the World

We live in a global village, which means that Canada does not exist in isolation from the rest of the world. We influence events in other parts of the world and are likewise influenced by events in other parts of the world. How are we connected to other countries? Canada has connections to and relationships with other countries through the following:

<b>Trade</b>	International trade is the movement of goods from one country to another. Canada buys from and sells goods to other countries.
<b>Communication</b>	Canada is linked to other countries through the world's vast communication technologies. These technologies include satellite television, telephone, and the Internet.
<b>Environment</b>	Concern for the protection and sustainability (maintenance) of the world's environments is a global issue. Every year, eight of the world's leaders meet at a <b>G8 Summit</b> to discuss topics of global importance, including the environment. Canada has hosted the G8 Summit in 2002 and 2010.

<b>Entertainment</b>	The entertainment industry often goes beyond national borders, and Canada is most affected by the entertainment industry of the United States. Just consider all of the American music, television, and movies you can access. Here is a quick film fact: The top-grossing movie of all time is Avatar (2009) making \$2.78 billion in the box office as of 2011, whereas Canada's highest grossing movie, Bon Cop, Bad Cop, earned \$11 million in box office sales.
<b>Sports</b>	The most famous international sporting federation is the International Olympic Committee (IOC). This organization is responsible for the Olympics. The modern Olympic Games began in 1896 in Athens, Greece, and Canada has sent athletes to every competition. Canada has hosted the Olympics three times: the Summer Games in Montreal (1976), the Winter Games in Calgary (1988), and the Winter Games in Vancouver (2010). It has also hosted other major international sporting events such as the Commonwealth Games and Pan-Am Games.
<b>Military</b>	Groups of countries have formed military alliances for centuries, usually for mutual protection. Canada has been a part of such alliances. The North Atlantic Treaty Organization (NATO) is an example.

## Canada's International Involvement

Canada has been involved in international affairs since Confederation in 1867. In what capacity has Canada been involved with other countries? Let's look at Canada's recent international involvement.

### Trade Negotiations and Agreements

Canada is a member of several organizations whose aim is to enhance trading relations. These include the following:

<b>The World Trade Organization</b> (WTO)	The WTO is an international trade organization with 153 member countries (as of 2010). The initial purpose of the organization was to create and enforce the rules of trade on a global level. The various trade agreements are negotiated and signed by governments of the participating nations. The WTO has created a system that regulates the import and export of goods and services. Most trading relations between countries are established through the WTO.
<b>The North American Free Trade Agreement</b> (NAFTA)	The North American Free Trade Agreement is an economic treaty among Canada, the United States, and Mexico. It is one of the largest trade agreements in the world. The main purpose of NAFTA was to lower and get rid of taxes on goods (called tariffs). This makes it easier and faster to trade between the three countries. NAFTA was signed by all three countries in 1994.

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**Canada-European  
Free Trade  
Association**  
(Canada-EFTA FTA)

The Canada-EFTA FTA began negotiations in 1998. The trade agreement was approved in 2009. This reduced, and in some cases eliminated, tariffs on Canadian goods that were sold to Iceland, Liechtenstein, Norway, and Switzerland. It is Canada's first trans-Atlantic free trade agreement.

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**Note:**

A *tariff* is a tax put on goods entering a country from another country. *Free trade* is trade without tariffs.

## Peacekeeping Operations

A peacekeeping operation is a technique used by the United Nations to protect international peace and security. When a violent conflict breaks out between two countries, or when a country is threatened because of fighting or rebellion among its citizens, the UN can vote to send peacekeepers to the area. The member countries of the UN will send civilian and military personnel to monitor the conflict area. The job of a peacekeeper is to

- promote a ceasefire between the groups in conflict
- negotiate a compromise between the groups in conflict
- protect humanitarian workers and ensure that aid is delivered to civilians

In a peacekeeping mission, UN soldiers are sent to help keep the peace. They do not choose sides and do not fight unless they need to do so for their own safety.

## Summary


The systems of government developed by First Nations, Métis, and Inuit Peoples were flexible, loosely organized, and allowed a great deal of independence. To many Europeans, First Nations, Métis, and Inuit governments were so loosely structured that it seemed as if they had no government at all. In the next lesson, you will cover the changes made to First Nations, Métis, and Inuit government through the *Indian Act* and land treaties.



**Note:**

A *civilian* is a person who is not active in the military. *Military* refers to soldiers or the armed forces.

As of 2010, Canadian peacekeeping operations have been deployed in the following regions of the world:

<b>Middle East</b>	
<b>United Nations Truce Supervision Operation</b>	UNTSO has been based in the Middle East since 1948, soon after the end of the Second World War. It was the very first peacekeeping operation to be organized by the United Nations. The UNTSO troops are there to bring stability to the region, which includes supervising peace treaty agreements between nations and preventing violent conflict.
<b>Golan Heights (United Nations Disengagement Observer Force)</b>	The Golan Heights is an area located on the border of Israel and Syria. It has been a disputed area for a very long time and has caused a lot of tension and hostility between the two countries. UNDOF was established in 1974 when Israeli and Syrian forces both agreed to come to an agreement over the Golan Heights. UNDOF exists to make sure that fighting does not start up again.
<b>United Nations Interim Force in Lebanon</b>	UNIFIL was created in 1978 to resolve a conflict between Israel and Lebanon. Lebanon was suffering from an Israeli invasion. The Lebanese government had basically collapsed and UNIFIL had to step in to help Lebanon once again become a peaceful and secure area.
<b>Iraq-Kuwait Observation Mission</b>	In 1990, Iraq invaded its tiny neighbour Kuwait in order to take control of its oil resources. The international community did not approve of Iraq's actions, and UNIKOM was established the following year. The goal of UNIKOM was to manage the Iraq-Kuwait border and report any hostile action from either side. UNIKOM's operation was suspended in March 2003 to prepare for the U.S.-led invasion of Iraq.
	<b>Note:</b> Canada takes part in peacekeeping missions as part of the United Nations (UN). Each mission has a name and a corresponding acronym. For example, the peacekeeping mission in Western Sahara (a country in Africa) is called the <b>United Nations Missions for the Referendum in Western Sahara</b> . The acronym for this operation is <b>MINURSO</b> .
<b>Europe</b>	
<b>United Nations Peacekeeping Force in Cyprus</b>	Cyprus is a very small island located in the Mediterranean Sea. It is surrounded on opposite sides by Greece and Turkey. The population of Cyprus includes both Greek and Turkish people. This caused fighting between the two countries over ownership of the island. After years of fighting, the UN established a peacekeeping force in 1964 to monitor the situation and create boundaries between the two sides. A lot of humanitarian aid has gone to Cyprus.
<b>United Nations Observer Mission in Georgia</b>	From 1988–1992, there was a violent civil war in Georgia. The war was fought between the Georgian government and the Abkhaz authorities. Abkhazia is a disputed territory that neighbours Georgia. UNOMIG was created in 1993. The following year there was a ceasefire agreement signed between the two sides. UNOMIG did not leave Georgia until 2009.
<b>United Nations Interim Mission in Kosovo</b>	In 1999, the United Nations set up a temporary administration in Kosovo until the region could establish its own independent government. In addition to maintaining law and order, UNMIK was responsible for organizing health and education, banking, mail, and telecommunications services.

## Asia

### **United Nations Military Observer Group in India and Pakistan**

In the 1940s, there was violent and bloody fighting between Hindus and Muslims in the area that is now India and Pakistan. British India had both groups living together, which caused a lot of tension. The country was partitioned (split) into two in 1947, but fighting continued between the people. UNMOGIP was established in 1949 to supervise the ceasefire agreement.

### **United Nations Mission of Support in East Timor**

East Timor is a nation in South-East Asia. It was formally a Portuguese colony. In 1975, East Timor was invaded by its neighbour, Indonesia. In 1999, the UN Security Council decided to step in and help East Timor in its struggle. UNMISSET was established and for three years helped guide the nation to independence. On May 20th, 2002, East Timor became an independent country and was re-named Timor-Leste. In September 2002, Timor-Leste became a member of the United Nations.

## Africa

### **United Nations Mission for the Referendum in Western Sahara**

Western Sahara is a desert region that borders the Atlantic Ocean. It is believed to be rich in natural resources. Most of the country has been controlled by Morocco since 1976. The local Saharan people are fighting for their independence. They are represented by the *Polisario*, a group that is supported by the country of Algeria. The government of Morocco and Polisario were able to come to an agreement concerning Western Sahara, but MINURSO was created to maintain the peace and help the Saharan people re-claim the territory.

### **United Nations Mission in Sierra Leone**

Sierra Leone suffered from a 10-year long civil war from 1992–2002. The war was fought between the government and local rebels. Tens of thousands of people died at the hands of the rebels. Others had their hands or feet hacked off if they did not join the rebel army. In 1999, the UN Security Council established UNAMSIL to support the government and implement the *Lome Peace Agreement*. The aim was to disarm and demobilize the rebels. The UN peacekeeping operation was concluded in 2005.

### **United Nations Organization Mission in the Democratic Republic of Congo**

The Second Congo War took place in the African country of the Democratic Republic of the Congo. It began in 1998 and ended in 2002. It involved nine African countries and over 20 different armed groups. The Lusaka Ceasefire Agreement was signed in July of 1999 and, a few months later, the United Nations established MONUC to ensure that the agreement would be followed. Although the war officially ended in 2002, fighting has been ongoing since 2005.


### **United Nations Mission in Ethiopia and Eritrea**

As a former Italian colony, Eritrea is a small territory that was taken over by Ethiopia in 1962. After 30 years of bloody fighting, Eritrea, much like East Timor, won its struggle to gain independence. For a while there was relative peace between the two countries. Tensions flared up again in 1998 over ethnic and economic differences. Peace talks began in 2002, which were supported by Algeria and the Organization of African Unity. The UN established UNMEE as a way to maintain contact between both nations and to prevent any more fighting.

## Military Operations

A military operation is different than a peacekeeping operation. In a peacekeeping mission, soldiers under the direction of the United Nations are sent to an area to help keep the peace. In a military operation, soldiers are sent from Canada alone or as part of an international alliance (such as NATO). They are sent to fight—to enter a field of combat and to attack, capture, or defend territory and people.

Where have Canadians been involved militarily? To begin with, Canada participated in both World Wars, sending 650,000 troops to the First World War and 1,000,000 to the Second World War. Since the end of the Second World War (1945), Canada has sent combat troops to these areas of the world:

<b>Korean War, 1950-53</b>	On June 25, 1950, communist North Korea invaded South Korea. Within weeks, the United Nations, under the direction of the United States, organized an international army and invaded Korea to assist the South Koreans. A truce agreement between the North and South was signed in June 1953. 26,791 Canadians served in the Korean War, and 516 died.
<b>Gulf War, 1991</b>	In August 1990, Iraq invaded the tiny country of Kuwait. After Iraq refused to leave Kuwait, an international coalition led by the United States attacked Iraq in January of 1991. Canada sent over 4,000 personnel to participate in the Gulf War. While a relatively small force, Canada provided a valuable service to the coalition. A ceasefire was declared in February 1991 after the defeat of the Iraqi armed forces.
<b>War in Kosovo, 1999</b>	Between March and June of 1999, NATO forces were involved in intensive bombing raids over Yugoslavia in an attempt to halt attacks on ethnic Albanians in Kosovo. During this time, the Kosovo Liberation Army was disbanded and disarmed. Canada contributed manned RCAF planes to perform strikes.
	<b>Note:</b> <i>NATO (North Atlantic Treaty Organization)</i> is a military pact that was established in 1949. Its members include the US, Canada, the UK, and other European countries. It was originally established for the purpose of opposing the USSR and communism during the Cold War (1945–1992). It still exists today as a military alliance of which, ironically, the former USSR is a partial member.
<b>Afghanistan, 2001</b>	On October 10, 2001, the United States and Britain launched the first round of air strikes on Kabul, Afghanistan in response to the September 11 attacks on U.S. targets. The focus of the attack was Afghanistan’s Taliban leadership, as well as training camps belonging to Osama bin Laden’s al-Qaeda organization. Canada joined the conflict in Afghanistan against the Taliban a week later. By July 2005, Canada prepared to send more troops to Afghanistan. The Canadian Forces renewed its presence as part of the United States-led campaign against terrorism called <i>Operation Enduring Freedom (OEF)</i> . In February 2006, the Canadian Forces further increased its presence in the south of Afghanistan by moving to Kandahar (a city in Afghanistan). Canada also signed the <i>Afghanistan Compact</i> , which was pledged to assist with security in Afghanistan until February 2011. As of 2012, 158 Canadian soldiers have died in Afghanistan.





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**Note:** The Taliban is a group in Afghanistan that believes in a medieval brand of the religion Islam. Al-Qaeda is a worldwide network of militant Islamist organizations. It is the international terrorist network that claimed responsibility for the September 11, 2001, attacks on the United States. *Al-Qaeda* means “the base.” Osama bin Laden was the founder of al-Qaeda.

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## Sports

Canada is involved in several international sporting organizations, including the International Olympic Committee. Here are a few other international sporting organizations in which Canada is a member:

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<b>International Ice Hockey Federation</b>	The International Ice Hockey Federation was founded in 1908. It is a partnership of hockey associations from various countries governing the sport of ice hockey and in-line hockey for both men and women.
<b>International Skating Union</b>	The International Skating Union (ISU) was established in 1892. It covers several types of skating: Figure Skating, Synchronized Skating, Short Track Speed Skating, and Speed Skating
<b>Special Olympic Games</b>	The Special Olympics were founded in 1968 and are an international organization dedicated to empowering individuals with intellectual disabilities to become physically fit, productive, and respected members of society through sports training and competition.
<b>Pan-Am Games</b>	The first Pan-American Games took place in 1951 in Buenos Aires, Argentina. The Pan-American Games are held every four years and bring together athletes from the countries of North and South America in a festival of sport and international friendship. In 1967 and 1999, the games were held in Winnipeg.
<b>Commonwealth Games</b>	The first Commonwealth Games were held in 1930 in Hamilton, Ontario. Since then, the games have been conducted every four years except for 1942 and 1946, due to the Second World War. They brought together all the countries in the world that were formerly part of the British Empire. From 1930 to 1950, the games were known as the British Empire Games, and then the British Empire and Commonwealth Games until 1962. From 1966 to 1974, they took on the title of British Commonwealth Games and from 1978 onwards they have been known simply as the Commonwealth Games.

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## Environment

International environmental organizations that Canada belongs to include the following:

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<b>The Forest Stewardship Council</b>	A non-profit environmental organization based in Bonn, Germany. The council advises countries on how to manage their forests and lumber industries in environmentally appropriate ways. People who are interested in supporting the sustainable consumption of lumber are advised to buy lumber that the council has certified. The council was established in 1993.
<b>WWF (the World Wildlife Fund)</b>	One of the world's largest environmental organizations with a network of offices in nearly 60 countries. The WWF was established on September 11, 1961. Its founders include the biologist Sir Julian Huxley, Prince Bernhard of the Netherlands, Max Nicholson, and the naturalist and painter Sir Peter Scott who designed the original black and white panda logo.  WWF is dedicated to halting the devastation of the planet's natural environment and building a future in which humans live in harmony with nature by <ul style="list-style-type: none"><li>■ conserving the world's environment</li><li>■ ensuring that the use of renewable natural resources is sustainable (can be maintained without running out)</li><li>■ promoting the reduction of pollution and wasteful consumption</li></ul>
<b>Greenpeace</b>	Founded in 1971 in Vancouver, BC, Greenpeace is an international environmental organization that promotes direct, nonviolent action to halt threats to the environment. Its confrontational tactics have earned the group widespread publicity for its causes, which include ending commercial whaling and the slaughter of baby seals, halting the dumping of toxic wastes, and creating a nuclear-free world.

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## Learning Activity 3.4

### Canadians Living in the Global Village



**Note:**

You will require use of the Internet or an atlas for this learning activity.

1. For each of the following global connections, indicate whether it is an example of a *trade, peacekeeping, military, sporting, or environmental* connection with other countries. Record this in the "Connection Type" column. When the "Global Connection" is an acronym, provide the full name in the "Full Name of Mission/Organization" column. The first one is done for you as an example.

Global Connection	Full Name of Mission/Organization	Connection Type
UNOMIG	UN Observer Mission in Georgia	Peacekeeping
ISU		
WWF		
WTO		
Gulf War, 1991		
NAFTA		
NATO		
UNDOF		
Korean War		
Pan-Am Games		

2. What is the difference between a peacekeeping operation and a military operation?
3. There have been many events of global significance in the past 50 years. Using an atlas or the Internet, locate and label the following countries that were involved in these events.

*continued*

## Learning Activity 3.4: Canadians Living in the Global Village (continued)

### Countries:

1. Afghanistan
2. Canada
3. Eritrea
4. Israel
5. Pakistan
6. Ethiopia
7. Korea (North and South)
8. Sierra Leone
9. Democratic Republic of Congo
10. Georgia
11. Kosovo
12. United States
13. Cyprus
14. India
15. Kuwait
16. Western Sahara
17. East Timor
18. Iraq
19. Lebanon



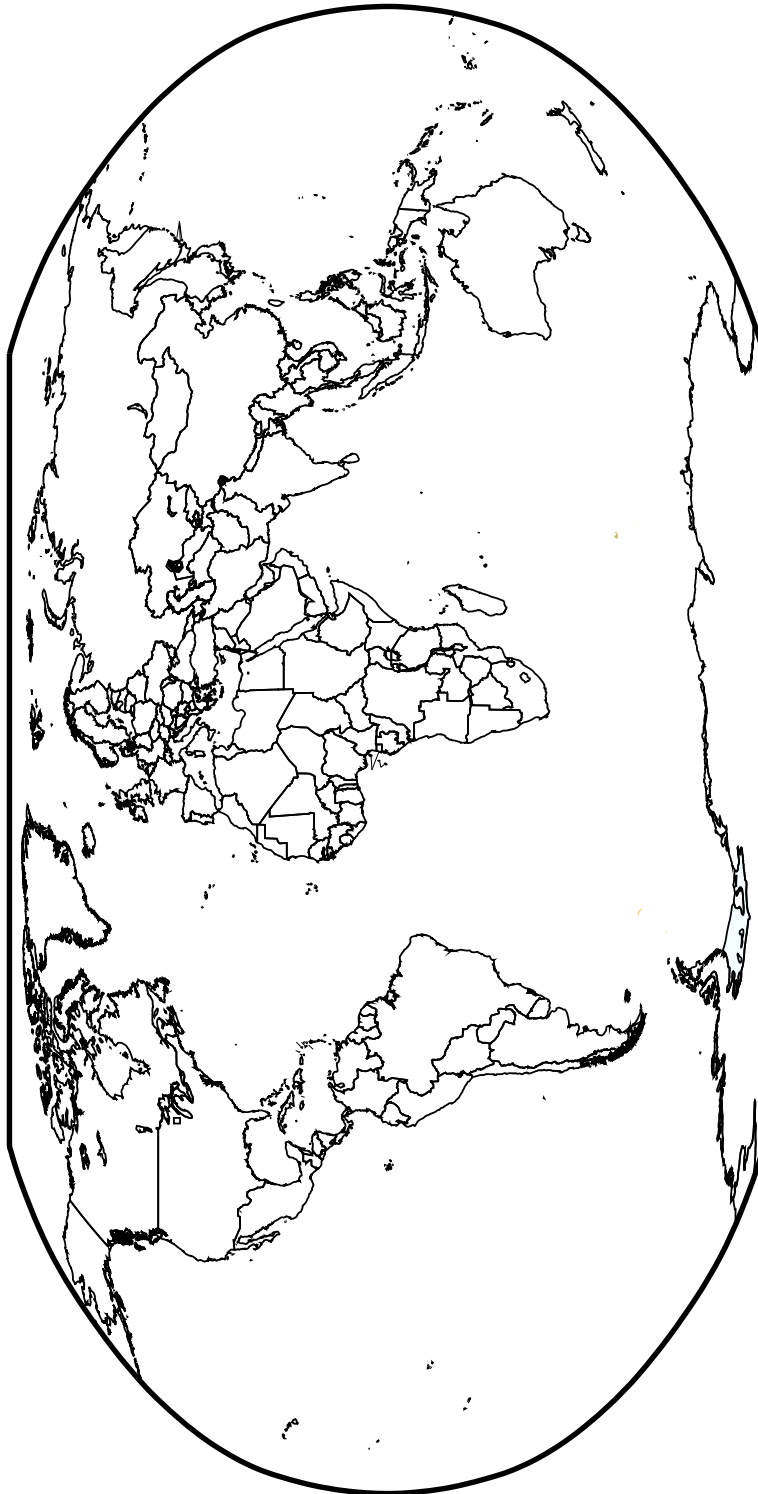
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### Note:

A large map has been included with this course so that you have enough room to label some of the smaller countries.

*continued*

### Learning Activity 3.4: Canadians Living in the Global Village (continued)



## Summary

Canada is a relatively young country when compared to its counterparts. Nonetheless, Canada has become involved in many aspects of international relations and is an integral partner on the world stage.



## Assignment 3.2

### Canada on the International Stage (15 marks)

#### Your Task:

When journalists research a current event, their goal is to answer the “Five Ws” of the story:

1. *Who* was involved?
2. *What* happened?
3. *Where* did this occur?
4. *When* did it occur?
5. *Why* did this happen?

In this assignment, you will assume the role of a journalist and investigate the Five Ws of Canada’s international affairs. Choose one of the four options below as your topic:

#### Option 1: Peacekeeping Investigation

Research a United Nations peacekeeping mission that involved Canadian peacekeepers. Review this lesson for some suggestions. Answer the following six questions:

1. *Who* were the nations or groups involved in the initial conflict? (1 mark)
2. *What* were some significant events in the timeline of the conflict? (4 marks)
3. *Where* in the world did this conflict occur? (1 mark)
4. *When* did this conflict begin (what year)? How long did the peacekeeping mission last? Is it ongoing? (2 marks)
5. *Why* did this conflict occur? Keep in mind that each group may have its own interpretation of events. (2 marks)
6. *Follow-up Question:* Do you think that Canada did the right thing by sending peacekeepers to this conflict? Explain your reasoning in a paragraph response. (5 marks)

*continued*

## Assignment 3.2: Canada on the International Stage (continued)

If you choose this option, you will be assessed using the following rubric:

<b>Rubric</b>			
<b>Option 1: Peacekeeping Investigation</b>			
<b>Who?</b>	<b>1 mark</b> ■ Student correctly identifies the nations or groups involved in the initial conflict.		<b>0 marks</b> ■ Student is unable to identify the groups within the conflict.
<b>What?</b>	<b>4-3 marks</b> ■ Student lists at least three timeline events and explains their significance within the conflict.	<b>2 marks</b> ■ Student lists at least three timeline events.	<b>1-0 marks</b> ■ Student lists less than three timeline events.
<b>Where</b>	<b>1 mark</b> ■ Student accurately identifies the global location of the conflict.		<b>0 marks</b> ■ Student is unable to identify the proper location.
<b>When</b>	<b>2 marks</b> ■ Student identifies the beginning and end of the conflict.	<b>1 mark</b> ■ Student identifies either the beginning or end of the conflict.	<b>0 marks</b> ■ Student is unable to identify the beginning or end of the conflict.
<b>Why?</b>	<b>2 marks</b> ■ Student explains the motivations behind the conflict, presenting the perspectives of both combatants.		<b>1-0 marks</b> ■ Student presents the motivations of only one side, or not at all.
<b>Follow-up</b>	<b>5-4 marks</b> ■ Student clearly explains her or his stance regarding Canada's involvement, presents two or three supporting points, and has a clear introduction and conclusion.	<b>3-2 marks</b> ■ Student explains her or his stance regarding Canada's involvement and presents one or two supporting points with an adequate or basic introduction and conclusion.	<b>1-0 marks</b> ■ Student position is unclear, does not offer supporting points, and contains no introduction or conclusion.
<b>Total Score: /15 marks</b>			

### Option 2: Military Conflict

Research a military operation that involved Canadian soldiers. Review this lesson for some suggestions. Answer the following six questions:

1. *Who* were the nations or groups involved in the fighting? (1 mark)
2. *What* were some significant events in the timeline of the conflict? (4 marks)
3. *Where* in the world did this conflict occur? (1 mark)
4. *When* did this conflict begin (what year)? When did it end? Is it ongoing? (2 marks)

*continued*



## Assignment 3.2: Canada on the International Stage (continued)

5. *Why* did this conflict occur? Keep in mind that each group may have its own interpretation of events. (2 marks)
6. *Follow-up Question*: Do you think that Canada did the right thing by participating in this war or conflict? Explain your reasoning in a paragraph response. (5 marks)

If you choose this option, you will be assessed using the following rubric.

<b>Rubric Option 2: Military Conflict</b>		
<b>Who?</b>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student correctly identifies the nations or factions involved in the initial conflict.</li> </ul>	<b>0 marks</b> <ul style="list-style-type: none"> <li>■ Student is unable to identify the factions within the conflict.</li> </ul>
<b>What?</b>	<b>4-3 marks</b> <ul style="list-style-type: none"> <li>■ Student lists at least three timeline events and explains their significance within the conflict.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student lists at least three timeline events.</li> </ul>
<b>Where</b>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student accurately identifies the global location of the conflict.</li> </ul>	<b>0 marks</b> <ul style="list-style-type: none"> <li>■ Student is unable to identify the proper location.</li> </ul>
<b>When</b>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student identifies the beginning and end of the conflict.</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student identifies either the beginning or end of the conflict.</li> </ul>
<b>Why?</b>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student explains the motivations behind the conflict, presenting the perspectives of both combatants.</li> </ul>	<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student presents the motivations of only one side, or not at all.</li> </ul>
<b>Follow-up</b>	<b>5-4 marks</b> <ul style="list-style-type: none"> <li>■ Student clearly explains her or his stance regarding Canada's involvement, presents two or three supporting points, and has a clear introduction and conclusion.</li> </ul>	<b>3-2 marks</b> <ul style="list-style-type: none"> <li>■ Student explains her or his stance regarding Canada's involvement, presents one or two supporting points, and has an adequate or basic introduction and conclusion.</li> </ul>
<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student position is unclear, does not offer supporting points, and contains no introduction or conclusion.</li> </ul>		
<b>Total Score: /15 marks</b>		

*continued*

## Assignment 3.2: Canada on the International Stage (continued)

### Option 3: Environmental Group

Select an organization that promotes environmental change in Canada. Review this lesson for some suggestions. Investigate one specific goal of the organization (examples of specific goals include “preserving the habitat of polar bears” or “raising awareness of greenhouse gas emissions”). Answer the following six questions about the organization and its goal:

1. *Who* are the main countries involved in the group?  
OR  
*Who* are the leaders of the group? Describe them briefly. (2 marks)
2. *What* strategies or programs did the group use to promote its goal? Describe its advertising, protesting, or lobbying efforts. (3 marks)
3. *Where* in the world did this program occur? (1 mark)
4. *When* did this program occur (what year)? Was it a single event or an ongoing series of negotiations/protests? (1 mark)
5. *Why* should Canadians support this group? In your response, consider its goals and the methods used to carry out these goals. Do they promote Canadian values? (3 marks)
6. *Follow-up Question:* What can you personally do to promote the goal of this group? In a paragraph response, describe the actions you could take on your own, as well as with members of your family and community. (5 marks)

If you choose this option, you will be assessed using the following rubric:

Rubric Option 3: Environmental Group			
<b>Who?</b>	<b>2 marks</b>		<b>1-0 marks</b>
	<ul style="list-style-type: none"> <li>Student lists the countries involved in the environmental group. OR</li> <li>Names and describes the leaders of the environmental group.</li> </ul>		<ul style="list-style-type: none"> <li>Student names the environmental group’s leaders but provides no biographical information.</li> </ul>
<b>What?</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1-0 marks</b>
	<ul style="list-style-type: none"> <li>Student identifies a specific environmental goal and explains specific actions/policies made to accomplish it.</li> </ul>	<ul style="list-style-type: none"> <li>Student identifies a broad, general goal or explains actions in little detail.</li> </ul>	<ul style="list-style-type: none"> <li>Student identifies a broad, general goal and explains no actions or policies.</li> </ul>
<b>Where</b>	<b>1 mark</b>		<b>0 marks</b>
	<ul style="list-style-type: none"> <li>Student identifies the countries affected by the policy, or the specific target of environmental action.</li> </ul>		<ul style="list-style-type: none"> <li>Student does not identify the affected country, city, or region.</li> </ul>

*continued*

## Assignment 3.2: Canada on the International Stage (continued)

<b>When</b>	<b>1 mark</b>		<b>0 marks</b>
	<ul style="list-style-type: none"> <li>Student identifies the timeline or specific date of this environmental program.</li> </ul>		<ul style="list-style-type: none"> <li>Student does not identify the timeline or date of the program.</li> </ul>
<b>Why?</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1-0 marks</b>
	<ul style="list-style-type: none"> <li>Student clearly explains their stance regarding Canada's support.</li> <li>Student presents two or three supporting points and discusses how the group represents Canada.</li> <li>Student includes clear introduction and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Student somewhat explains his or her stance regarding Canada's support.</li> <li>Student presents supporting points.</li> </ul>	<ul style="list-style-type: none"> <li>Student position is unclear, does not offer supporting points, and contains no introduction or conclusion.</li> </ul>
<b>Follow-up</b>	<b>5-4 marks</b>	<b>3-2 marks</b>	<b>1-0 marks</b>
	<ul style="list-style-type: none"> <li>Student clearly explains actions they can take regarding the environmental group and/or the issue with at least two or three supporting points, and has a clear introduction and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Student explains actions they can take regarding the environmental group and/or the issue with at least one or two supporting points, and has an adequate or basic introduction and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Student has little to no explanation, does not offer supporting points, and includes no introduction or conclusion.</li> </ul>
<b>Total Score: /15 marks</b>			

### Option 4: Athletes and Sports Organization

Write a profile of a Canadian athlete involved in international competitions (such as the Olympics or the Pan-Am Games). Review this lesson for some suggestions. Answer the following six questions about the athlete:

1. *Who* is this Canadian athlete? Describe him or her briefly. (3 marks)
2. *What* is the name of the international organization that governs the athlete's sport? Describe the outcome of the athlete's last competition: did he or she win, lose, or improve any records? (2 marks)
3. *Where* in the world did this competition last take place? (1 mark)
4. *When* does this organization meet for competition (how often)? (1 mark)
5. *Why* is this athlete an admirable Canadian? Would you be proud to have this person act as a representative of Canada and its values? (3 marks)
6. *Follow-up Question:* What personal lessons can you learn from the life of this athlete? Explain in a paragraph response. (5 marks)

*continued*

## Assignment 3.2: Canada on the International Stage (continued)

If you choose this option, you will be assessed using the following rubric.

<b>Rubric</b>			
<b>Option 4: Athletes and Sports Organization</b>			
<b>Who?</b>	<b>3 marks</b> <ul style="list-style-type: none"> <li>■ Student accurately identifies and describes a Canadian athlete involved in international competition.</li> <li>■ Student presents at least two supporting points.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student identifies a Canadian athlete involved in international competition and briefly describes them.</li> <li>■ Student presents at least one supporting point.</li> </ul>	<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student inaccurately identifies an international Canadian athlete. And/Or</li> <li>■ Student does not provide an adequate description of the athlete.</li> </ul>
<b>What?</b>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student identifies the IO and the athlete's standing in the last competition.</li> </ul>		<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student is unable to identify the IO or is unable to provide details of the athlete's most recent competition.</li> </ul>
<b>Where</b>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student identifies the location of the athlete's most recent international competition.</li> </ul>		<b>0 marks</b> <ul style="list-style-type: none"> <li>■ Student is unable to identify the competition's location.</li> </ul>
<b>When</b>	<b>1 mark</b> <ul style="list-style-type: none"> <li>■ Student identifies how often the athlete's international organization meets for competition.</li> </ul>		<b>0 marks</b> <ul style="list-style-type: none"> <li>■ Student does not identify how often the IO meets for competition.</li> </ul>
<b>Why?</b>	<b>3 marks</b> <ul style="list-style-type: none"> <li>■ Student clearly explains her or his stance regarding the athlete acting as a representative of Canada and why this athlete is an admirable Canadian.</li> <li>■ The student uses at least two or three supporting points.</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>■ Student adequately explains her or his stance regarding the athlete acting as a representative of Canada and why this athlete is an admirable Canadian.</li> <li>■ The student uses at least one or two supporting points.</li> </ul>	<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ There is little to no explanation as to the student's stance regarding this athlete acting as a representative of Canada or why this athlete is an admirable Canadian.</li> <li>■ The student includes no supporting points.</li> </ul>
<b>Follow-up</b>	<b>5-4 marks</b> <ul style="list-style-type: none"> <li>■ Student clearly explains the lessons that can be learned from this athlete's life.</li> <li>■ Student uses at least three or four supporting points.</li> </ul>	<b>3-2 marks</b> <ul style="list-style-type: none"> <li>■ Student adequately explains the lessons that can be learned from this athlete's life.</li> <li>■ Student uses at least three or four supporting points.</li> </ul>	<b>1-0 marks</b> <ul style="list-style-type: none"> <li>■ Student includes little to no explanation regarding lessons that can be learned from this athlete's life.</li> <li>■ The student includes no supporting points.</li> </ul>
<b>Total Score: /15 marks</b>			

# LESSON 5: CANADA'S GLOBAL RESPONSIBILITIES

## Introduction

Just as individual citizens have responsibilities to their community, Canada has duties as a nation that it must carry out in the global community. This lesson will show you what those duties are and ideas as to how Canada might fulfill its duties.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Give examples of Canada's participation within international organizations.
- Evaluate Canada's contributions to international aid and development.

## The Canadian Government's Perspective

In Module 2, you learned about your responsibilities as a citizen of Canada and as a citizen of the world. What responsibilities does a democratic, wealthy, pluralistic country like Canada have in the global village? The Canadian Department of Foreign Affairs released this statement about Canada's responsibilities to the world:

*"Our world is smaller and more crowded than ever before. While independent countries remain the basic building blocks of international society, they now share the landscape with a host of other actors. Globalization has connected people and places in ways that were previously unimaginable, and has blurred the lines around national economies. In the process, globalization has generated extraordinary levels of wealth. Yet many have been left behind and unexpected threats have emerged.*

*Economic, political, technological and demographic forces will increase, making the world of 2020 dramatically different from the world of today. Yet this changing context also represents a tremendous opportunity for Canada. As a rich and open economy, with a skilled and adaptable population, we are well*

*placed to gain from these global transformations. But we can do more than benefit. We can also contribute. A series of positive developments, both at home and abroad, has come together to provide Canada with a unique chance to make a difference.*

*Effective multilateral governance is essential for Canadian security and prosperity. Multilateral action is in turn dependent on countries accepting their responsibility to both their citizens and to other countries. Our support for these three core priorities—prosperity, security and responsibility—reflects the fact that they are closely related and mutually reinforcing. Canada's future depends on our skill in pursuing all three together."*

*(end of statement)*

Let's take a closer look at some of the statements in the above extract:

*"Globalization has connected people and places in ways that were previously unimaginable...In the process, globalization has generated extraordinary levels of wealth. Yet many have been left behind and unexpected threats have emerged."*

What does this mean?

Globalization has connected the world and has made many countries like Canada and the USA wealthy, but much of the world remains poor. What is Canada's global responsibility to the poor world?

*"As a rich and open economy...we are well placed to gain from these global transformations. But we can do more than benefit. We can also contribute. A series of positive developments, both at home and abroad, has come together to provide Canada with a unique chance to make a difference."*

What does this mean?

As the world comes closer together because of globalization, Canada will benefit economically. We have the opportunity to help poor countries meet their needs as well. What is Canada's global responsibility in helping the developing world grow economically?

*"Effective multilateral governance is essential for Canadian security and prosperity."*

What does this mean?

*Multilateral governance* is a term describing the relationship between different national governments of the world. We must play a part in the role of world

governance to protect our own safety and wealth at home. What is Canada's global responsibility in maintaining relationships with other countries?

According to Canada's Department of Foreign Affairs, our country has three responsibilities to the world as a whole:

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<b>Defense</b>	<p>We have a responsibility to help maintain peace and security in the world. Areas of international importance include the following:</p> <ul style="list-style-type: none"><li>■ Failed or Failing States:<ul style="list-style-type: none"><li>■ Countries like Somalia, Afghanistan, Haiti, and Sudan have trapped millions of vulnerable civilians in a cycle of misery, poverty, and violence by failing to keep political authority, by lacking security and other basic services, and by failing to protect essential human rights.</li></ul></li><li>■ Terrorism</li><li>■ Weapons of Mass Destruction (WMD)</li><li>■ Transnational Crime</li><li>■ Landmines</li><li>■ Non-proliferation and Disarmament</li><li>■ Regional Flashpoints:<ul style="list-style-type: none"><li>■ Areas of the world where conflicts may turn into full-scale wars (e.g., China/Taiwan, North Korea/South Korea, India/Pakistan and the Middle East)</li></ul></li></ul>
<b>Diplomacy</b>	<p>Diplomacy refers to Canada's relations with other countries. The Canadian government has stated it will focus on the following four key areas:</p> <ul style="list-style-type: none"><li>■ Revitalizing our relationship with the United States and seeking greater ties with Mexico</li><li>■ Helping to build a more secure world—in particular, providing counter-terrorism, suppressing organized crime, reducing the spread of WMD, and improving human security</li><li>■ Emphasizing global responsibilities, including the environment and health</li><li>■ Building international relationships beyond North America (USA and Mexico)</li></ul>
<b>Development</b>	<p>Canada's development cooperation policy and programs will help to do the following:</p> <ul style="list-style-type: none"><li>■ Advance Canadian values of global citizenship, equity, and environmental sustainability</li><li>■ Focus on reducing poverty in countries throughout the world</li><li>■ Organize Canadian citizens to participate in reducing global poverty</li></ul>

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## Learning Activity 3.5

### Canada's Global Responsibilities

#### Your Task

Canada's global responsibilities may be divided into three categories:

- Defense
- Diplomacy
- Development

For each of the following responsibilities, state whether it fits in Defense, Diplomacy, or Development. One is done in each column as an example for you.

Canada's Global Responsibilities	Defense, Diplomacy, or Development?
■ Reduce poverty	Development
■ Combat terrorism	
■ Revitalize relationships with the USA and Mexico	
■ Help reduce the number of weapons of mass destruction	
■ Emphasize issues concerning the environment and health	
■ Build international relationships beyond North America	
■ Promote solutions between environmental degradation, poverty, and social inequality	
■ Advance Canadian values of global citizenship, equity, and environmental sustainability	
■ Encourage Canadians to support and contribute effectively to global poverty reduction	
■ Promote peace and security in areas of the world that are considered regional flashpoints	
■ Contribute to international efforts to maintain peace and security in countries that are considered failed or failing states	



Check the answer key.



## Canada's Role in International Organizations

There are many reasons for groups of nations to cooperate with one another and there is evidence that as the world becomes more of a global village, this interdependence will increase. Canada plays a role in many international organizations. **International organizations** (sometimes called global or transnational organizations) are groups of countries working together for a common goal.

There are two main types of international organizations:

- *International Intergovernmental Organizations*

This is a group of independent countries working toward a common goal (e.g., United Nations, Commonwealth, *la Francophonie*).

The organization usually begins by way of a treaty and may enter into agreements among its members or with outside countries.

- *Non-governmental organizations (NGOs)*

These are private organizations set up by citizens and not governments (e.g., Amnesty International, Greenpeace, Doctors without Borders [*Médecins Sans Frontières*]).

Let's take a brief look at these organizations and Canada's role within them.

### United Nations

The United Nations, or UN, is an international intergovernmental organization established in 1945. Almost all countries in the world are members. UN membership "is open to all peace-loving States that accept the obligations contained in the United Nations Charter and, in the judgment of the organization, are able to carry out these obligations." The membership of nations is referred to as the General Assembly. In order to admit a nation into the General Assembly, a recommendation must be given by the Security Council. As of 2013, there were 193 United Nations members. The organization's headquarters are in New York City.

### Canada's Role

Canada was one of the founding members of the UN and has been an active and committed participant in the United Nations since its beginning. Individual Canadians have played very important roles within the United Nations, and many of the organization's great accomplishments have had a Canadian contribution.

- John Humphrey was a Canadian scholar and human rights activist who authored the first draft of the Universal Declaration of Human Rights.

- Lester B. Pearson, the 14th Prime Minister of Canada, played an instrumental role in the establishment of the United Nations peacekeeping force. He was awarded the Nobel Peace Prize in 1957 for spearheading efforts to resolve the Suez Crisis of 1956.
- Maurice Strong started off as a Canadian entrepreneur but his career eventually led him to be the under-secretary general of the United Nations. In 1972 and 1991, he was the chair of the United Nations Conference on the Human Environment (in Stockholm) and the United Nations Conference on Environment and Development (in Rio de Janeiro) respectively. He also served as founding Executive Director of the United Nations Environment Program.
- In 1998, Louise Fréchette, a Canadian diplomat and civil servant, was appointed the first ever UN Deputy Secretary-General. The post was created to assist the UN Secretary-General in managing general UN operations, as well as various programs and activities.
- On July 1, 2004, Madame Justice Louise Arbour (a former justice of the Supreme Court of Canada) became High Commissioner for Human Rights.
- Stephen Lewis, a former Canadian politician and diplomat, completed a five-year term (2001–2006) as the UN envoy for HIV/AIDS in Africa.

## Commonwealth of Nations

The Commonwealth consists of 54 independent sovereign states, which have joined this association on a voluntary basis. The members of the Commonwealth are connected and share links in the areas of trade, finance, law, culture, sports, health, democratic governance, and education. The most prominent state is Britain, joined by its former colonies. The British monarch is the head of state for a few of the countries involved, but not all. The majority of the Commonwealth countries are republics, but there are also others that recognize their own indigenous (Native) monarchies as the heads of the state. However, all members recognize Queen Elizabeth II (the British monarch) as the head of the Commonwealth.

## Canada's Role

Canada was a founding member of the Commonwealth in 1931. Canada is one of the Commonwealth's strongest supporters and promoters. Canada has played leading roles in several of the Commonwealth's initiatives, including the following:

- The effort to peacefully dismantle **apartheid** (a political system in South Africa from 1948 to the early 1990s that racially separated the different peoples living there and gave particular privileges to those of European origin). Canada acted as chair of the Commonwealth Committee of

Foreign Ministers on Southern Africa, which was established at the 1987 Commonwealth Heads of Government Meeting in Vancouver. This committee helped coordinate the actions of Commonwealth countries to encourage South Africa's peaceful transition to a democratic government.

- Canada was a member of the Commonwealth Ministerial Action Group (CMAG) for seven years until March 2002. CMAG's initiatives revolved around democratic reform in the countries of Nigeria, Pakistan, and Sierra Leone.
- Every year, Canada contributes nearly \$30 million to institutions and programs that are under the jurisdiction of the Commonwealth. These programs are generally aimed towards development in poorer countries.
- Canada also contributes to several educational initiatives as part of the Commonwealth.

The Commonwealth headquarters are based in London, England. Many Canadians are employed in senior level positions with the organization and have greatly contributed to research studies and action plans regarding political and economic developments. Commonwealth meetings and conferences are often hosted in Canada and involve a variety of participants. Canadian members of parliament (MPs), members of non-governmental organizations, and regular Canadian citizens are all able to become (and have been) involved in Commonwealth programs.

### *La Francophonie*

*La Francophonie* is an international organization that was founded in 1970. It consists of countries whose national official language, or minor official language, is French. There are 56 member states. Additionally, countries such as Belgium, Lithuania, Poland, the Czech Republic, Slovakia, and Slovenia are invited to summit meetings, but only as observers and not as participants. The issue that *la Francophonie* is most concerned with is preserving the French language and each nation's cultural diversity. This aim is especially important to consider in an increasingly globalized and interconnected world because it emphasizes individual identities. The organization's involvement in the fields of culture, science, economy, justice, and peace has resulted in increased awareness of such issues, especially through open forum discussions.

### **Canada's Role**

Canada's two official languages are English and French. The French language is an important part of Canada's history, traditions, and culture. For these reasons, Canada was one of the first countries to promote the institutions of *la Francophonie* in the international arena and has taken a leadership

position in the organization. As an active member of *la Francophonie*, the Canadian government is better able to represent its citizens internationally concerning matters of culture, politics, economics, and technology. As well, it is an important platform to establish positive international relations between Canada and other French-speaking countries. As a member of *la Francophonie*, Canada has the capacity to establish and develop programs and policies that will strengthen the international francophone community in a uniquely Canadian way.

The members of *la Francophonie* meet every two years at the *Summit of la Francophonie* conference. Canada has hosted three summits: Quebec City (1987), Moncton (1999), and Quebec City again (2008). The 2008 summit was especially significant since it was held on the 400th anniversary of the founding of Quebec City.

## Amnesty International

Amnesty International was founded in 1961 by a British lawyer and grew to 70,000 members in 65 countries during its first 10 years. By 1981, Amnesty International had more than 300,000 members in about 100 countries. Today, there are almost two million Amnesty International members around the world.

This is an international, non-governmental organization with the goal of promoting the human rights outlined in the Universal Declaration of Human Rights and other international standards.

In particular, Amnesty International campaigns to

- free all people who have been imprisoned on account of non-violent expressions of their race, religion, or political views (prisoners of conscience)
- ensure fair and prompt trials for political prisoners
- abolish the death penalty
- discontinue the use of torture and other cruel punishments towards prisoners
- prevent the kidnapping and murder of important figures for political gain
- enforce condemnation of all human rights abuses committed by governments or by other groups

## Canada's Role

Amnesty Canada members work on a variety of human rights concerns in Canada. The primary concerns for Amnesty Canada is to protect the rights of refugees and Indigenous peoples and to ensure that Canadian corporations operating abroad are doing everything in their power to protect the rights and freedoms of their employees. The organization also puts pressure on the Canadian government to consider human rights in all aspects of its foreign policy plan. Between 1986 and 1987, Amnesty Canada members successfully campaigned to prevent the return of the death penalty in Canada.

## Greenpeace

Founded in Vancouver, BC in 1971, Greenpeace is an independent organization that seeks to expose environmental mismanagement and exploitation by governments and corporations using non-violent methods. The organization campaigns to fundamentally alter the traditional attitudes and beliefs held about the environment in order to promote a healthy and peaceful world. Its mission is to preserve and protect the natural environment through the championing of responsible and just environmental solutions.

## Canada's Role

Greenpeace was founded in Canada by a small group of activists (led by Bob Hunter, a man from Winnipeg) who were protesting against nuclear testing that was being done off the coast of Alaska by the American government. Greenpeace is currently operating in 40 countries worldwide and boasts over 90,000 supporters in Canada. Individual supporters are vital to Greenpeace because the organization does not accept funding or donations from the government or private corporations. This policy is to ensure that the Greenpeace objectives can remain non-biased and are not influenced in any way by a third party. Greenpeace Canada, in accordance with Greenpeace International, presents a strong voice at international environmental conferences. The following objectives are listed on Greenpeace Canada's website:

- **Creating an energy revolution** to address the number one threat facing our planet: climate change.
- **Protecting the world's ancient forests** and the animals, plants and people that depend on them.
- **Defending our oceans** by challenging wasteful and destructive fishing, and creating a global network of marine reserves.
- **Campaigning for sustainable agriculture** by rejecting genetically engineered organisms, protecting biodiversity and encouraging socially responsible farming.

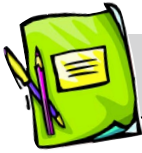
- **Creating a toxic-free future** with safer alternatives to hazardous chemicals in today's products and manufacturing.

### Doctors without Borders (MSF)

Doctors without Borders (*Médecins Sans Frontières*) is a non-profit, private organization that was established in 1971 by a small group of doctors from France. The organization was founded in the belief that all people have the right to high-quality medical care, regardless of race, religion, political affiliation, or nationality. MSF provides medical care in case of emergency, such as natural or human-made disasters, and for the treatment of endemic diseases. It is active in more than 80 countries, particularly in poor Third World nations and states in war. MSF consists of both volunteer and permanently employed health-care staff and is funded by contributions from the general public, non-profit organizations, corporations, and governments.

### Canada's Role

The Canadian branch of MSF was founded in 1991. Since that time, over 700 Canadians have volunteered with MSF in over 40 countries including Afghanistan, Angola, Bosnia, Cambodia, Colombia, Liberia, Rwanda, Sri Lanka, and Sudan. These field operations respond to public health emergencies caused by armed conflict, epidemics, food insecurity, and environmental crises.



## Learning Activity 3.6

### Canada's Role in International Organizations

1. Match the name of that organization on the *right* to the description of the organization in the *left* column.

■ A non-profit private organization created in 1971 by a small group of doctors from France. It provides international medical care in case of emergency and for the treatment of endemic diseases.	_____	a. United Nations
■ An international organization made up of 191 states established in 1945. Membership is open to all "peace-loving states."	_____	b. Commonwealth of Nations
■ An NGO whose goal is to preserve and protect the environment through awareness and positive environmental solutions.	_____	c. <i>La Francophonie</i>
■ An international organization of French-speaking countries and governments.	_____	d. Amnesty International
■ An international NGO with the goal of promoting all the human rights outlined in the Universal Declaration of Human Rights and other international standards.	_____	e. Greenpeace
■ A voluntary association of independent countries, mostly formed by Britain and its former colonies that share links in the areas of trade, finance, law, culture, sports, health, democratic governance, and education.	_____	f. Doctors without Borders

2. Complete the following organizer that sums up Canada's involvement in international organizations. The box regarding the United Nations is done for you as an example.





**Note:**

Take into account the space that you have for your summary. Make your summary short, descriptive, and to the point.

*continued*

## Learning Activity 3.6: Canada's Role in International Organizations (continued)

<p><i>United Nations</i></p> <p><i>Canada was a founding member of the UN in 1945. Canadians have played important roles in the UN, including the areas of: human rights, peacekeeping, and the environment.</i></p>		<p><i>Amnesty International</i></p>
<p><i>Commonwealth</i></p>		<p><i>Greenpeace</i></p>
<p><i>La Francophonie</i></p>		<p><i>Doctors without Borders</i></p>



Check the answer key.

### Summary

According to the government of Canada, our country has three duties: maintaining world peace and security, building co-operative relationships with other countries, and developing sustainable and high standards of living for all people. To promote these duties, Canada participates in international organizations such as the United Nations and *La Francophonie*. Citizens are also encouraged to participate through non-governmental organizations such as Amnesty International and Doctors without Borders.



# LESSON 6: CANADA'S MILITARY AND AFGHANISTAN

## Introduction

In Lesson 4 of this module, you read about Canada's military and peacekeeping missions during the 20th century. This lesson will explain Canada's 21st century military involvement in the country of Afghanistan.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Give examples of Canada's participation within international organizations.
- Assess the implications of Canada's military or peacekeeping roles in contemporary conflicts.

## *Afghanistan*

Afghanistan is a country surrounded by land with a population of about 30 million people. It neighbours Pakistan and Iran. The country's unique geography of mountains, plains, rivers, and deserts creates an interesting climate—it can be very hot or very cold. Afghanistan often experiences earthquakes as well as floods. In the 1960s, Canada started providing Afghanistan with \$10-20 million a year for natural disaster relief and humanitarian aid.

The 1970s was an important decade in global history. The Cold War (1947-1991) was ongoing between the Soviet Union (modern-day Russia) and the United States of America. The battle between communism and democracy was central to this conflict. Afghanistan faced its own political struggle in the late 1970s, which resulted in its government being overthrown by a communist party.

**Note:**

The **Cold War** began after the Second World War ended. The United States and the Soviet Union had been allies during the WWII, but quickly became suspicious of each other. The United States believed that the Soviet Union wanted to spread communism and disorder throughout the world, and the Soviet Union believed that the United States was trying to achieve complete world domination. It is called the Cold War because no physical fighting actually took place between the two superpowers, although fighting did happen in other countries (like Afghanistan).

**Note:**

**Communism** is a social and political theory that is based on the idea of doing away with class, money, and national borders. Simply put, everybody shares everything, including farms and factories. In the most extreme form of communism, everyone would be economically and socially equal to each other.

The ruling communist party in Afghanistan did not have much public support, so it turned to the Soviet Union for military assistance. In 1979, the Soviet Union invaded Afghanistan to support the unpopular Afghan government against the growing anti-communist and Islamic fundamentalist movement. The anti-Communist group was called the Mujahedeen forces. The United States, Saudi Arabia, and Pakistan trained and supplied the Mujahedeen forces.

**Note:**

**Mujahedeen** is a military force of Muslim guerilla warriors engaged in a jihad (holy war). Some call the mujahedeen international warriors but others refer to them as terrorists.

After 10 years of hard and bloody fighting, the Mujahedeen forces successfully forced the Soviet Union out of Afghanistan. The Soviet defeat in Afghanistan contributed to its defeat in the Cold War, and more generally to the fall of the Soviet Union.

The ongoing conflict displaced thousands of people and destroyed the country's infrastructure (things needed to run a country: structures such as politics, services such as health care, and facilities like schools). Amidst all of the chaos, it was the perfect atmosphere for al-Qaeda to establish its operations base. Al-Qaeda is an Islamic militant group that was led by Osama bin Laden.

Once Afghanistan was free from the Soviet invasion, the different groups that made up the Mujahedeen forces (Islamic resistance) began to fight amongst themselves. One of these groups was the Taliban, which proved to be the most powerful. In 1996, the Taliban seized control of Kabul, the capital city.

The Taliban was a very traditional religious and political group. Many view their beliefs as old-fashioned and extremely unfair. They did not have a positive impact on the Afghani people. They created strict rules for the population, such as banning television and music, and stopped women from attending school, working outside of the home, or even walking outdoors without being accompanied by a male.

Because of these harsh rules, the Taliban was only recognized by a few countries worldwide. The Taliban allowed Afghanistan to be a safe haven for Osama bin Laden and al-Qaeda operations.

In 2001, al-Qaeda organized and carried out a series of terrorist attacks against the United States. At this point, there are many important considerations and distinctions that can be made:

- The Muslim-Arab world has a history of European and American colonialism and the general population did not experience economic wealth after the Second World War
- Tension between the Western (North American and European) countries and the Arab-Muslim countries was very high because of the Israel-Palestine conflict
- Al-Qaeda felt the U.S. was wrong to interfere with Middle Eastern affairs
- The Taliban acted as the government and enforced laws but were not elected by the Afghani people
- Al-Qaeda was recognized internationally as a terrorist organization
- The United States government (congress) passed a law that would allow the President (George W. Bush) to invade Afghanistan

Ultimately, the deadly attacks on the World Trade Center in New York and the Pentagon in Washington (known as the 9-11 attacks) were the reason for the United States declaring war against the Taliban. The North Atlantic Treaty Organization (NATO) allowed member nations to join the conflict for the purpose of defence.

Within a month of the invasion of Afghanistan by the U.S. and NATO troops, the Taliban and al-Qaeda were successfully driven out. Many of the leaders survived and it was not until 2011 that Osama bin Laden was killed by a United States special forces unit.

The events of September 11th, 2001, and the subsequent war in Afghanistan have had a deep and long-lasting impact not only on Americans, but on the entire world.

Take a moment to consider how the war has changed, or contributed to, our ideas of

- national security and defence
- global alliances
- peacekeeping
- human rights (particularly religious freedom)
- democracy and government

One consequence of the war in Afghanistan was the decision by the United States to wage the War on Terror against Iraq. Think about our vocabulary for modern-day warfare: terrorism, militant groups, and weapons of mass destruction. These have become common terms in the 21st century.

## Canada and the War in Afghanistan

The relationship between Canada and Afghanistan was completely altered after the events of September 11, 2001 (9–11). Despite the many years of humanitarian assistance and friendly relations, Afghanistan became engaged in a war with the United States, Canada’s most important international ally.

The decision to go to war is always a difficult choice for any country. This decision for Canada was especially controversial and Canadian politicians, diplomats, and the general public were involved in many debates and discussions concerning Canadian involvement. The following chart summarizes some of the main arguments for and against entering into the war:

Canada <b>should</b> be involved	Canada <b>should not</b> be involved
<ol style="list-style-type: none"><li>1. Canada should support its closest military ally, the United States</li><li>2. Canada has a commitment to NATO, which decided to intervene as a measure of defence</li><li>3. The Afghani people and the military needed outside support to overthrow the Taliban</li></ol>	<ol style="list-style-type: none"><li>1. Canada’s reputation as a peacekeeping nation would be questioned</li><li>2. The war had no clear objectives or measures of success</li><li>3. The war would require a huge commitment of resources and personnel</li></ol>

The United Nations Security Council decided to support the mission’s aim of rooting out terrorism in Afghanistan. The first round of attacks on Kabul took place shortly after 9-11 and was carried out by the American and British air forces.

On October 8, 2001, nearly a month following the attacks on the World Trade Center, Canada announced that it would contribute air, sea, and land forces to Operation Enduring Freedom.



**Note:**

**Operation Enduring Freedom** (OEF) is the US-led military response in Afghanistan as a result of the terrorist bombings of September 11, 2001.

The goal of the war from the NATO perspective was to demolish Taliban training camps, displace or kill leaders of the militant group, and effectively halt all terrorist activity. It is hard to say whether or not the impact of the war on Afghani civilians was seriously taken into consideration.

Here is a timeline of Canadian military involvement in Afghanistan:

<b>2001</b>	<ul style="list-style-type: none"><li>■ A series of suicide attacks by the terrorist group al-Qaeda take place in the United States.</li><li>■ United Nations Security Council (UNSC) adopts Resolution 1368, supporting efforts to root out terrorism in Afghanistan.</li><li>■ The United States and the United Kingdom launch Operation Enduring Freedom to dismantle the al-Qaeda terrorist network in Afghanistan and to remove the Taliban regime from power.</li><li>■ Canada announces that it will contribute air, land, and sea forces to Operation Enduring Freedom.</li></ul>
<b>2002</b>	<ul style="list-style-type: none"><li>■ Canada re-establishes diplomatic relations with Afghanistan.</li><li>■ Canadian troops deploy to Afghanistan as part of US-led Operation Enduring Freedom.</li></ul>
<b>2003</b>	<ul style="list-style-type: none"><li>■ Canada opens its embassy in Kabul.</li></ul>
<b>2004</b>	<ul style="list-style-type: none"><li>■ Canada commits \$250 million in aid to Afghanistan, and \$5 million to support the 2004 Afghan presidential election.</li></ul>
<b>2005</b>	<ul style="list-style-type: none"><li>■ Canada assumes leadership of the Kandahar Provincial Reconstruction Team (KPRT) and command of a challenging military mission: securing with just 2,500 soldiers a large rural province (Kandahar) that is the size of Nova Scotia.</li></ul>
<b>2006</b>	<ul style="list-style-type: none"><li>■ London Conference approves the Afghanistan Compact, which establishes the framework for international cooperation with Afghanistan for a five-year period.</li></ul>
<b>2007</b>	<ul style="list-style-type: none"><li>■ Prime Minister Harper directs \$200 million in additional reconstruction and development funds in support of Canada's efforts in Afghanistan.</li><li>■ The Government of Canada commissions an Independent Panel to examine Canada's mission in Afghanistan and to make recommendations on the future of Canada's role within Afghanistan.</li></ul>
<b>2008</b>	<ul style="list-style-type: none"><li>■ The Independent Panel issues its report, recommending more focused priorities, clear benchmarks, more frequent communications to Canadians regarding Canada's engagement in Afghanistan, and integrated planning.</li><li>■ Parliament votes to extend the combat mission in Kandahar to 2011.</li><li>■ Canada sets the future course for its engagement in Afghanistan until 2011, establishing six priorities and three signature projects for Afghanistan, and shifts 50% of its programming to Kandahar.</li></ul>

<b>2009</b>	<ul style="list-style-type: none"> <li>■ Canada introduces the Afghanistan Challenge, a fundraising initiative that supports the development projects of Canadian organizations and raises awareness about projects that benefit the lives of Afghans.</li> <li>■ As part of its commitment to better inform Canadians of Canada's role in Afghanistan, Canada launches its cross-Canada tour of the Afghanistan360 multimedia exhibit</li> </ul>
<b>2010</b>	<ul style="list-style-type: none"> <li>■ Government announces Canada's new role for 2011–2014.</li> </ul>
<b>2011</b>	<ul style="list-style-type: none"> <li>■ Afghanistan announces that Afghan forces will begin assuming responsibility for security in seven areas in Afghanistan.</li> <li>■ Canada ends its combat mission in Kandahar province.</li> <li>■ Canada begins a new engagement based out of Kabul.</li> <li>■ The last rotation of troops returns to Canada from Kandahar after completing the close-out of military operations in Kandahar province.</li> </ul>
<b>2012</b>	<ul style="list-style-type: none"> <li>■ Prime Minister Stephen Harper issues a statement and confirms that Canada's military mission in Afghanistan will come to a firm and final end once the training mission concludes on March 31, 2014.</li> </ul>

*As of March 18, 2013, Canada has lost 158 Canadian Forces personnel to the war.*

## Canadian Troops and Post-Traumatic Stress Disorder

Post-traumatic stress disorder, commonly referred to as PTSD, is a condition that affects a participant, a victim, or a witness of a traumatic event or tragedy.

PTSD can alter a person's personality, can affect his or her personal health, and change the individual's outlook on life. This condition is triggered by severely frightening or violent situations, such as war.

War veterans are among the most likely people to develop symptoms of PTSD, which include the following:

- Introversiveness (keeping to oneself)
- Joylessness
- Trouble sleeping
- Intrusion (inescapable haunting memories)
- Avoidance (avoiding anything that might trigger an unpleasant memory)
- Hyperarousal (jumpy, unable to focus, irritable, perhaps violent)
- Depression
- Physical illness

All of these symptoms interfere with a person's life in a negative way. Fortunately, awareness surrounding PTSD has increased. Soldiers returning from war have been able to access more resources to help them return to living a happy, normal life. Cognitive behavioural therapy is the most effective treatment of PTSD. This is a psychological treatment that helps

the individual overcome personal struggles caused by PTSD. Medication is another treatment option as well.

It is important to remember the sacrifices that these men and women have made for our country, and to offer them all of the support they need once they return home.

## Canadian Duties

How does Canada's military presence in Canada and around the world reflect our duties to the global community? In Lesson 5, you learned that the Canadian government defined these duties as

- maintaining world peace and security
- building co-operative relationships with other countries
- improving the living conditions of all people

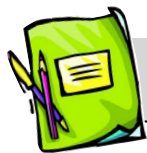
In 2005, Governor General Adrienne Clarkson and her husband John Ralston Saul spent New Year's Eve in Afghanistan with Canadian troops. The Governor General used her annual New Year's message to pay tribute to the work of Canadian soldiers, past and present.

Clarkson spoke about the previous year, 2004, which was the 60th anniversary of the D-Day invasion and the 1943–45 Italian campaign during the Second World War. She noted that the sacrifices of soldiers made Canada "the diverse, dynamic and fundamentally decent country we are today."



It is important to think critically about the consequences of war and global conflicts. Talk to your learning partner or tutor/marker with the goal of making your own connections and understandings of this conflict. Remember to

- discuss this topic openly
- consider multiple perspectives
- do your own research
- be creative and keep things positive
- jot down thoughts you have or key points on paper as you re-read the lesson



## Learning Activity 3.7

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### Canada's Role in Afghanistan Organizations

1. Provide a brief description of the following people, groups, or organizations:
    - a. Mujahedeen
    - b. Osama bin Laden
    - c. Taliban
    - d. Operation Enduring Freedom
  2. Describe how Canada became involved in the war in Afghanistan.
  3. Can you think of some *positive* outcomes of Canada's military involvement in Afghanistan? List at least three.
  4. Can you think of some *negative* outcomes of Canada's military involvement in Afghanistan? List at least three.
- 



Check the answer key.

### Summary

Canada's military became involved in Afghanistan in 2001. Some people argue that by supporting the US-led attack against the Taliban leadership, Canada fulfilled its duties of maintaining world peace and security and improving the living conditions of all people. Other people argue that it was a mistake to enter into the war because there were no clear objectives for eliminating terrorist activity. There were many issues and different perspectives that were taken into consideration before Canada finally made the decision to enter into the war.





### Assignment 3.3: Discussing Canada in Afghanistan (continued)

2. Imagine that you were an advisor to former Prime Minister Jean Chrétien. Would you recommend Canada’s military deploy to Afghanistan or not? Explain your reasoning in a paragraph response.

Be sure that you do the following:

- Provide at least *three* arguments that support your stance on military deployment. (3 marks)

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- You should also list an argument someone might use *against your stance* and provide a *counter-argument* to it. A counter-argument attacks an argument for poor reasoning, or explains why the argument is unimportant. Use your answers from Learning Activity 3.7 to help construct a counter-argument. (2 marks)

*Example:*

- Argument: Cats are better than dogs because they use a litter box and clean up after themselves.
- Counter-Argument: Cats may use litter boxes but they still shed hair around your house, making them very messy.

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## LESSON 7: COMMEMORATION

### Introduction

There exist many customs for honouring the sacrifices our ancestors made during times of war. This lesson will explore how Canadians traditionally commemorate the military and peacekeeping efforts of their country.

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Appreciate Remembrance Day as a commemoration of Canadian participation and peacekeeping in world conflicts.

### How We Commemorate

How do we commemorate the Canadian men and women who have served their country in both military and peacekeeping roles over the past several decades? First, let's look at the word *commemoration*. The *Canadian Oxford Dictionary* defines *commemorate* as a verb, to “preserve in memory by some celebration.” Some other words that have a similar meaning include the following:

- Memorial
- Tribute
- Honour
- Celebration
- Remembrance

In Canada, our most common way to commemorate our military and peacekeeping efforts is through Remembrance Day, November 11. Here are some facts about Remembrance Day, as cited on the Veterans Affairs Canada website:

- Remembrance Day commemorates Canadians who died in the First and Second World Wars and the Korean War. It takes place on November 11 every year.

- The first Remembrance Day was conducted in 1919 throughout the Commonwealth. Originally called Armistice Day, it commemorated the end of the First World War on Monday, November 11, 1918, at 11 a.m.: the eleventh hour of the eleventh day of the eleventh month.
- From 1923 to 1931, Armistice Day was held on the Monday of the week in which November 11 fell. Thanksgiving was also celebrated on this day.
- In 1931, M.P. Allan Neill introduced a bill to hold Armistice Day on a fixed day: November 11. During the bill's introduction, it was decided the word *Remembrance* would be used instead of *Armistice*. The bill passed and Remembrance Day was conducted on November 11, 1931. Thanksgiving Day was moved to October 12 that year.
- The flower of the poppy plant is the symbol of Remembrance Day. Replica poppies are sold by the Royal Canadian Legion to raise money for veterans.

How do we commemorate? In the most basic way, we pause to honour and remember our veterans and what they sacrificed on our behalf. We say "thank you" to them and to the brave men and women who continue to fight for freedom and peace at home and around the world.

What else do we do? How do we say "thank you"?

### On November 11th, we wear poppies

Poppies are worn as the symbol of remembrance, a reminder of the blood-red flower that still grows on the former battlefields of France and Belgium. During the terrible bloodshed of the second Battle of Ypres in the spring of 1915, Lieutenant Colonel John McCrae, a doctor serving with the Royal Canadian Army Medical Corps, wrote of these flowers that lived on among the graves of dead soldiers:

*In Flanders Fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.*

*John McCrae*

(Reprinted from [www.veterans.gc.ca/eng/history/other/remember/how](http://www.veterans.gc.ca/eng/history/other/remember/how).)

### Laying of Wreaths

It is a tradition to lay flowers on graves and memorials in memory of the dead. Wreaths have been associated with Veterans Day, and the poppy is very popular in wreaths used on Remembrance Day.

## Flag at Half-Mast

Lowering a flag to half-mast is a sign of honour and respect. It is believed that this tradition began when ships would lower their sails to honour important people.

## National War Memorials

There are memorials to commemorate the service of Canadian troops in Canada and overseas. The National War Memorial in Ottawa was originally designed to recognize those who served in the First World War. It has since been rededicated to symbolize the sacrifice made by Canadians in the Second World War, in Korea, and in subsequent peacekeeping missions. The National War Memorial symbolizes the unstinting and courageous way in which Canadians give their service when values they believe in are threatened. Advancing together through a large archway are figures representing the hundreds of thousands of Canadians who have answered the call to serve; at the top of the arch are two figures, emblems of peace and freedom. (Reprinted from [www.veterans.gc.ca/eng/remembrance/history/other/remember/how](http://www.veterans.gc.ca/eng/remembrance/history/other/remember/how).)

## Two Minutes of Silence

The two minutes of silence provide a significant way of remembering wartime while thinking of peace. Two minutes is certainly not enough time for thought and reflection. As we pause and bow our heads, we remember those brave men and women who courageously volunteered for the cause of freedom and peace.

## Last Post, Reveille

The "Last Post" and "Reveille" are traditional military bugle calls to signal the start (Reveille) and end (The Last Post) of the day. The "Last Post" is used in memorial services as a final farewell.

## 2005: Year of the Veteran

The Canadian government declared the year 2005 as the "Year of the Veteran." Throughout the year, Canadians honoured and remembered the many contributions and sacrifices of our veterans.

## The Importance of Remembering

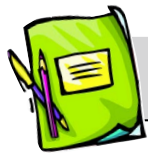
Why is it important to hold a memorial for people we have never known, or to reflect on wars that took place long ago and far away? In May 2000, at a ceremony held at the Canadian War Memorial in Ottawa, Governor General Adrienne Clarkson summed up the importance of remembering. Here is an extract from her eulogy:

*The veterans who are with us today know what it is like to see a friend die in their youth. They understand the horrors of war. This is why the Unknown Soldier is a symbol of all sacrifice, of every soldier in all our wars. This is why we must remember. Lest we forget the reason why we live in peace and democracy. It's our duty to remember, even after the last veteran is gone. This Unknown Soldier was not able to live out his allotted span of life to contribute to his country. But in giving himself totally through duty, commitment, love and honour he has become part of us forever. As we are part of him.*



### Note:

The tomb of the **Unknown Soldier** is an unidentified soldier whose body is honoured as a memorial. In the First World War, huge numbers of soldiers died without their remains being identified. Nations began having a symbolic "Tomb of the Unknown Soldier" that represented those unidentified soldiers.



## Learning Activity 3.8

### The Importance of Commemoration

1. What are some of the reasons why Canadians commemorate Remembrance Day?
2. According to Adrienne Clarkson's eulogy at the Tomb of the Unknown Soldier, *what* and *why* must we remember?
3. Do you think it is important to commemorate Remembrance Day? Why or why not?



Check the answer key.

## Lesson Summary

Remembrance Day is an opportunity for Canadians to reflect upon the many lives that were lost in war. Its ceremonies include wearing poppies as a symbol of remembrance, laying wreaths on memorials for the dead, and observing two minutes of silence. While not all of us have been directly affected by war, it is important to reflect on how war has affected our families, communities, and country.

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## Notes



# LESSON 8: LIVING IN AN INDUSTRIALIZED CONSUMER SOCIETY

## Introduction

How do you decide whether you are living a good life? Some might focus on earning lots of money or whether they are happy with their career; others might consider the number of friends they have. In this lesson, you will discover what information is evaluated when a *country's* standard of living is evaluated.

### Learning Outcomes

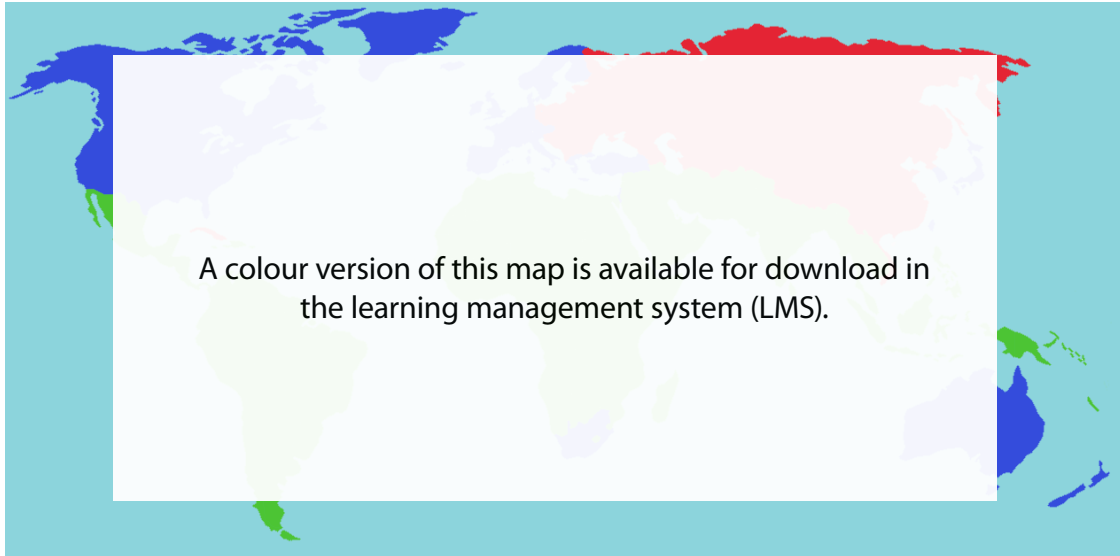
After this lesson, you will be able to do the following:

- Describe characteristics of Canada as an industrialized nation.

## Categorizing the World's Countries

Categorizing the countries of the world into groups is not an easy task. No two countries on Earth are alike politically, economically, socially, or geographically. In the past, countries were categorized into First, Second, and Third World countries.

<b>First World</b>	<ul style="list-style-type: none"><li>■ Well developed economies</li><li>■ Educated population</li><li>■ Democratic government</li></ul>	<ul style="list-style-type: none"><li>■ Western Europe</li><li>■ Canada</li><li>■ Japan</li><li>■ Australia</li><li>■ United States</li></ul>
<b>Second World</b>	<ul style="list-style-type: none"><li>■ Relatively wealthy</li><li>■ Mostly educated population</li><li>■ Communist government</li></ul>	<ul style="list-style-type: none"><li>■ Eastern Europe</li><li>■ Russia</li><li>■ China</li><li>■ Cuba</li><li>■ North Korea</li></ul>
<b>Third World</b>	<ul style="list-style-type: none"><li>■ Economically poor</li><li>■ Suffering from debt</li></ul>	<ul style="list-style-type: none"><li>■ Most of Asia, Africa, and Latin America</li></ul>



Source: Wikipedia Commons at [http://commons.wikimedia.org/wiki/File:World\\_map\\_worlds\\_first\\_second\\_third.GIF](http://commons.wikimedia.org/wiki/File:World_map_worlds_first_second_third.GIF)

The map above depicts the three categories, where black areas are First World, the white areas are the Second World, and the grey areas are Third World. Second and Third World countries are no longer accepted terms. Today, it is more appropriate to use **developing** and **developed** or **industrialized** and **unindustrialized**.

Instead of First World, people use the terms *developed country* or *industrialized country*. A developed country is a nation that enjoys a relatively high standard of living through the use of technology and by encouraging a diversified economy. Most countries with a high per-capita gross domestic product (GDP) are considered to be developed countries.

Which of the world's countries are considered developed/industrialized? According to organizations like the World Bank, the list includes the following:

- Austria
- Italy
- Iceland
- Canada
- Belgium
- Luxembourg
- Liechtenstein
- Israel
- Denmark
- New Zealand
- France
- Spain
- San Marino
- United States
- Germany
- Sweden
- Switzerland
- Greece

- Netherlands
- Monaco
- Japan
- Finland
- Portugal
- Norway
- Britain
- Vatican City
- Ireland
- Andorra
- Australia

Instead of *Third World*, people use the terms *developing country* or *unindustrialized country*. Developing countries have a low standard of living and little industrialization in relation to their populations. These countries usually have low levels of economic development, as well as low levels of social development (education, health care, life expectancy etc.)



**Note:**

The World Bank Group is an international organization with two aims: 1) to end extreme poverty, and 2) to boost shared prosperity. There are five institutions that make up the World Bank. Each institution has a different mandate. The main area of focus for the World Bank is development in poor countries. .



**Note:**

**GDP** or Gross Domestic Product is the total dollar value of all final goods and services produced by a country in a year. When you divide this dollar amount by the country's population, you get the *per capita* GDP. This tells you how much money each person would receive if the country's "profits" were distributed equally among its citizens: the higher the dollar amount, the wealthier the country. In 2004, Canada's GDP per capita (person) was \$31,500.

In 2012, Canada's GDP per capita (person) was \$52,219. This number is well above the national poverty line in Canada, which in 2009 was \$18,421 for one person. When we compare this number to an African country like Chad, in which the GDP per capita was \$885 (2012), it becomes even more obvious that we live in an industrialized and developed country.

Can you think of a good reason why this disparity (gap between the rich and poor) should be so high?

## Canada as an Industrialized Nation

What makes Canada an industrialized/developed country? Well, you read above that an industrialized country is one that has a high GDP as well as high standard of living and a diversified (varied), strong economy. What are some other indicators of an industrialized nation? An industrialized country is one that

- enjoys a relatively high **standard of living**
- has a high per-capita GDP
- has an economy based on industries like manufacturing, trade, and services
- has a high **Human Development Index**

While Canada ranks in the top 10 on the UN's Human Development Index, this high quality of life is not shared with Indigenous people in Canada. "Registered Indians living on reserves are ranked approximately 68th, somewhere between Bosnia and Venezuela, while off-reserve Indians are ranked 36th." (Fogden)



### Note:

**Standard of living** is the level of material comfort as measured by the goods, services, and luxuries available to an individual, group, or nation.

The **UN Human Development Index** (HDI) measures poverty, literacy, education, life expectancy, and other social factors. It is a standard means of measuring well-being, especially child welfare.

Most people agree that in order for a country to become industrialized, it must possess the following four qualities:

1. An educated/literate and healthy population to be workers and consumers
2. A network of transportation routes (like highways, harbours, and airports) to ship goods to and from factories
3. Money (either from people who live in the country or outside investors) to build industries
4. A government that is stable, does not fall into corruption, and that seeks to better the country's economy by passing laws that favour industrial growth

Let's look at Canada's level of industrial development. To do so, we will compare Canada to an unindustrialized country, the nation of Somalia. Somalia is a country found in Eastern Africa, bordering the Gulf of Aden and the Indian Ocean, east of the country of Ethiopia.



### Note:

Statistics are for 2010 unless otherwise stated

	Canada	Somalia
Population	34,568,211	10,251,568
Life Expectancy	81.57 years	51.19 years
Government Type	Confederation with parliamentary democracy	In the process of building a federated parliamentary republic
Infant Mortality	4.78 deaths/1000 births	107.42 deaths/1000 births
Adult Literacy (over age 15)	99% can read and write	37.8% can read and write
Major Infectious Diseases	none	<b>Degree of risk:</b> very high <b>Examples:</b> bacterial and protozoal diarrhea, hepatitis A, typhoid fever, malaria, dengue fever, and rabies are high risks in some locations
GDP Per Capita	US \$43,400	US\$600 (2010)
GDP By Sector	Agriculture: 1.7% (2012) Industry: 28.5% (2012) Services: 69.8% (2012)	Agriculture: 59.3% Industry: 7.2% Services: 33.5% (2012 est.)
Industries	Transportation equipment, chemicals, processed and unprocessed minerals, food products; wood and paper products; fish products, petroleum, and natural gas	A few light industries, including sugar refining, textiles, wireless communication
Highways	<b>Total:</b> 1,042,300 km <b>Paved:</b> 415,600 km (including 17,000 km of expressways) <b>Unpaved:</b> 626,700 km (2008)	<b>Total:</b> 22,100 km <b>Paved:</b> 2,608 km <b>Unpaved:</b> about 19,492 km (2000)
Labour Force	18.89 million	3.447 million (2007) (very few skilled labourers)
Airports with Paved Runways	Total: 522	Total: 7
Harbours/Ports	Fraser River Port, Montreal, Port Cartier, Quebec City, St. John's, Sept Isles, Vancouver, Halifax, Hamilton	Berbera, Kismaayo



## Learning Activity 3.9

### The Developing and Developed World

1. Refer to the chart in this lesson that compares Canada and Somalia's industrial development. Fill in the chart provided for each question. Be sure to give the information/data for each category and the reason why it influences industrial development.
  - a. How do these three categories aid in Canada's growth as an industrialized nation?

Canada		
Category	Data	How it Influences (aids) Industrial Development
Adult Literacy		
Number of Highways, Airports, and Harbours		
Government Type		

- b. How do these three categories hinder Somalia's growth as an industrialized nation?

Canada		
Category	Data	How it Influences (hinders) Industrial Development
Adult Literacy		
Number of Highways, Airports, and Harbours		
Government Type		



Check the answer key.

## Summary

One way to evaluate the standard of living in a country is through the Human Development Index. The index analyzes a country's rate of poverty, literacy, education, and life expectancy (among other social factors), and compares these statistics between countries. The traditional way of categorizing countries was by referring to them as First, Second, or Third World countries. Today, the terms used are *developed*, *developing*, *industrialized*, and *unindustrialized* countries. The use of advanced technology and a diversified economy typically boosts a country's level of development.

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## Notes



# LESSON 9: OUR CONSUMER-BASED SOCIETY

## Introduction

In this lesson, you will learn about the concept of *consumerism* and read about some of the problems related to consumer-based societies.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Evaluate implications of living in a consumer-based society.

## Consumerism

The term *consumerism* refers to two ideas. First, it describes a **business model**: an economy benefits from increased consumption (that is, the buying and using up) of goods and services. One way for a business to ensure continued sales is to produce large quantities of low-priced goods. Second, consumerism refers to a **personal belief**: that buying and owning lots of possessions will lead to status and happiness.

Let's explore some of the problems of a consumer-based society:

*"The average North American consumes five times more than a Mexican, ten times more than a Chinese person, and thirty times more than a person from India. We are the most voracious consumers in the world, a world that could die because of the way we North Americans live. Give it a rest. November 26th is Buy Nothing Day."*

Adbusters Foundation (Advertisement, 1997)

*"If every human being on this planet wanted to live as we do in Toronto, we'd need five more planets. So there is no way our lifestyle can be enjoyed by everybody on Earth, but everyone wants to be like us."*

David Suzuki (December 21, 1999)

*"The world is consuming goods and services at an unsustainable pace with serious consequences for the well-being of people and the planet."*

Worldwatch Institute (*The State of the World* 2004)

The **consumer class** is defined as people who use televisions, telephones, and the Internet, and who adopt a culture of excess in their eating, transportation, and buying habits. More than a quarter of the world’s population—around 1.7 billion—are now part of the consumer class, with the same lifestyles that were once limited to the rich nations of Europe, North America, and Japan. In China alone, 240 million people have joined the ranks of consumers.

According to *Worldwatch*, “Higher levels of obesity and personal debt, lack of leisure (free) time, and a degraded (declining in quality) environment are all signs that excessive consumption is diminishing the quality of life for many people.” The Worldwatch Institute believes that governments, businesses, and citizens need to shift focus away from an “unrestrained” hoarding of goods in order to find ways to ensure a better life for all.



**Note:**

The **Worldwatch Institute** is an independent research organization that works for an environmentally sustainable and socially fair society, in which the needs of all people are met without threatening the health of the natural environment or the well-being of future generations. It publishes *The State of the World*, which is an annual report on world issues.

## The issues of Consumerism

What are the negative issues associated with a consumer society? According to Worldwatch’s report, they include the following:

- **Inequalities between the consumer class and non-consumers**
  - 12% of the world’s population lives in North America and Western Europe and consumes 60% of Earth’s resources.
  - North Americans spend an estimated \$35 billion per year on bottled water, yet 1.1 billion people around the world (1 person in 5) do not have safe drinking water.
  - In 2002, 1.12 billion households owned at least one television set, while almost 2.8 billion people on the planet struggle to survive on less than \$2 per day.
- **Health costs of uncontrolled consumption**
  - Smoking contributes to around 5 million deaths worldwide each year. Canada spends \$4.4 billion each year on health care for smoking-related illnesses (Alberta Health Services).
  - In Canada (as of 2013), an estimated 25.3% of adults are **obese**, which is a dramatic rise since 2003, when the rate was 22.3%. In 2005, obesity-related conditions accounted for more than \$4 billion in health care costs in Canada (Public Health Agency of Canada).

**Note:**

Being **overweight** means that a person weighs more than is healthy for her or his age and size. When a person is obese, he or she has an abnormally high, unhealthy amount of body fat that often leads to medical problems like heart problems, diabetes, and high blood pressure.

**■ Environmental effects of consumerism**

- Forests, wetlands, and other natural ecosystems are shrinking to make way for people and their homes, farms, businesses, and factories.
- Despite the existence of alternative sources, more than 90% of paper still comes from trees—eating up about 1/5 of the world’s total wood harvest.
- An estimated 75% of global fish stocks are now fished beyond their sustainable limit and no longer have the ability to keep up with the number of fish that are being removed.

**What Can We Do?**

Many people and groups are working on creative solutions to help people maintain a good quality of life while, at the same time, reducing the negative aspects of consumption. *The State of the World 2004* report suggests a variety of solutions to the issues facing consumer-based societies such as our own:

**■ Ecological tax reform**

- Governments can introduce laws that help reduce negative impacts on our natural resources. They can also place taxes on manufacturers who harm the environment.

**■ Take-back laws**

- Some European countries already have adopted these. These laws require companies to “take back” products such as electronics (which contain hazardous waste) at the end of their useful lives. Many countries also ban land-filling (garbage dumps) and incineration (burning) of hazardous products. Manitoba controls the disposal of many hazardous products including car batteries, paints, antifreeze, and pesticides.

**■ Durability**

- Industries can reduce their negative impact on the environment by finding ways to reduce the amount of raw materials that they need to create products and by producing products that are more durable and long-lasting.

- **Personal responsibility**
  - We can change our consumer habits. We can rethink everything from our use of energy and water to our consumption of food.

## Summary

While Canadians enjoy the benefits of living in an industrialized country with a high standard of living, our present way of life is unsustainable. We are using more resources than are sustainable, creating health problems for ourselves and damaging the environment possibly beyond repair.

# LESSON 10: GLOBALIZATION, TRANSNATIONAL CORPORATIONS, AND HUMAN RIGHTS

## Introduction

This lesson revisits the topic of human rights and examines how these rights are affected when people do business in a globalized marketplace.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Give examples of the cultural, political, and economic impact of globalization in Canada.

## What is Globalization?

Globalization is the process of integrating and connecting people across the world. Globalization can take many forms, including the following:

- **Cultural Globalization**
  - People have access to the art (books, films, and music), stories, entertainment, and news from other countries.
- **Legal Globalization**
  - Countries join international organizations such as the United Nations to promote order and human rights.
- **Economic Globalization**
  - Countries sign trade agreements, such as NAFTA, to allow for an easier transfer of goods across their borders.

Our advances in technology and communications have connected the world as never before. Similar to many other worldwide events, globalization has benefited some through the creation of new markets and new sources of wealth. At the same time, globalization has disadvantaged others and created conflict and injustice.

## What are Transnational Corporations?

Transnational corporations are companies with headquarters in one country (usually an industrialized country) and numerous branches and production factories in other countries. Transnational corporations have been a driving force behind economic globalization, and have become very powerful and important on the world stage. As of the year 2000, the world's 60,000 transnational corporations controlled an estimated 70% of world trade.

In 2010, *Fortune Magazine* ranked the world's top-10 transnational corporations according to revenue:

<b>Corporation</b>	<b>Revenue (in millions of US dollars)</b>
Wal-Mart Stores	\$ 408,214
Royal Dutch Shell	\$ 285,129
Exxon Mobil	\$ 284,650
British Petroleum	\$ 246,138
Toyota Motor	\$ 204,106
Japan Post Holdings	\$ 202,196
Sinopec	\$ 187,518
State Grid	\$ 184,496
AXA	\$ 175,257
China National Petroleum	\$ 165,496

## What are Human Rights?

You learned about human rights in Module 1. If you recall, human rights are certain natural, undeniable rights belonging to all humans, regardless of race, sex, nationality, sexual orientation, religion, or language. These basic rights are protected in the United Nations Universal Declaration of Human Rights (UDHR). This declaration guarantees such rights as

- life, liberty, and security
- freedom from slavery and torture
- recognition and equality before the law
- labour rights
- the right to an adequate standard of living

Although these rights are guaranteed by the UDHR, violations often go unpunished.

How have globalization and transnational corporations contributed to human rights violations?

Today's globally interconnected economy and the economic policy of **free market expansion** have given corporations from developed countries access to the huge labour forces in developing countries, usually with the support of those countries' governments. Developing countries generally have much lower wage rates than developed countries. Lower wages mean lower costs to produce goods for the transnational corporations that operate there. Unfortunately, workers in these countries often end up earning much less than they need for an adequate standard of living.



**Note:**

**Free market expansion** is an economy in which there is open trading of goods with prices determined by supply and demand. Internationally, there is a free movement of goods in and out of countries, and trade is not restricted by tariffs (trade taxes) or other trade barriers.

Other human rights abuses that have been committed by some transnational corporations include

- violations of labour rights in sweatshops
- employing child workers
- supporting corrupt military dictatorships in countries where they conduct business

## What is Corporate Social Responsibility?

Corporate social responsibility is the commitment of corporations to respect and protect human rights, avoid doing business with corrupt governments, and to contribute to positive social change globally. Corporate social responsibility has been enshrined in the *UN Global Compact*. Signed by 1,100 corporations, the compact requires signatories to commit to 10 fair and equitable business principles, one of them being respect for human rights. The principles fall under the categories of human rights, labour, the environment, and anti-corruption. (see [www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html](http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html).)

How has Canada encouraged socially responsible behaviour among Canadian corporations?

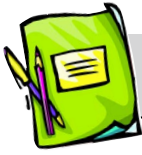
The Canadian government has supported increased corporate social responsibility in Canadian and international businesses. It is also committed to promoting greater awareness of corporate activity among Canadian citizens. In 2002, Canada was the main sponsor of the *Americas Conference on Corporate Social Responsibility* (CSR Americas), which brought together businesses, the public, government officials, and investors to exchange views on the future of socially responsible business dealings.

How has globalization increased global citizenship?

Today, there is a global movement that promotes a more equal distribution of wealth, as well as a more global approach to human rights and social justice. Thanks to technological advancements in communications, such as television and the Internet, it is possible to see events as they happen on the other side of the world and to communicate with people in other countries who share the same concerns. These advancements are also the by-products of globalization, which has made the world a more interconnected and accessible place.

Along with advancements in communications, advancements in transportation have made it easier for journalists to investigate allegations against corporations and governments and to share their findings with the public within a very short period of time. The result is an increased clarity and access to information that was previously difficult to obtain. Responsible global citizens can then use this to inform themselves and campaign for the rights of those around the world.





## Learning Activity 3.10

### Transnational Corporations

1. Use the following chart the answer the questions.

Transnational Company	Country of Origin	Goods/Services Provided
Wal-Mart stores	United States	Consumer goods
Royal Dutch Shell	Netherlands	Gasoline
Exxon Mobil	United States	Gasoline
British Petroleum	Britain	Gasoline
Toyota Motors	Japan	Automobiles
Japan Post Holdings	Japan	Mail delivery, banking, and insurance
Sinopec	China	Gasoline
State Grid	China	Electricity
AXA	France	Insurance
China National Petroleum	China	Gasoline

- a. What country is home to most of the top-10 transnational companies? What does this tell you about this country's influence in world economics and trade?
  - b. How do you think these transnational companies affect Canada? Provide a negative and a positive response.
2. Read the following story about the history of General Motors in Canada. Answer the questions that follow.

#### The Origin of General Motors of Canada

Almost 200 years ago, there was a farmer who lived in Ontario named Robert McLaughlin. Early on in his career, Robert demonstrated that he had the qualities of a talented entrepreneur. He used his skills as a carpenter to build tools for neighbours and friends, which he quickly expanded into a small business. His company, the McLaughlin Carriage Company, sold tools but then grew into a farm wagon workshop. The company eventually became successful enough to expand across the country.

*continued*

### Learning Activity 3.10: Transnational Corporations (continued)

Robert had three sons. One son went on to become a chemist and founded another successful Canadian company, Canada Dry. His two other sons, Sam and George, joined their father as partners in the carriage company. Sam and George came up with a big idea for their father's company. The first automobile had recently been manufactured and the two young men quickly realized that selling cars could make them a lot of money. They had to convince their father that the decision would move the company in the right direction. When Robert agreed, they settled on the Buick as the model to build and sell at their manufacturing plant in Oshawa, Ontario.

They made the right decision. At the Indianapolis Speedway in the United States, the Buick came in first place. It was instantly popular, and investors were willing to put in a lot of money to become part of the advertising campaign for the car. Robert McLaughlin was still not entirely sure if he was ready to give up his carriage business for the automobile business. In 1915, there was significant pressure put on him by the American manufacturers of the Buick, who also wanted his plant in Oshawa to manufacture Chevrolets. Three years later, McLaughlin's plant was American-owned and renamed General Motors of Canada.

General Motors of Canada celebrated its 30th anniversary in 1938. By then, the company had produced and sold one million vehicles. The following are some important dates in the company's historical timeline:

- 1965: the Automotive Products Trade Agreement (Autopact) was signed between the U.S. and Canada. This agreement increased Canadian production of automobiles.
- 1994: the North American Free Trade Agreement (NAFTA) came into full force. This regional trade agreement was extremely important for the automobile industry. Profits increased because it was much easier for the automobile companies to trade car parts and sell the cars to the wider markets.
- 2000s and beyond: GM Canada manufactures approximately one million units every year, and 90% of the vehicles manufactured in Canada are exported (sold) to the market in the United States. Canada has the ninth-largest automobile market in the world.

General Motors of Canada today employs 20,000 workers. The company's primary Canadian plant is still located in Oshawa, but there are several other plants in Ontario. General Motors (the American version of the company) is headquartered in Detroit, Michigan. The company employs over 200,000 people in 396 facilities worldwide.

*(end of story)*

*continued*

### Learning Activity 3.10: Transnational Corporations (continued)

- How is General Motors an example of a transnational company?
- How can General Motors and the products they produce be seen as an example of globalization?
- Briefly outline how the Canadian-owned McLaughlin Carriage Company became a part of the American-owned General Motors.
- In the following chart, outline pros and cons of General Motors' expansion into Canada and the creation of GMC. Provide at least one pro and at least one con for each of the areas of Canadian life.

Canada's Culture	
Pro	
Con	
Canada's Politics	
Pro	
Con	
Canada's Economy	
Pro	
Con	



Check the answer key.

### Summary

A transnational corporation is any company that sells or produces goods in more than one country. They exist beyond national borders. While these companies have produced great wealth, there are concerns that they contribute to human rights violations in developing countries. Canada and the United Nations have both established rules governing transnational corporations in order to promote corporate social responsibility.

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## Notes

# LESSON 11: YOU, THE CONSUMER

## Introduction

This lesson explores the divide between consumers and manufacturers in the globalized marketplace. When the clothes you wear are sewn halfway across the world, how can you be sure that the workers were paid fairly and well-treated? You will examine the Nike Corporation as an example.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Analyze possible consequences of your consumer choices.
- Be willing to consider the impact of your consumer choices.

## The Origins of Products

What is the last item you bought? Was it a video game, a new pair of running shoes, or a new bike? Maybe it wasn't necessarily an item; perhaps it was a cup of coffee or a chocolate bar. Did it occur to you *where* the product was produced and *who* actually made the good? Most people do not consider these questions. Take a look at the tag on the shirt you're wearing. Where was it made? Who might have sewed it? How much was this person paid and under what conditions did she or he work?

People living in wealthy, industrialized countries like Canada buy most of the goods and services that they need. A hundred years ago, many Canadians still made most of the goods they needed—they farmed or hunted for their food, they sewed their own clothes, and they often built their own homes. As you learned earlier, we have become a consumer-based society and because of international trade we have become unaware and, perhaps even more so, unconcerned about where our goods are produced.

To recap, **globalization** (via international trade) has benefited some, through the creation of new markets for their goods, new sources of labour and new sources of wealth. At the same time, globalization has disadvantaged others by creating conflict and injustice.

## Being Aware of Your Consumer Choices

Running shoes are among some of the most popular style of shoe sold each year. When is the last time you bought a new pair of running shoes? How many running shoes do you think are sold in Canada each year? While that is almost impossible to statistically determine, here are a few facts about running shoes and their sales:



- The National Sporting Goods Association in the United States estimated that \$2.46 billion was spent in the U.S. alone on running/jogging shoes in 2011.
- The world's largest running shoe maker, Nike, earned more than \$20 billion in sales in 2011.
- The United States is the world's biggest running shoe market, accounting for 42% of the \$48 billion spent globally each year on running shoes. The United States is also the birthplace of hot trends in footwear.

But where are these shoes made and who makes them? Let's focus on the largest running shoe manufacturer in the world, Nike.

## Nike and Oxfam

You may be familiar with Nike's famous "swoosh" logo or the slogan *Just Do It*. In the past, Nike has come under scrutiny about its manufacturing practices. Human rights groups such as Oxfam Australia have accused Nike of using sweatshops to produce their products.



### Note:

A sweatshop is a facility where workers are paid low wages and work for long hours and under poor conditions. These workers are exploited for their labour.

Nike does not manufacture any of its gear in Canada or the USA. The company has factories in Asian countries like China, Vietnam, and Indonesia. In 2005, Nike released an overview report of its 700 factories worldwide. The report admitted to some of the following mental and physical abuse experienced by Nike factory workers:

- An average of 60 hours of work per week, with forced overtime
- Restricted access to the washroom and drinking water during working hours

- Physical, verbal, and in some cases sexual harassment and abuse
- Wages that are well below what is required for basic living expenses

North American consumers pay over \$100 for shoes that cost less than \$5 to make. The profit (money made per purchase) goes to the company, not to the foreign workers.

### Nike's Response

In 2001, Nike admitted that it "blew it" by employing children in developing countries. The company also admitted that ending the practice might be difficult.

Nike's company chairman, Philip Knight, addressed the reports that stated that children as young as 10 years old were working in the factories in Pakistan and Cambodia. He insisted that Nike standards would never knowingly allow a child to be employed, but that accidents happen. Nike said that any child who was discovered to be working in the factory would be taken out, paid a wage, and sent to school until they are old enough to return.

Nike also presented its shareholders with its first "corporate responsibility report." The mere fact that Nike produced such a report was welcomed in some quarters, but its main critics, including labour groups such as Oxfam's NikeWatch, said they were not convinced.

According to Oxfam's website, it believes that the following five steps must be taken by Nike in order to reach a solution:

1. Pay workers a fair and decent living wage
2. Allow workers to form trade unions
3. Create a safe space and a confidential complaints process
4. Ban short-term contracts
5. Respect the rights of the worker

(Source: [www.commondreams.org/headlines01/1020-01.htm](http://www.commondreams.org/headlines01/1020-01.htm))

## Your Role in a Consumer Society

So where do you fit in this scenario? To begin with, you can be aware of the choices you make when you purchase goods and services in your daily life.

### Ask Questions

When you buy something, check labels or ask store clerks, "Where was this made? Who made it? What kind of conditions did the workers work in?"

## Educate Yourself

There are many Internet sites that deal with issues relating to the fair production of goods:

- *Clean Clothes Campaign*: Deals with fair trade in the clothing industry. Find it online at [www.cleanclothes.org](http://www.cleanclothes.org).
- *Make Trade Fair*: Examines international trade. Find it online at [www.maketradefair.com](http://www.maketradefair.com).
- *Oxfam Australia*: Researches worker rights in developing countries. Find it online at [www.oxfam.org.au/explore/workers-rights](http://www.oxfam.org.au/explore/workers-rights).

## Raise Your Voice

Write a letter or send an email to companies asking them to explain how and where their products are manufactured. You can also sign petitions and support workers' campaigns.

## Summary

One effect of globalization is a growing distance between manufacturers and consumers. The goods and products we buy in Canada are often produced in countries halfway around the world, where labourers may or may not work under the benefits of human rights.





## Assignment 3.4

### Living in an Industrialized Consumer Society (17 marks)

1. In the list of countries that follows, *circle* at least five countries that are considered to be developed/industrialized. (5 marks)

- |                 |             |
|-----------------|-------------|
| ■ Algeria       | ■ Mauritius |
| ■ United States | ■ Denmark   |
| ■ Japan         | ■ Italy     |
| ■ Gabon         | ■ Ethiopia  |
| ■ Laos          | ■ Canada    |
| ■ Belgium       | ■ France    |
| ■ Haiti         | ■ Somalia   |
| ■ Portugal      |             |

2. What are the characteristics of a developed/industrialized nation? List at least *two* characteristics. (2 marks)

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3. Define the following terms. (1 mark each for a total of 4 marks)

a. Globalization

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*continued*

**Assignment 3.4: Living in an Industrialized Consumer Society  
(continued)**

b. Transnational Company

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c. Corporate Social Responsibility

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d. Human Rights

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*continued*

### Assignment 3.4: Living in an Industrialized Consumer Society (continued)

4. Evaluate the implications (results) of living in a consumer-based society. For each category in the chart, indicate one implication it has for a consumer-based society. (1 mark for each implication for a total of 3 marks)

Category	Implication
Social Implications (How are people affected?)	
Political Implications (How is the government affected?)	
Environmental Implications (How is the natural world affected?)	

5. What can *you* personally do to reduce the negative effects of consumerism in your own community? Provide at least *three* concrete examples. (3 marks)

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## Notes

## MODULE 3 SUMMARY

This completes your work in Module 3 of Grade 9 Social Studies.



### Submitting Your Assignments

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It is now time for you to submit your Module 3 assignments to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 3 assignments and organize your material in the following order:

- Module 3 Cover Sheet (found at the end of the course Introduction)
- Assignment 3.1: Fair Trade Investigation
- Assignment 3.2: Canada on the International Stage
- Assignment 3.3: Discussing Canada and Afghanistan
- Assignment 3.4: Living in an Industrialized Consumer Society

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

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## Notes



GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

Module 3  
Learning Activity Answer Key





# MODULE 3

## LEARNING ACTIVITY ANSWER KEY

### Learning Activity 3.1: Individuality or Conformity

1. What role does the media play in your own life? To investigate, read the following article and complete the following questions.

#### ***Individuality or Conformity?***

*Popular culture is the arts, artifacts, entertainment, fads, beliefs, and values that are shared by a large part of society at any given time. Studies have shown that children ages 8-18 are saturated by today's media. Results show that children are engaged with the media for an average of over 6 hours per day. Because they are multi-taskers (on the computer while watching TV, for example), they are actually cramming in over 8 hours of media usage into those 6 hours! There is no doubt that media consumption affects teenagers; there is, however, a debate whether these effects are negative or positive.*

*How does the media affect our perceptions of ourselves? Do we retain our own individuality or do we fall into conformity? Individuality is the distinguishing characteristics and personality traits that set us apart from others. Conformity is acting in a manner that conforms to standards that have been set by society—acting in a manner that is considered “cool” or trendy within your peer group. Popular culture often pressures people, especially teenagers, to conform to its ideals.*

- a. What trends or fads are popular in your school or in your peer group? List at least five.

***Answers will vary. Be sure to consider popular movies, games, novels, musical artists, or collectable hobbies. Other examples of trends might include the clothing you wear, the way you speak, or the places you choose to visit with your friends.***

- b.

- c. What trends or fads are popular in your school or in your peer group? List at least five.

**Answers will vary. Think carefully about how you first became aware of the trend, and what made it appeal to you. If you answer along the lines of "it looked cool," try digging a little deeper. What qualities of the trend made it "cool" or "appealing"?**

- d. Did you feel that to some degree you were pressured to participate in this fad or trend? If the answer is yes, where did/does the pressure come from: friends, peers, media, or something else?

**Answers will vary.**

- e. Do you feel that popular culture emphasizes individuality, or does it ask you to conform?

**Answers will vary. If you believe that individuality is emphasized, you might consider how you are able to "customize" or "select" the popular culture trends that you choose to follow. If you believe that conformity is emphasized, you should think of some examples of how people are forced into trends or limited in their ability to choose among trends.**

**It is likely that popular culture emphasizes conformity rather than individuality. Popular culture spreads the message of what is "cool" and "in" and makes people feel like they have to follow these things in order to be accepted into society. Popular culture often pressures people, especially teenagers, to conform to its ideals.**

- f. What techniques do mass media and popular culture use to influence individuals?

■ **The mass media influences individuals by**

- **influencing how we see each other and ourselves**
- **presenting issues and events in the news and shaping our opinions of local, national, and global events**
- **presenting lifestyles and values**
- **selling to us, and affecting our purchases (advertising goods and services)**

■ **Popular culture influences individuals by**

- **representing what is "cool" or "in" and influencing people's tastes, style, and sense of belonging**
- **pressuring people to conform**

## Learning Activity 3.2: Coffee with a Conscience

1. Use the following article and the information from this lesson to answer the questions below.

### ***Coffee with a Conscience***

*After oil, coffee is the world's most valuable commodity, and Canadians drink over 40 million cups per day. But more and more Canadians are concerned that the coffee growers are not sharing in the profits that come from their hard work.*

*Isabel and Pedro Velasquez are typical of coffee growers living in Central America. They live in a tiny, mud-walled house with a dirt floor and two rooms. They sell their coffee beans for between 38 and 60 cents per pound, which earns them about \$350 per year. That's less than the amount that the average Canadian spends on specialty coffees every year. When they have to borrow money to purchase fertilizer and other necessities, they have to pay 20% interest.*

*The companies buying the coffee beans from growers like Isabel and Pedro sell coffee products, like latte and mocha drinks, for about 20 times more than they pay for the beans. As a result, the growers are vastly underpaid for their product. The companies selling the coffee products are making a huge profit by exploiting the impoverished coffee growers.*

*With the growth of the specialty coffee shops, like Starbucks, consumers have become aware of the exploitation of the coffee growers like Isabel and Pedro. Consumers began to demand that the coffee companies pay their growers a fair price for their coffee. Thus began the Fair Trade movement, which has expanded to include other commodities such as chocolate and handicrafts. Organizations and companies supporting Fair Trade will sell the coffee to countries like Canada and share their profits with the growers. The products typically cost a little bit more, but many people are willing to pay the increased cost in order to help the growers.*

Next time you go to the grocery store or specialty shop, look for Fair Trade labels. Who knows? You might be helping the Velasquez family.  
(end of article)

- a. Do you or members of your family drink coffee? Estimate how much money your household spends on coffee every year.

**Answers will vary. Consider all the sources you or your family buy coffee from, including individual cups at a store and coffee tins from a supermarket.**

- b. Describe the Fair Trade movement. What are its goals?

**The Fair Trade movement seeks to give previously exploited growers a fair price for their product, such as for their coffee beans. These growers have the opportunity to fairly share in the profits of their product.**

2. Let's assume that you decide not to buy coffee from a coffee shop because it refuses to sell Fair Trade coffee. How will your decision affect the coffee industry? Discuss the effect this may have at the local, national, and global level.

■ **Locally**

- **Sales may decrease. The coffee shop may consider buying Fair Trade coffee.**

■ **Nationally**

- **Sales may decrease. If you make your protest known and others join you, the coffee shop may consider buying Fair Trade coffee. The federal government may become aware and put pressure on the coffee shop or enact legislation that protects coffee growers in other countries from exploitation.**

■ **Globally**

- **Sales may decrease. If you make your protest known and others join you, the coffee shop may consider buying Fair Trade coffee. Our federal government may put pressure on coffee-producing countries to treat their coffee growers fairly.**

## Learning Activity 3.3: Analyzing Global News Coverage

### Your Task

You will use the chart below to compare two different news media sources that report on global issues. You may choose two from the list of websites below or two of your choosing. If you do not have access to the Internet, you should consult your local library for resources. After choosing two global news sources, you will compare the two in the chart below.



#### Note:


Remember, you are not choosing news articles; you are choosing news sources such as a newspaper or website.

### Global News Sources:

- Global News [www.oneworld.net](http://www.oneworld.net)
- New York Times [www.nytimes.com](http://www.nytimes.com)
- UN Wire [www.unwire.org](http://www.unwire.org)
- Google News Canada <http://news.google.ca>
- The Associated Press [www.ap.org](http://www.ap.org)
- New Internationalist Magazine [www.newint.org](http://www.newint.org)
- BBC News <http://news.bbc.co.uk>
- CNN [www.cnn.com](http://www.cnn.com)
- CBC News [www.cbc.ca/news](http://www.cbc.ca/news)
- National Post [www.canada.com/national/index.html](http://www.canada.com/national/index.html)
- Globe and Mail [www.theglobeandmail.com](http://www.theglobeandmail.com)

***Answers will vary depending on the news source used. Be sure to compare the two news sources with a critical eye. Note differences and similarities between the two and try to guess why these differences and similarities exist.***

### Analyzing Global News Coverage

Description of News Source	News Source 1:	News Source 2:
Number of world issues		
Number of national issues		
Number of local issues		
List the three most prominent headlines.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
Choose one of the top three stories you listed above and provide at least three details about that story.		
Is bias evident in the articles? Explain.		
Did all global news items relate to violence or disaster? Is the overall feel of the articles positive or negative?		
<p>Summarize your comparison. Based on these two news sources, summarize your comparison by highlighting the similarities and differences.</p>		
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <div> <p><b>Note:</b> Remember that media news coverage does not reflect the reality of the world. It mediates between the media consumer and the world. It interprets, selects, and presents events and issues for them.</p> </div> </div>		



2. What is the difference between a peacekeeping operation and a military operation?

***Peacekeeping is the activity of keeping the peace by military forces, especially when international military forces, like the United Nations, enforce a truce between hostile groups or nations. A military operation is a war.***

3. There have been many events of global significance in the past 50 years. Using an atlas or the Internet, locate and label the following countries that were involved in these events.



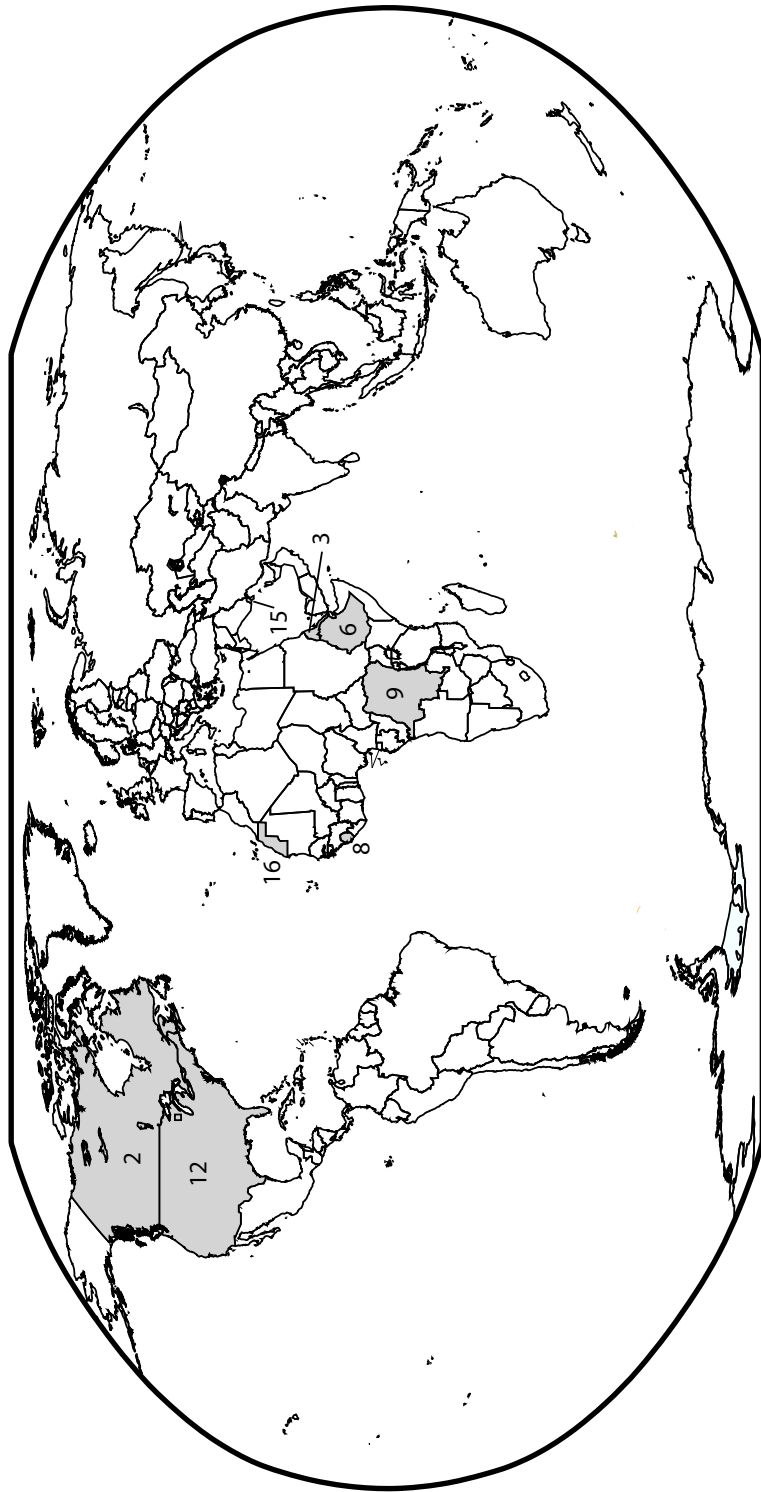
**Note:**

A larger map has been included with this course so that you have enough room to label some of the smaller countries.

**Countries:**

- |                                 |                    |
|---------------------------------|--------------------|
| 1. Afghanistan                  | 2. Canada          |
| 3. Eritrea                      | 4. Israel          |
| 5. Pakistan                     | 6. Ethiopia        |
| 7. Korea (North and South)      | 8. Sierra Leone    |
| 9. Democratic Republic of Congo | 10. Georgia        |
| 11. Kosovo                      | 12. United States  |
| 13. Cyprus                      | 14. India          |
| 15. Kuwait                      | 16. Western Sahara |
| 17. East Timor                  | 18. Iraq           |
| 19. Lebanon                     |                    |





## Learning Activity 3.5: Canada’s Global Responsibilities

### Your Task

Canada’s global responsibilities may be divided into three categories:

- Defense
- Diplomacy
- Development

For each of the following responsibilities, state whether it fits in Defense, Diplomacy, or Development. One is done in each column as an example for you.

Canada’s Global Responsibilities	Defense, Diplomacy, or Development?
■ Reduce poverty	Development
■ Combat terrorism	<b><i>Defense</i></b>
■ Revitalize relationship with the USA and Mexico	<b><i>Diplomacy</i></b>
■ Reduce weapons of mass destruction	<b><i>Defense and Diplomacy</i></b>
■ Emphasize issues concerning the environment and health	<b><i>Diplomacy</i></b>
■ Build international relationships beyond North America	<b><i>Diplomacy</i></b>
■ Promote solutions between environmental degradation, poverty, and social inequality	<b><i>Development</i></b>
■ Advance Canadian values of global citizenship, equity, and environmental sustainability	<b><i>Development</i></b>
■ Organize Canadians so they contribute effectively to global poverty reduction	<b><i>Development</i></b>
■ Promote peace and security in areas of the world that are considered regional flashpoints	<b><i>Defense</i></b>
■ Maintain peace and security in countries that are considered failed or failing states	<b><i>Defense</i></b>

## Learning Activity 3.6: Canada's Role in International Organizations

1. Match the name of that organization on the *right* to the description of the organization in the *left* column.

<ul style="list-style-type: none"> <li>■ A non-profit private organization created in 1971 by a small group of doctors from France. It provides international medical care in case of emergency and for the treatment of endemic diseases.</li> </ul>	<u>    <b>F</b>    </u>	a. United Nations
<ul style="list-style-type: none"> <li>■ An international organization made up of 191 states established in 1945. Membership is open to all "peace-loving states."</li> </ul>	<u>    <b>A</b>    </u>	b. Commonwealth of Nations
<ul style="list-style-type: none"> <li>■ An NGO whose goal is to preserve and protect the environment through awareness and positive environmental solutions.</li> </ul>	<u>    <b>E</b>    </u>	c. <i>La Francophonie</i>
<ul style="list-style-type: none"> <li>■ An international organization of French-speaking countries and governments</li> </ul>	<u>    <b>C</b>    </u>	d. Amnesty International
<ul style="list-style-type: none"> <li>■ An international NGO with the goal of promoting all the human rights outlined in the Universal Declaration of Human Rights and other international standards</li> </ul>	<u>    <b>D</b>    </u>	e. Greenpeace
<ul style="list-style-type: none"> <li>■ A voluntary association of independent countries, mostly formed by Britain and its former colonies that share links in the areas of trade, finance, law, culture, sports, health, democratic governance, and education.</li> </ul>	<u>    <b>B</b>    </u>	f. Doctors without Borders

2. Complete the following organizer that sums up Canada's involvement in international organizations. The box regarding the United Nations is done for you as an example.



### Note:

Take into account the space that you have for your summary. Make your summary short, descriptive, and to the point.

<p><b>United Nations</b></p> <p><i>Canada was a founding member of the UN in 1945. Canadians have played important roles in the UN, including the areas of: human rights, peacekeeping, and the environment.</i></p>		<p><b>Amnesty International</b></p> <p><b><i>Canadians have been active supporters of Amnesty International from its beginnings in the early 1960s. Amnesty Canada prioritizes the protection of the rights of refugees and Indigenous peoples. The organization pressures Canadian corporations to abide by the Universal Declaration of Human Rights in their operations abroad.</i></b></p>
<p><b>Commonwealth</b></p> <p><b><i>Canada was a founding member of the Commonwealth in 1931. Canada is one of the Commonwealth's strongest supporters and promoters. Canadians work in senior positions at the Commonwealth Secretariat in London, and Canadian experts in a variety of fields have contributed to virtually all major Commonwealth special studies that have formed the basis of political and economic action.</i></b></p>		<p><b>Greenpeace</b></p> <p><b><i>Greenpeace was founded in Canada in 1971 by Winnipegger Bob Hunter. Since then, it has opened offices in 27 countries across the globe. Greenpeace has more than 90,000 members in Canada and has offices in Toronto, Montreal, and Vancouver.</i></b></p>
<p><b>La Francophonie</b></p> <p><b><i>Canada was a founding member country of La Francophonie in 1970. Since then, Canada has since become a major leader of the organization, and is a member of all of the multilateral institutions and ministerial conferences of La Francophonie. Canada has hosted three international summits: one in Quebec City in 1987, one in Moncton in 1999, and another in Quebec City in 2008.</i></b></p>		<p><b>Doctors without Borders</b></p> <p><b><i>MSF was founded in Canada in 1991. MSF's Canadian office is in Toronto, and there are also offices in Montreal, Ottawa, and Vancouver. Since 1991, over 700 Canadians have volunteered with MSF in over 40 countries.</i></b></p>

## Learning Activity 3.7: Canada's Role in Afghanistan Organizations

1. Provide a brief description of the following people, groups, or organizations:
  - a. Mujahedeen  
***A military force of Muslim guerrilla warriors engaged in a jihad (holy war), some call the mujahedeen international warriors but others just call them terrorists.***
  - b. Osama bin Laden  
***Considered by the U.S. government to be the most dangerous terrorist in the world, he was the founder of a loose organization of pro-Islamic terrorists known as al-Qaeda, which was responsible for the September 11, 2001, attacks.***
  - c. Taliban  
***A strict Islamist movement that ruled most of Afghanistan from 1996 until 2001.***
  - d. Operation Enduring Freedom  
***The US-led military response in Afghanistan as a result of the terrorist attacks of September 11, 2001.***
2. Describe how Canada became involved in the war in Afghanistan.  
***The United States and Britain invaded Afghanistan in retaliation for the September 11, 2001, terrorist attacks in the United States. Canada entered the war in support of the USA.***
3. Can you think of some *positive* outcomes of Canada's military involvement in Afghanistan? List at least three.  
***Answers will vary. Possible responses may include:  
By entering the war, Canada proved its loyalty and support to the USA. It showed terrorists that Canada is willing to fight international terrorism. Removing the Taliban from power improved the lives of the Afghani people.***
4. Can you think of some *negative* outcomes of Canada's military involvement in Afghanistan? List at least three.  
***Answers will vary. Possible responses may include:  
It was an "unwinnable" war, since there was no real identifiable enemy. Many Canadian soldiers were killed. International terrorists have never attacked Canada. Many innocent Afghani civilians were killed.***

## Learning Activity 3.8: The Importance of Commemoration

1. What are some of the reasons why Canadians commemorate Remembrance Day?

***Remembrance Day is a means of acknowledging the Canadian men and women who have served their country in both military and peacekeeping roles. Special acknowledgement is given to the Canadians who died in the First and Second World Wars and the Korean War.***

2. According to Adrienne Clarkson's eulogy at the Tomb of the Unknown Soldier, *what* and *why* must we remember?

- ***What***

- ***We must remember the sacrifice that every soldier/veteran has made so that we may live in peace and democracy.***

- ***Why***

- ***It is our duty to remember, even after the last veteran is gone, so that his/her contribution to our country will never be forgotten.***

3. Do you think it is important to commemorate Remembrance Day? Why or why not?

***Answers will vary. Remember to back up your argument with a clear explanation of your reasoning.***

## Learning Activity 3.9: The Developing and Developed World

1. Refer to the chart in this lesson that compares Canada and Somalia's industrial development. Fill in the chart provided for each question. Be sure to give the information/data for each category and the reason why it influences industrial development.
  - a. How do these three categories aid in Canada's growth as an industrialized nation?

<b>Canada</b>		
Category	Data	How it Influences (aids) Industrial Development
Adult Literacy	<ul style="list-style-type: none"> <li>■ <b>99%</b></li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>An educated/literate population become an asset</i></b></li> </ul>
Number of Highways, Airports, and Harbours	<ul style="list-style-type: none"> <li>■ <b><i>Over 400,000 km of paved highway</i></b></li> <li>■ <b><i>522 airports</i></b></li> <li>■ <b><i>At least nine large harbours</i></b></li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>This network of transportation routes allows producers to ship goods to and from factories, which aids in Canada's growth as an industrial nation.</i></b></li> </ul>
Government Type	<ul style="list-style-type: none"> <li>■ <b><i>Confederation with parliamentary democracy</i></b></li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>A stable, accountable government will pass laws that favour industrial growth.</i></b></li> </ul>

b. How do these three categories hinder Somalia's growth as an industrialized nation?

<b>Canada</b>		
Category	Data	How it Influences (hinders) Industrial Development
Adult Literacy	<ul style="list-style-type: none"> <li>■ <b>37.8%</b></li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>An uneducated population will make a poor industrial workforce, especially if they are unable to read basic instructions and operations necessary in a factory.</i></b></li> </ul>
Number of Highways, Airports, and Harbours	<ul style="list-style-type: none"> <li>■ <b><i>Less than 3000 km of paved roads</i></b></li> <li>■ <b><i>two major harbours</i></b></li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>A lack of transportation routes will hinder development because goods and materials have limited ways to be shipped to and from factories.</i></b></li> </ul>
Government Type	<ul style="list-style-type: none"> <li>■ <b><i>No permanent national government; in the process of building a federated parliamentary republic</i></b></li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>An unstable government may not invest in industrial growth at all.</i></b></li> </ul>



## Learning Activity 3.10: Transnational Corporations

1. Use the following chart the answer the questions.

Transnational Company	Country of Origin	Goods/Services Provided
Wal-Mart stores	United States	Consumer goods
Royal Dutch Shell	Netherlands	Gasoline
Exxon Mobil	United States	Gasoline
British Petroleum	Britain	Gasoline
Toyota Motors	Japan	Automobiles
Japan Post Holdings	Japan	Mail delivery, banking, and insurance
Sinopec	China	Gasoline
State Grid	China	Electricity
AXA	France	Insurance
China National Petroleum	China	Gasoline

- a. What country is home to most of the top-10 transnational companies? What does this tell you about this country's influence in world economics and trade?
- **China is home to the greatest number of the top-10 transnational corporations.**
  - **This tells us that the country has a very large influence in world economics and trade.**
- b. How do you think these transnational companies affect Canada? Provide a negative and a positive response.
- **Positive: They provide jobs for Canadians.**
  - **Negative: Major decisions concerning Canada's economy or environment are made in foreign countries.**

2. Read the following story about the history of General Motors in Canada. Answer the questions that follow.

### **The Origin of General Motors of Canada**

Almost 200 years ago, there was a farmer who lived in Ontario named Robert McLaughlin. Early on in his career, Robert demonstrated that he had the qualities of a talented entrepreneur. He used his skills as a carpenter to build tools for neighbours and friends, which he quickly expanded into a small business. His company, the McLaughlin Carriage Company, sold tools but then grew into a farm wagon workshop. The company eventually became successful enough to expand across the country.

Robert had three sons. One son went on to become a chemist and founded another successful Canadian company, Canada Dry. His two other sons, Sam and George, joined their father as partners in the carriage company. Sam and George came up with a big idea for their father's company. The first automobile had recently been manufactured and the two young men quickly realized that selling cars could make them a lot of money. They had to convince their father that the decision would move the company in the right direction. When Robert agreed, they settled on the Buick as the model to build and sell at their manufacturing plant in Oshawa, Ontario.

They made the right decision. At the Indianapolis Speedway in the United States, the Buick came in first place. It was instantly popular, and investors were willing to put in a lot of money to become part of the advertising campaign for the car. Robert McLaughlin was still not entirely sure if he was ready to give up his carriage business for the automobile business. In 1915, there was significant pressure put on him by the American manufacturers of the Buick, who also wanted his plant in Oshawa to manufacture Chevrolets. Three years later, McLaughlin's plant was American-owned and renamed General Motors of Canada.

General Motors of Canada celebrated its 30th anniversary in 1938. By then, the company had produced and sold one million vehicles. The following are some important dates in the company's historical timeline:

- 1965: the Automotive Products Trade Agreement (Autopact) was signed between the U.S. and Canada. This agreement increased Canadian production of automobiles.
- 1994: the North American Free Trade Agreement (NAFTA) came into full force. This regional trade agreement was extremely important for the automobile industry. Profits increased because it was much easier for the automobile companies to trade car parts and sell the cars to the wider markets.
- 2000s and beyond: GM Canada manufactures approximately one million units every year, and 90% of the vehicles manufactured in Canada are exported (sold) to the market in the United States. Canada has the ninth-largest automobile market in the world.

General Motors of Canada today employs 20,000 workers. The company's primary Canadian plant is still located in Oshawa, but there are several other plants in Ontario. General Motors (the American version of the company) is headquartered in Detroit, Michigan. The company employs over 200,000 people in 396 facilities worldwide.

*(end of story)*

- a. How is General Motors an example of a transnational company?  
***General Motor's headquarters are in the United States, but it has branch plants set up in Canada, and other countries. GM employs over 200,000 people worldwide.***
- b. How can General Motors and the products they produce be seen as an example of globalization?  
***General Motors began as an American company and has spread all over the world. Automobile culture is a worldwide phenomenon.***
- c. Briefly outline how the Canadian-owned McLaughlin Carriage Company became a part of the American-owned General Motors.  
***The company began as a carriage manufacturing company. Between 1901 and 1905, the company decided it was going to produce automobiles—specifically the American-owned Buick. The company quit producing carriages in 1915 and was completely American owned by 1918.***

- d. In the following chart, outline pros and cons of General Motors' expansion into Canada and the creation of GMC. Provide at least one pro and at least one con for each of the areas of Canadian life.

Canada's Culture	
Pro	<b><i>Even though GMC is a branch plant of General Motors, cars are produced in Canada with Canadian needs in mind.</i></b>
Con	<b><i>Major decisions with respect to the manufacturing of vehicles are made in another country, and these decisions may affect Canadians and their way of life.</i></b>
Canada's Politics	
Pro	<b><i>Because GMC exists in Canada, it must follow the rules and regulations pertaining to industries in this country, such as labour laws, safety standards, and unions. Trade deals like the Autopact have brought closer ties between the USA and Canada.</i></b>
Con	<b><i>GM employs thousands of Canadians and may influence Canada's government with respect to labour laws and safety standards.</i></b>
Canada's Economy	
Pro	<b><i>GMC infuses the Canadian economy with millions of dollars in wages every year.</i></b>
Con	<b><i>Major economic decisions that affect Canada's economy and thousands of workers are made in the United States.</i></b>



GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

Module 4  
Canada—Opportunities and Challenges



# MODULE 4: CANADA—OPPORTUNITIES AND CHALLENGES

## Introduction to Module 4

This module looks at current issues in Canada related to citizenship, the *Canadian Charter of Rights and Freedoms*, Canadian culture and identity, demographic trends in Canada, social and technological changes that influence quality of life, Canadian-American relations, environmental stewardship, and the rights of First Nations, Métis, and Inuit Peoples.

## Assignments in Module 4

When you have completed the assignments for Module 4, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

<b>Lesson</b>	<b>Assignment</b>	<b>Marks</b>
2	Assignment 4.1: Technology and Quality of Life	21
5	Assignment 4.2: Assisting Canadians in Poverty	8
8	Assignment 4.3: Canadians and the Global Community	16

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## Notes



# LESSON 1: A CHANGING NATION

## Introduction

Do you use a schedule or a calendar to plan upcoming events? Have you ever been caught unaware by a forgotten birthday or school test? The ability to prepare for the future is an invaluable life skill, and the job of a demographer is to plan for the future of an entire country. In this lesson, you will be introduced to some of the tools that demographers use to predict population change, and learn how to use these tools yourself.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Analyze current Canadian demographics and predict future trends.
- Appreciate that knowledge of the past helps to understand and prepare for the future.

## Canadian Demographics

In Module 1, you learned that demography is the study of human populations. You also learned that the following are the three main tasks of a demographer:

1. Determine the number of people living in a given area.
2. Determine the changes in population since the last census.
3. Estimate future trends in population change.

Demographers predict future trends by studying current population trends. The purpose of predicting the future is obvious: to plan ahead. Our government needs to make decisions based on questions like the following:

- How many schools will be needed in an area? Will there be more students enrolled in the future or fewer?
- What types of services will an area need? Hospitals, senior citizen homes, recreation centres, and health clinics all need to be built in the best locations.

- What tax base will be needed? How great a tax will the workforce be expected to pay to support services for the elderly and youth?
- What types of housing will be required?
- What types of social benefits (programs like welfare and family allowance) will citizens require? If a married couple needs to support four elderly parents, will the government provide financial aid?
- What kinds of education and training programs should be made available to Canadians? What types of professionals will we need in the workforce in the future? Elementary teachers? Recreation directors? Doctors who specialize in treating the elderly?

### Canada's Demographic Future

What will Canada's population look like in the future? The following are four population trends that appear evident in the future:

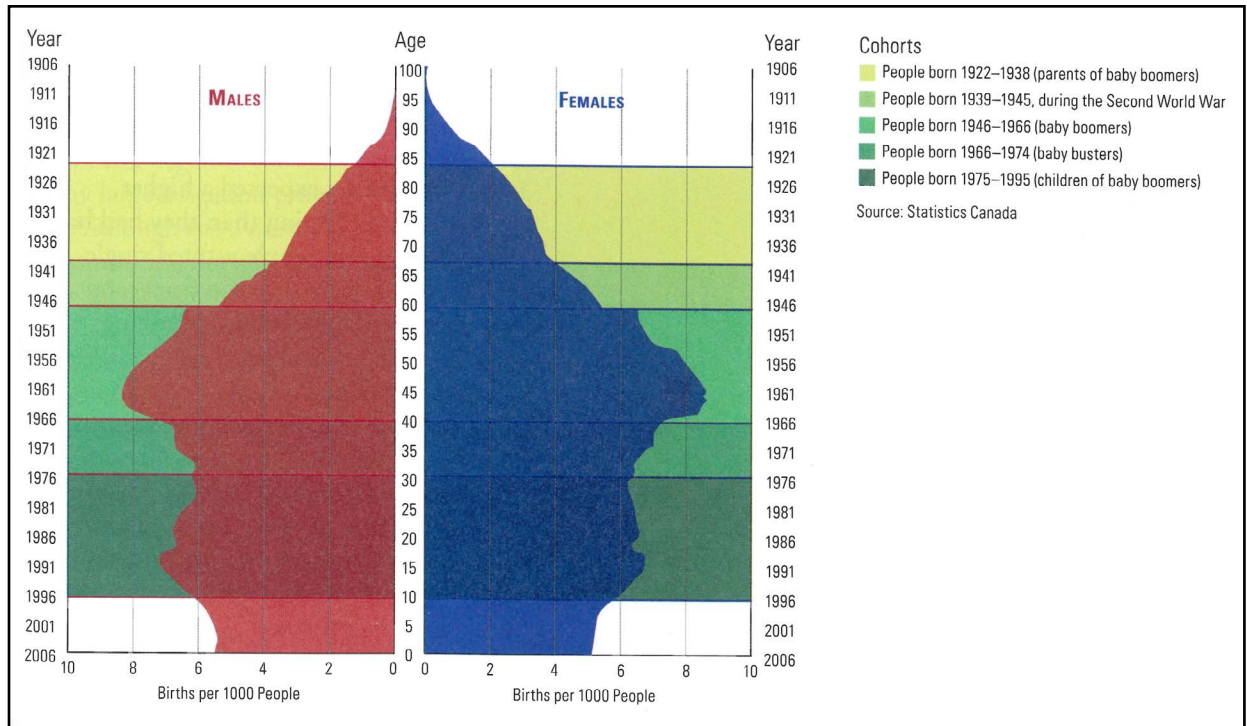
- Smaller families
  - Couples are having fewer children
- Non-nuclear families
  - The common family unit of a mother, father, and children is becoming less common
- An older population
  - People are living longer and having fewer children
- Increasing diversity in the general population
  - More people of visible minorities in the general population

How have demographers predicted these trends? One method is by examining population pyramids.

### Population Pyramids: *The Demographer's Tool*

Population pyramids represent the age and gender of a population as a series of bar graphs. Each bar represents the percentage of the population belonging to each age-gender group. They often take the shape of "pyramids" because the size of the population in the upper ages is generally smaller than that in the lower ages. This graph allows you to compare the relative size of age and gender groups at a glance.

The following pyramid shows the age and gender distribution of Canadians from 1906 to 2006. Take a look at the wide middle section, 1946 to 1966. These age groups represent the Baby Boomers—people who were born between 1946 and 1966 when the post-war economy was growing and prospering.



**Population Pyramid, Canada, 2006:** Reprinted from *Shaping Canada: Our History: From Our Beginnings to the Present* by Linda Connor, Brian Hull, and Connie Wyatt-Anderson. Toronto, ON: McGraw-Hill Ryerson, 2011: 335.

## Statistics Canada Population Data

Statistics Canada has compiled its population pyramids from the 20th century into an animated graph, available at [www.statcan.gc.ca/kits-trousses/animat/edu06a\\_0000-eng.htm](http://www.statcan.gc.ca/kits-trousses/animat/edu06a_0000-eng.htm).

1. Under the heading *Animated Population Pyramids*, select the range of data you wish to view.
2. After you are redirected, click on the Start button.

On the website's 1901-2001 graph, you should notice a population "bulge" that peaks in 1961. This represents the Baby Boomers. In 2001, the average member of this population group was 40 years old. How old are the Baby Boomers today?



### Note:

This may be a good time to ask your learning partner for help. Remember, your learning partner is anybody whom you choose to help you with your course.

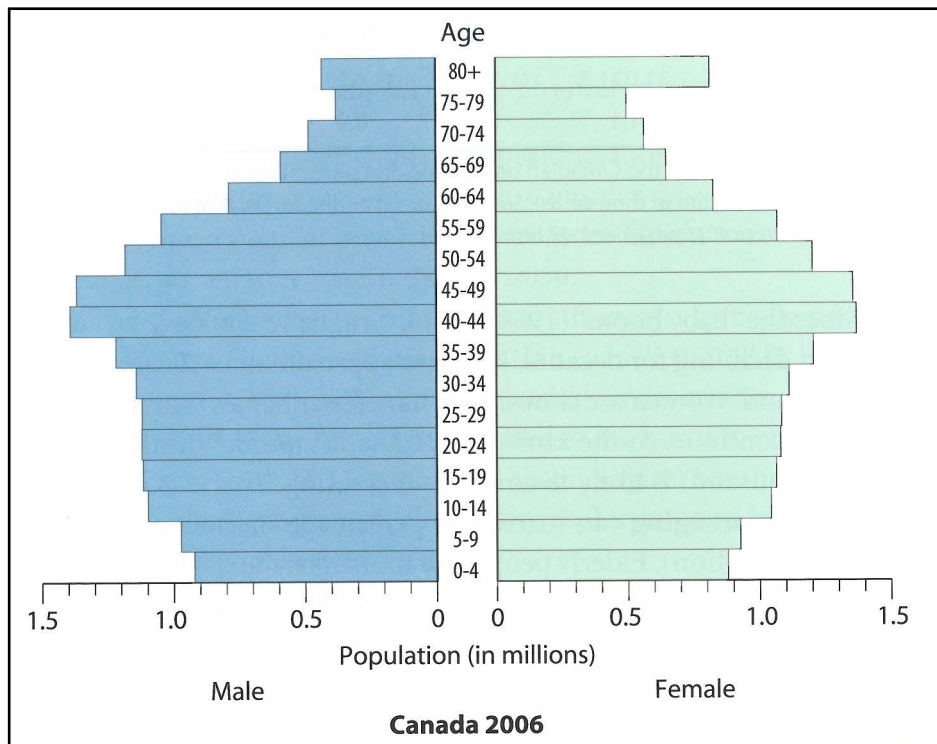


## Learning Activity 4.1

### Predicting Canada's Demographic Future

In this activity, you will make yourself a map of Canada's regions. This will provide you with a helpful study tool for future assignments and exams.

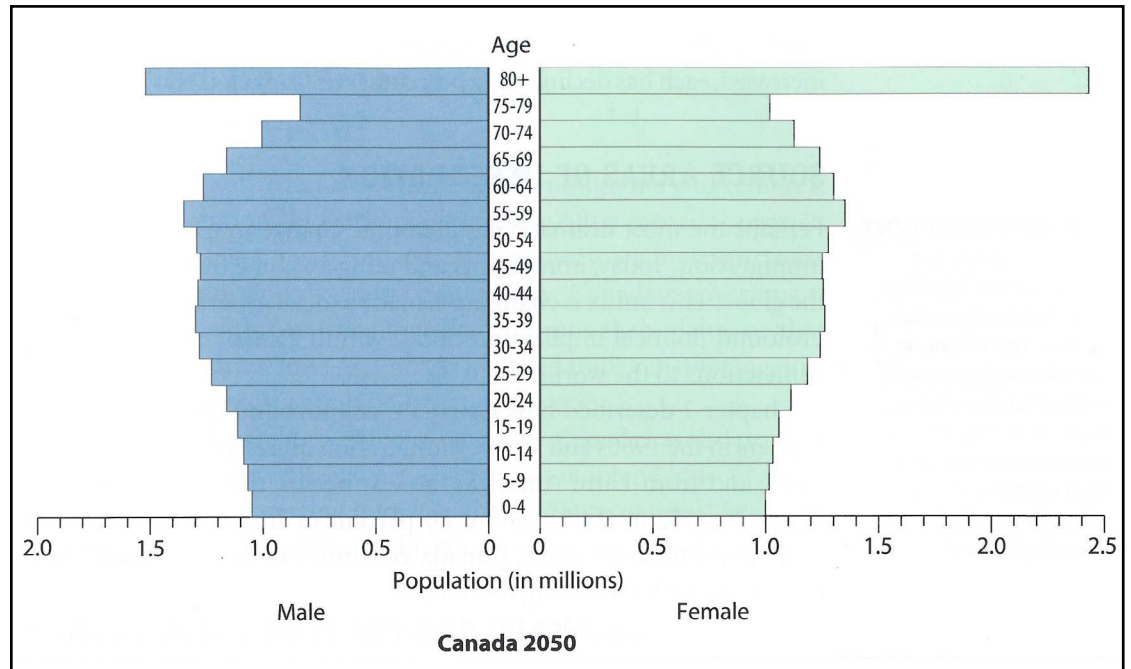
1. Compare the following population pyramids for Canada 2006 and Canada 2050. Answer the questions that follow.



**Canada 2006:** Reprinted from *Canada in the Contemporary World* by John Ruypers, John Ryall, William Norton, and Linda Connor. Toronto, ON: Emond Montgomery Publications Ltd, 2007: 300.

*continued*

## Learning Activity 4.1: Predicting Canada's Demographic Future (continued)



**Canada 2050:** Reprinted from *Canada in the Contemporary World* by John Ruyters, John Ryall, William Norton, and Linda Connor. Toronto, ON: Emond Montgomery Publications Ltd, 2007: 301.

- On the population pyramid *Canada 2006*, in what age group do the greatest number of Canadians fall?
  - On the population pyramid *Canada 2050*, how many females (in millions) are between the ages of 15 and 19?
  - On the population pyramid *Canada 2050*, who lives the longest: males or females? What data did you analyze to reach this conclusion?
  - Between the two population pyramids, which appears to have the oldest total population?
2. Both population pyramids depict an aging population, where the majority of the population is older rather than younger. As the population ages, what challenges might the government encounter in providing services for its population?

*continued*

## Learning Activity 4.1: Predicting Canada's Demographic Future (continued)

3. In your view, how can accurate population pyramids help government planners in making decisions about government expenditures? Explain your answer fully.
  4. There has been a recent change in Canada's birth rate due to several factors discussed in this lesson.
    - a. Describe the recent change in Canada's birth rates. What impact does this change have on our society in general?
    - b. How do you think changing family structure and styles have influenced the birth rate in Canada?
- 



You can now assess your learning activities by consulting the answer key at the end of this module.

### Summary

The job of a demographer is to analyze current population data and to observe how that population will change in the future. These observations help governments to prepare services for their citizens. In the learning activity, you practised analyzing population pyramids on your own.

## LESSON 2: SOCIAL CHANGES, TECHNOLOGICAL CHANGES

### Introduction

An aging population is just one of many factors that contribute to societal change. This lesson will explore how new technologies have changed your world and the way that people live today.

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Appreciate that knowledge of the past helps to understand and prepare for the future.
- Give examples of social and technological changes that continue to influence quality of life in Canada.

### A Century of Change

The lives of Canadians changed a great deal in the 20th century (1900–1999) due to social changes and new technologies. These changes included innovations, such as new medicine, new ways of communication, and new political ideas. There were also many new and different inventions that were created that made people’s lives easier, such as the automobile and the airplane. This completely changed the landscape of transportation and opened up possibilities for travel. Other inventions, such as the microwave, air conditioner, and the washing machine, changed the lives of people on a smaller scale, but were still important.



#### Note:

**Ideological** describes an individual or group with a system of ideas or ways of thinking, usually related to politics. They have an “ideology,” which is what they believe and which governs the way they think about different topics.

Some important developments, events, and achievements over the past 100 years are listed below. As you read them, think about how these developments affected the quality of your life in Canada.

## Technological Changes

There were many technological changes during the 20th century. An important example is innovator Henry Ford's idea of the assembly line. Ford is the namesake for one of the largest automobile companies of the 20th and 21st centuries. The assembly line helped manufacturers produce motorized vehicles and other products quickly and cheaply. This made the automobile affordable for the average working class person.

In 1903, the Wright brothers were the first to conduct a powered flight. Inventors rushed to create bigger and better airplanes. Airplanes equipped with jet engines could transport people around the world much faster than older forms of transportation.

Communication and entertainment technologies also advanced a great deal in a short amount of time. These technologies include the invention of colour film, radio, television, telephone, and the Internet. These methods of communication are known as "mass media" because they are easily available to the general public. The telephone and Internet, cell phones, social media, video calling, video uploading websites, and various other ways of sharing files, photos, videos, and opinions have greatly changed the ways in which people interact.

Farming technology changed with the discovery of new chemical formulas that killed insects and pests that would destroy crops. Although these chemicals greatly improved farming practices, they did prove to be dangerous for the environment. Chemicals such as DDT soaked into the ground, evaporated into the air, and leaked into the water supply. DDT causes sickness in humans and mutations in fish and is responsible for the deaths of many animals.

Nuclear weapons were created during the 20th century. This changed how governments interacted and the way wars were fought. For example, the development of nuclear weapons led to the Cold War between the United States and the Soviet Union, which was briefly discussed in Module 3.

At home, people now had the opportunity to own their own washing machine, air conditioner, and many other useful household inventions. This greatly improved people's quality of life.

## Political Changes

- Democratic countries began extending voting privileges to all adults, including women and minorities.



## Changes in Culture and Entertainment

- The world was exposed to American culture through music, movies, and media. Many trends were started.
- Watching sports became a popular activity. This was mainly because the sporting competitions were now shown on television, which made it accessible to more people.

## Disease and Medicine

- Advancements in medicine, such as the invention of antibiotics (to fight infection) and oral contraceptives (birth control pills to prevent pregnancy), improved the quality of life for many people.
- Advancements in technology, communication, transportation, and medicine reduce the possibility of a pandemic from occurring.



### Note:

A **pandemic** is a global epidemic (a widespread disease that affects many individuals).

## Natural Resources and the Environment

- **Petroleum** is used as fuel for airplanes, automobiles, and as a necessary ingredient for chemicals that make up plastics.

## A Century of New Concerns

New developments in science, technology, and medicine have improved the quality of life for many people. At the same time, new concerns have arisen as a result of our advances:

- Although nuclear weapons act as a powerful deterrent for large-scale wars, it is frightening that certain countries have it in their power to use them. The use of nuclear weapons could threaten the lives of millions of people, could have a severe negative impact on the environment, and could result in serious health problems for survivors.
- The Middle East contains many oil deposits. This makes it the focus of many political and military tensions. As we saw in Module 3, there have already been a number of conflicts that have taken place in the Middle East over oil, which is a limited natural resource.

- Humans rely on fossil fuels as an energy supply to heat and cool our homes, schools, workplaces, and public buildings. Fossil fuels power our cars and airplanes. They are also used to make rubber, plastic, other chemicals, and even medicine. Although fossil fuels add to our high quality of life (especially in North America and Europe), many scientists believe that global warming is mainly caused by pollution due to excessive fossil fuel consumption.
- Even with increases in medical science, diseases continue to spread throughout the world. Transportation allows diseases to be exposed to more people and places. Treatment for some diseases, such as AIDS, is often too expensive for widespread use in developing countries.

## Summary

Human society has made many changes for the better in the past century. There is a growing appreciation for human rights around the world, and both Canada and the United States have both made political changes that expand democratic rights to all of their citizens. New antibiotics and medical procedures have given people longer and healthier lives, and communication devices such as phones, radio, and the Internet have connected the world like never before. In your first assignment of this module, you will investigate one of these changes in greater detail.



## Assignment 4.1

### Technology and Quality of Life (21 marks)

#### **Your Task:**

Choose a specific human invention and research the changes it has brought to human societies. Some inventions/discoveries you might consider include the following:

- Jet engines
- Telephones
- Chemical fertilizers
- Solar powered cells
- Penicillin (an antibiotic)
- Refrigerators
- Nuclear power

Use your local library, the Internet, and any local experts to assist you in your research.

Use the following questions as a guideline for your research. When you present your findings, the reader should be able to find answers for all of the questions.

1. When was it first produced and/or discovered?
2. Briefly describe the original inventor/discoverer.
3. How did it affect people's quality of life?
4. Did it allow people to do new things?
5. Did it overcome any challenges or problems?
6. How is the invention used today?
7. Has it changed in design?
8. Have we found new uses for it?

You can present your findings as a written report, a poster, or a PowerPoint presentation.

Include a "Works Cited" page at the end of your report that details all of your research resources.

*continued*

## Assignment 4.1: Technology and Quality of Life (continued)

Your assignment will be assessed using the following marking guide:

<b>Content</b> <i>Total of 14 marks</i>	<ul style="list-style-type: none"><li>■ Identifies date of creation. (1 mark)</li><li>■ Describes the inventor. (3 marks)</li><li>■ Describes the changes this invention/discovery brought to human society. (5 marks)</li><li>■ Describes the changes made to the invention over time and any new uses for it today. (5 marks)</li></ul>
<b>Length and Style</b> <i>3 marks</i>	<ul style="list-style-type: none"><li>■ <b>Report:</b> At least 1 typewritten page, double-spaced, using a font no larger than 12.</li><li>■ <b>PowerPoint:</b> At least four slides. Text is in a font and colour that is easy to read. Uses backgrounds, transitions, and pictures to enhance the presentation.</li><li>■ <b>Poster:</b> Clear title and sub-headings. Text is organized into sections. Uses colour and pictures to capture attention.</li></ul>
<b>Sources Used</b> <i>4 marks</i>	<ul style="list-style-type: none"><li>■ Include a "Works Cited" page at the end of your report that details all of your research sources.</li></ul> <p><b>Format for Citing Sources:</b></p> <ul style="list-style-type: none"><li>■ <b>Books:</b> Title, author, and publisher</li><li>■ <b>Internet Resources:</b> Page name, author, and URL</li><li>■ <b>Interviews:</b> Names of the people you interviewed, their occupations, and places of work</li></ul>

# LESSON 3: ENGAGING IN THE CITIZENSHIP DEBATE

## Introduction

In a parliamentary democracy such as Canada, society flourishes through debate and discussion of current issues. In this lesson, you will examine three prominent issues that have generated both debate and controversy among Canadians: election participation, same-sex marriage, and Canadian-American relations.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Describe current issues related to citizenship in Canada.
- Give examples of the evolving challenges and opportunities in Canadian society as a result of the *Canadian Charter of Rights and Freedoms*.
- Analyze current issues surrounding Canadian culture and identity.
- Engage in discussion and debate about citizenship.

## I. Citizenship Issue: *Lack of Voter Participation in Canada*

When Canada confederated in 1867, not all Canadians could exercise the right to vote in government elections—most notably women and First Nations, Métis, and Inuit people. Today, all Canadians have been **enfranchised**. This means they have both the right and opportunity to vote in elections.

### Quick Recap: How We Vote in a Canadian Election

In Canada, we vote for candidates who we would like to see elected as Members of Parliament in the House of Commons. The House of Commons, located in Ottawa, is where the government and the opposition parties debate and pass legislation (laws) to make our country a better place. There are 308 spots in the House of Commons. These 308 spots or “seats” represent ridings, or sections of the population, from around the country.

Candidates are typically members of the different Canadian political parties. These political parties are based on ideological platforms that express the party's view of how the country should be run. As voters, it is our responsibility to be knowledgeable of these different political platforms and to vote according to our own values, beliefs, and hopes for Canada. We have the opportunity to support a government that will support what we believe in. If the government does a poor job of representing the needs and wants of Canadians, they can be voted out of power in the next election.

## Importance of Voting

Voting is important because it is the way in which citizens are able to play a role in the governance (running) of the country. Voters themselves are not allowed to make decisions that will change the law. It is the people they vote for and who are elected who have that power and responsibility. When these elected people make decisions, they are expected to accurately represent the values and beliefs of all Canadians. During elections, candidates will prioritize different issues that they would bring to the government's attention. It is the voters' job to pay attention to these issues and to respond with their support, or to suggest changes and improvements to the elected officials. Ultimately, it is the Canadian people who have the most power.

Voting is essential for a democracy to work. In 2008, just over half of Canadians voted during the federal election. This was the lowest voter turnout in Canadian history.

Why aren't Canadians voting? What is causing voter apathy (not caring)? A 2002 survey commissioned by Elections Canada concluded that there is no single reason for why Canadians are staying home on election night. Instead, several factors play a role:

- Lack of interest
- Feeling that one's vote and the results of the election are meaningless
- Lack of confidence in the candidates
- Prior commitments—too busy to vote
- Health—*unable* to vote due to illness or health-related problems
- Confusion—did not know where or when to vote

Experts are most concerned about the decline in youth voting. Approximately 61% of eligible Canadians voted in the 2000 election. While this was lower than previous elections, the number dropped substantially when only youth were considered. In 2000, less than 25 percent of eligible voters aged 18–24 exercised their right to vote. By contrast, more than 80 percent of voters aged 58 or older cast their ballot.

Why are youth not voting? The following table takes the responses given by non-voters in the Elections Canada survey and breaks them down by age group:

### Main Reasons for Not Voting in the 2000 Election

Reason	Age						% of Total Number Surveyed
	65+	55-64	45-54	35-44	25-34	18-24	
Not interested, didn't care, apathy	14.8	29.0	18.3	19.7	27.3	28.0	25.0
Vote meaningless, doesn't count	6.4	8.4	9.6	10.0	11.4	6.5	9.0
No appealing candidates/parties/issues	9.9	13.4	22.7	21.2	14.1	13.9	15.9
Lack of faith/confidence in candidates/parties/leaders	17.7	13.5	21.3	16.7	14.0	6.3	12.8
Lack of information about candidates/parties/issues	0.0	1.6	3.3	5.0	3.1	6.3	4.3
Regional discontent	0.0	3.0	3.0	2.8	0.5	0.8	1.4
Too busy with work/school/family	5.0	3.4	3.1	11.9	13.7	22.6	14.3
Away from riding province/country	20.3	23.0	9.3	8.0	10.9	7.9	10.4
Registration problems	4.0	3.0	6.7	2.7	5.2	7.4	5.5
Illness/health issues	19.5	5.8	7.7	1.9	2.0	0.4	2.9
Didn't know where or when/transportation problems	5.7	5.1	2.7	2.5	2.2	4.2	3.3
Religious reasons	5.5	3.0	1.5	2.0	1.1	0.9	1.5

Of all the non-voters aged 18-24, half of this population avoided voting because of apathy or because they were too busy with work or school.



## Learning Activity 4.2

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### Lack of Voter Participation in Canada

1. Elections Canada surveyed voters and concluded that several factors play a role in the reasons why people don't vote. Read each of the following statements and underline the reasons why Canadians chose to stay home on election night.
    - Too busy to vote.
    - Can't afford gas or transportation to voting site.
    - Feeling that my vote is useless.
    - Friends told me not to vote.
    - Didn't know where or when to vote.
    - Lack of confidence in candidate or party leader.
    - Don't believe in democracy.
    - Didn't know there was an election.
  2. Study the table from this lesson, *Main Reasons for Not Voting in the 2000 Election*, and answer the following questions.
    - a. Which age group had the *greatest* number of "vote meaningless" responses as a reason for not voting? Can you think of a reason why this age group might be so disinterested in voting?
    - b. Which age group had the *greatest* number of "lack of faith/confidence in candidates/parties/leaders" responses?
    - c. Which age group had the *least* number of "regional discontent" responses?
    - d. What *percent* of 35–44-year-olds cited "religious reasons" for not voting?
  3. How does the issue of voter apathy relate to the concept of citizenship in Canada? Why is voting an important part of our democratic system?
- 



Check the answer key.



## II. Rights and Freedoms Issue: *The Same-Sex Marriage Debate*

The same-sex marriage debate spanned many decades, and the discussion in Parliament took place during the leadership of two prime ministers: Jean Chrétien and Paul Martin.

On June 17, 2003, Prime Minister Jean Chrétien announced his intention to legalize same-sex unions. This proposed law would also recognize the rights of religious groups to “sanctify marriage as they see fit.” The decision meant that same-sex couples had the same right to marry as opposite-sex couples.

The issue caused uproar among many church leaders and traditionalists who argued that the government did not have the right to redefine marriage.

But on December 9, 2004, the Supreme Court of Canada ruled that Ottawa did have exclusive authority to decide who has the right to get married in this country—but that religious groups are not obliged to perform unions against their beliefs.

The bill to legalize same-sex marriages nation-wide became law on July 20, 2005. The law is called the *Civil Marriage Act*. Canada became the fourth country to recognize gay marriage, after the Netherlands, Belgium, and Spain. In response to the same-sex marriage law, Paul Martin, Canada’s prime minister, said, “The vote is about the *Charter of Rights*. We’re a nation of minorities, and in a nation of minorities you don’t cherry-pick rights.”

### Same-Sex Marriage: The Concerns

The same-sex marriage issue in Canada has created a lot of debate. People on one side of the debate argue that marriage is a religious ritual between a man and a woman, and that same-sex marriages should not be allowed due to religious reasons. Marriage has traditionally been defined as the joining together of a man and woman. People on the other side of the debate argue that all people should have the equal right to marry their partner, and other people should not be allowed to take that right away from them based on personal religious beliefs.

### Same-Sex Marriage: The Details

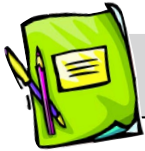
Getting married is a personal commitment. For many, it is also an important religious ceremony. When the government recognizes two people as being “married,” this grants specific legal rights and responsibilities to the married couple:

- Married couples receive certain tax exemptions.
- If one spouse receives work benefits (such as health insurance), his or her partner can also be covered under those benefits.

- If one spouse dies, his or her property is transferred to the marriage partner.

Each provincial and territorial government has made its own decisions as to what same-sex rights and privileges it will recognize. In Manitoba, same-sex marriages have been legalized since 2004. Manitoba also recognizes that a same-sex couple has

- the right to adopt children
- an equal ownership of property between spouses, so that, in the event of a divorce, property is divided equally
- the right to make medical decisions for an incapacitated spouse
- the right to receive inheritance from a spouse



### Learning Activity 4.3

## The Same-Sex Marriage Debate

### Your Task

Analyze the two quotes below and answer the questions that follow.

Quote 1:

*"I rise today in support of Bill C-38, the Civil Marriage Act. I rise in support of a Canada in which liberties are safeguarded, rights are protected, and the people of this land are treated as equals under the law."*

– Prime Minister Paul Martin's address to Parliament, February 16, 2005

Quote 2:

*"Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability."*

– Section 15. (1) of the *Canadian Charter of Rights and Freedoms*

*continued*

### Learning Activity 4.3: The Same-Sex Marriage Debate (continued)

1. Re-word Paul Martin's speech to Parliament regarding Bill C-38 so a student in Grade 5 or 6 (someone younger than you) can make sense of its meaning.
  2. How could a person who is *in favour* of same-sex marriage use Section 15(1) from the *Canadian Charter of Rights and Freedoms* to defend Bill C-38?
- 



Check the answer key.

### III. Identity Issue: *Who is a Canadian?*

Who is a Canadian? Canadians have been asking themselves this very question for as long as our country has existed, and the question has never been effectively answered. Some believe that the question has never been directly answered because, quite simply, there is no real outline with which to provide an answer. Canadians have often resorted to explaining who they are not: Americans. One thing that most people would agree about the Canadian identity is that the influence of American identity is persistent and the greatest of any other country in the world.

#### American Influence in Language

The way in which we spell our words in English is often a reflection of who has influenced us as Canadians.

The English language originated in England. English is the main language in the United Kingdom, United States, Australia, New Zealand, Ireland, and South Africa. There are around 400 million speakers worldwide. English is the third most common global language behind Chinese and Hindi.

Canadian English is a bit different than British English and American English. All three have some different forms of grammar and spelling and different words. These changes evolved over time within each country.

In 1828, Noah Webster wrote the first American dictionary. He made changes in spelling that were supposed to indicate that America was quite different than Britain in terms of language. Within the dictionary, he wrote many of the words differently on purpose. Webster shortened many words and argued for "simple" English spelling. The learning activity that follows will introduce you to some of these changes, some of which you may have never realized.



## Learning Activity 4.4

### American English



**Note:**

This activity has four parts, and illustrates the influences on your spoken and written language.

#### Part A: Spelling

Complete the following sentences by filling in the blank space with the appropriate word. Pay attention to your spelling.

1. My favourite \_\_\_\_\_ is red. I particularly dislike yellow.
2. I love to collect \_\_\_\_\_. Every Christmas, I tell my family to buy me items like earrings, necklaces, and rings.
3. My fees for swimming lessons were due today so my dad wrote a \_\_\_\_\_ for \$450 to take to my instructor.
4. Criminals who are sentenced to less than two years serve their sentence in a provincial \_\_\_\_\_ and not in a federal prison.
5. I recently wrote my driver's test. I am so happy to finally have my driver's \_\_\_\_\_.
6. I went to the school track and field finals this weekend. I won the 100- \_\_\_\_\_ dash.

#### Part B: Vocabulary

Complete the following sentences by *underlining* the word you *most prefer*.

1. My favourite *cookie OR biscuit* is chocolate chip.
2. I have to stop after school and *mail OR post* this letter to my brother in Prince Albert.
3. For spring break this year, my family is going to take a *vacation OR holiday* to Mexico.

*continued*

## Learning Activity 4.4: American English (continued)

4. "Please set the table," said my mother. "Make sure to put a *napkin* OR *serviette* beside each place setting."
5. Don't forget to write the correct *zip code* OR *postal code* when addressing the envelope.
6. I could eat peanut butter and *jelly* OR *jam* sandwiches every day for lunch!

### Part C: Assessment

Now you will review your answers from Part A and B.

#### Part A:

How did you spell the words that you used to complete each sentence? Each word could be spelled two ways, American or British. Circle the spelling method that you used.

Sentence	American	British
1	color	colour
2	jewelry	jewellery
3	check	cheque
4	jail	gaol
5	license	licence
6	meter	metre

1. How many words did you spell the American way?
2. How many words did you spell the British way?
3. Is your spelling influenced by American conventions?
4. What does this activity tell you about the influence of American culture on Canadians?

*continued*

## Learning Activity 4.4: American English (continued)

### Part B

Which word did you prefer to use in each sentence? Each word is associated with either American or British usage. Circle the spelling method that you used.

Sentence	American	British
1	cookie	biscuit
2	mail	post
3	vacation	holiday
4	napkin	serviette
5	zip code	postal code
6	jelly	jam

1. In general, do you prefer American or British words?
2. Do you prefer *any* British words? If so, which ones?
3. Were there any American or British words that you found strange or weird and that you would never use in conversation? Which one(s)?

### Part D: Reflection

1. Is it important for a language to have consistent spelling rules? Why or why not?
2. Should Canadian schools teach students to write using only British spelling, and mark American spelling as errors?



Check the answer key.

## Summary

As you can see, the issues that can be addressed in a legislative democracy are far-reaching. They can cover everything from your daily life to how Canada interacts with other countries. It is through discussion and debate that our society flourishes and progresses.

## LESSON 4: SOCIAL JUSTICE IN CANADA

### Introduction

As of 2006, Statistics Canada reported that over 600,000 First Nations people in Canada were “Status Indians.” Remember, the term *Status Indian* describes a person who belongs to a band that had signed a treaty agreement with the government in the past. This lesson will provide you with further details about the treaty process and how these agreements are a part of Canadian life today.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Identify opportunities and challenges related to First Nations treaties and First Nations, Métis, and Inuit Peoples’ rights.
- Respect traditional relationships that First Nations, Métis, and Inuit Peoples of Canada have with the land.

### First Nations People and the Numbered Treaties

The Numbered Treaties were solemn agreements between the Crown and First Nations Peoples that set out promises, obligations, and benefits for both parties. From a government perspective, each of these treaties had to do with land and the cession (giving up ownership) of that land. Unfortunately, as you have already learned, the First Nations’ perspective of the Numbered Treaties was very different than the government’s. First Nations Peoples did not believe they were giving up the land. Rather, they believed they were agreeing to a sharing of the land between two equal nations.

In 1870, the new Dominion of Canada purchased what was then known as Rupert’s Land and the North-Western Territory from the Hudson’s Bay Company. This land included all of present-day Manitoba, Saskatchewan, Alberta, Yukon, the Northwest Territories, Nunavut, and parts of northern Ontario and Quebec. At that time, the American government was spending a fortune fighting their wars with the “Indians.” The Canadian government hoped to open their newly acquired lands to settlement by peaceful means through the process of treaty making.

In exchange for giving up the title to the land and for guaranteeing peaceful behaviour and obedience to the law, First Nations peoples received promises of money, education, food, medicine, and other material goods, as well as the right to hunt, trap, and fish on ceded territories and lands reserved exclusively for them. The treaties ensured that newcomer settlers could settle on the land ceded by First Nations and enjoy peace and prosperity.

## Treaties Today

First Nations treaties are important today because they recognize that First Nations Peoples, because of their original occupation of the land, have rights to autonomy and self-government. These rights are recognized in the *Constitution Act, 1982*. Second, because the terms of the treaties were not always carried out, and because large areas of Canada were never accounted for in the treaties, First Nations, Métis, and Inuit Peoples have, since the 1970s, made several land claims against the federal and provincial governments.

Several of these claims have resulted in settlements, which are, in effect, modern-day treaties. They include the following:

### The James Bay and Northern Quebec Agreement of 1975

The James Bay hydroelectric dam was one of the biggest hydroelectric projects in North America, but the construction project threatened to flood the reserves and hunting grounds of the Cree and Inuit who lived in the area. The Cree and Inuit communities negotiated with the provincial government: in exchange for granting the government exclusive rights to the James Bay area, their communities would receive

- \$225 million in cash payments
- timber and hunting rights
- a guaranteed family income for subsistence hunters
- the authority to self-govern their community in such matters as education, health, and social services (which are typically handled by provincial governments)

### The Inuvialuit Final Agreement of 1984

When the federal government became interested in developing the oil- and gas-rich area around the Beaufort Sea (in Canada's Arctic), they negotiated a treaty with the Inuvialuit community who occupied the region. The agreement was such that the government would gain ownership of a 33,500 square kilometre area of land while the Inuvialuit would receive



- \$170 million in cash payments
- ownership of 91,000 square kilometres of land
- rights to all oil, gas, and mineral deposits on that land
- rights to hunting and gathering on their lands
- responsibilities for wildlife management on their lands

Other modern treaty agreements include

- the Gwich'in Agreement (1992)
- the Nunavut Land Claims Agreement (1993)
- the Sahtu Dene and Métis Agreement (1994)
- the six Yukon First Nation Final Agreements (1993-1997)
- In 1996, Indian and Northern Affairs Canada (INAC) and the 13 First Nations signed the Framework Agreement on First Nation Land Management, which allows the First Nations to create their own laws to manage and protect their land.

## Challenges and Opportunities: Donald Marshall and Native Fishing Rights

Most land treaties were signed hundreds of years ago and the terms of those treaties are still in effect today. However, because lifestyles and social circumstances have changed so much over the centuries since then, it is sometimes necessary to re-analyze the treaties and decide how they should function today.

The case of Donald Marshall is one example of the tremendous challenges we face today as we try to interpret treaties written so long ago.

*Donald Marshall was a Mi'kmaq from Nova Scotia. He was wrongly convicted of murder and sentenced to life in prison in 1971. He remained in prison for the following 11 years, and was finally acquitted in 1983 when he appealed his conviction. Later, in the 1990s, he was in the news again because he became involved in a battle over Mi'kmaq fishing rights. Marshall died in 2009.*

*The Mi'kmaq, Maliseet, and Passamaquoddy (who lived in what is known as Nova Scotia and New Brunswick today) and the British Government signed a **Peace and Friendship Treaty** in 1760. This agreement with the British government was significant because the Mi'kmaq were previously allied with France and, at the time, France and Britain were at war with each other. The treaty benefited all the groups that signed it. It helped the Mi'kmaq because they could not rely on France anymore as a trading partner. The British were able to give them the supplies they needed, such as blankets and gunpowder. The treaty benefited the British because it weakened French*

power in the area and ended any fighting with these groups. The treaty also had a trade clause. The following Peace and Friendship statement was made by the Chief of the Lattave tribe (Paul Laurent) in Halifax:

*“And I do further engage that we [the First Nations people] will not traffick, barter or Exchange any Commodities in any manner but with such persons or the managers of such Truck houses as shall be appointed or Established by His Majesty’s Governor at Lunenbourg or Elsewhere in Nova Scotia or Accadia.”*

*This clause meant that the British didn’t want to pay the Mi’kmaq ongoing subsidies to support them and, instead, wanted them to continue their hunting and gathering lifestyle. They created “truckhouses” as places for the Mi’kmaq to trade their goods in order to support themselves. The British lost money on these truckhouses, but they were prepared to “tolerate certain losses in their trade with the Mi’kmaq for the purpose of securing and maintaining their friendship and discouraging their future trade with the French.” The treaty said these rights were to last forever.*

*Donald Marshall was arrested, charged, and convicted of illegal fishing in 1993. He appealed to the Supreme Court of Canada, arguing that the Peace and Friendship Treaties allowed him to catch fish and sell them. On September 17, 1999, the Supreme Court ruled in Marshall’s favour, saying that “...nothing less would uphold the honour and integrity of the Crown in its dealings with the Mi’kmaq people to secure their peace and friendship....”*

*The Supreme Court confirmed that Mi’kmaq people under the treaty have the right to hunt and fish, but it stated that rules and guidelines may be necessary in order to conserve resources or for other “compelling and substantial objectives.”*

*People on both sides of the debate interpreted the ruling differently. The First Nations bands that were affected began fishing lobster out of season, saying the ruling gave them full, unregulated fishing rights. This alienated all other fishers who were worried this would destroy the lobster stocks for everyone. This dispute culminated on October 3, 1999 in Burnt Church, Nova Scotia, about 150 fishing boats headed out into Miramichi Bay to protest against the Mi’kmaq trappers who were fishing lobster out of season. A shouting match between the two groups resulted, and much fishing equipment was vandalized.*

*The Mi’kmaq fishers refused to give up their fishing rights and set up an armed encampment to protect the Mi’kmaq who were continuing to catch lobster in the bay.*

*After these incidents, Fisheries and Oceans Canada decided to provide the 34 First Nations affected by the decision with increased access to the commercial fishery, but this did not resolve the issue.*

In April 2002, a federal report on the crisis recommended that the police drop any charges stemming from the disputes, and that the government compensate anyone whose traps or boats were damaged. It also recommended, however, that Mi'kmaq fishers should be allowed to fish only in season and that they should be required to attain fishing licenses like all other fishers.

(end of account)



**Note:**

**Peace and Friendship Treaties** were signed between First Nations people of the Maritimes and the British government between 1725 and 1779. The European aim in these treaties was to advance the colonial interests of either the British (or the French) on the continent.



## Learning Activity 4.5

### First Nations People, the Land, and Treaties



**Note:**

You will require a dictionary for this assignment.

1. Why are First Nations treaties important today? Provide at least two reasons.
2. Use a dictionary and define the following words:
  - a. opportunity
  - b. challenge
3. Using the case of Donald Marshall, explain how the 1760 Peace and Friendship Treaty between his ancestors and the British government poses *today* both an *opportunity* and a *challenge* for
  - a. the Canadian government:
  - b. The Mi'kmaq people of Canada:
  - c. All First Nations, Métis, and Inuit Peoples in Canada:



Check the answer key.

## Summary

“Status Indians” account for a large portion of the First Nations people in Canada. They belong to any band that signed a treaty with the federal government in the past. These treaties guarantee the members of the band certain rights “such as annuities, provisions for land and the right to hunt for themselves and their families. Other Canadians also have rights that come from the Crown signing Treaties, such as the right to settle and make a living on the land agreed to in the Treaties.” (Treaty Relations Commission of Manitoba)

# LESSON 5: POVERTY ISSUES IN CANADA

## Introduction

Even though Canada is often regarded as one of the best places in the world to live, poverty is still common throughout our country. This lesson will explore what it means to live in poverty and introduce you to some campaigns to help eliminate homelessness in Canada.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Identify issues related to poverty in Canada and propose solutions.
- Identify possible solutions to social injustice in Canada.

## Defining Poverty

Because standards of living vary from country to country, it is difficult to arrive at a universal definition of poverty. Someone who is prosperous in a developing country might be considered impoverished by Canadian standards. However, the common definition of poverty is that a person lacks the income (money) to fulfill their basic needs.

In order to survive, a person needs access to these essential goods and services:

- food
- shelter
- clothing
- medicine and health care
- education

These goods and services are used to measure poverty in two categories: relative and extreme (or absolute).

- People living in **relative poverty** spend most of their income on essential goods and services when compared with the general population.
- People living in **extreme or absolute** poverty have too little income to purchase essential goods and services at all.

Poverty in Canada manifests itself in different ways:

- homelessness
- child poverty
- poor health care
- lack of education
- poor nutrition

This lesson will focus on the issue of homelessness.

## Canadians without Homes

How widespread is homelessness?

In 2009, Charity Intelligence Canada (a non-profit organization) published a report on its findings for homelessness in Canada. The report found that:

- about 150,000 Canadians are currently homeless
- one-fifth of the chronically homeless also suffer from substance addiction or abuse, and are likely to commit suicide
- the average life expectancy of a homeless person in Canada is 39 years of age

The leading cause of homelessness in Canada is poverty. Addiction, severe mental illness, and child abuse are the primary factors that lead to homelessness in later life.

Homelessness in Canada is an issue that needs to be addressed.

## Addressing Homelessness

What is being done to assist homeless Canadians? The following story explains how a Winnipeg girl chose to make a difference.

## Hannah Taylor and the Ladybug Foundation

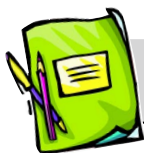
*Hannah Taylor is a young girl from Winnipeg, Manitoba. In 2001, when she was only five years old, something happened to her that changed her life. She was walking with her mother on a cold winter's day when she saw a homeless man searching for food in a dumpster. Seeing this, Hannah was both shocked and upset. As she thought more about what it meant to be homeless, she was struck by a simple question: "If everyone shared what they had, could that cure homelessness?"*

*Hannah continued to ask questions. She visited shelters and spoke to people who were struggling to live on the streets. Three years later, with the support of her family, she established the Ladybug Foundation to raise awareness and funds for homeless people in Canada. She has been a guest speaker at hundreds of schools and special events. Her passion and dedication to the cause comes from her belief that a roof over everyone's head and food to eat are basic human rights. The message that she sends to Canadians is simple: even the smallest bit of support helps and everyone deserves to be treated with respect.*

*The Ladybug Foundation has been able to raise well over \$2 million to support projects that provide shelter, food, and safety to Canadians in desperate need. People who would like to donate to the foundation can donate money online or drop off spare change in ladybug jars found around their city*

*(end of story)*

**Ladybug Foundation:** Reprinted from *Canada in the Contemporary World* by Linda Connor, et al. Emond Montgomery Publications Ltd. 2007. 166.



### Learning Activity 4.6

#### Homelessness in Canada

1. Why is it difficult for the world to agree on a universal definition of poverty?
2. How is poverty measured in Canada?
3. What inspired Hannah to begin the Ladybug Foundation?
4. Describe how Hannah raises awareness and money for the homeless in Canada.
5. Hannah's quest to improve the lives for Canada's homeless is an example of the "power of one." What do you think this phrase means, and how does it apply to Hannah?



Check the answer key.

## Summary

Even in a developed country such as Canada, there are great inequalities in the standards of living that people enjoy. Thousands of Canadians live without proper homes in a state of relative or absolute poverty. Non-profit charities like the Ladybug Foundation work hard to improve the lives of Canada's homeless. In the assignment that follows, you will learn more about one of the many groups that assist Canada's homeless population.





## Assignment 4.2

### Assisting Canadians in Poverty (8 marks)

#### Part 1

Identify another Canadian organization that assists Canadians living in poverty (such as Main Street Project, Winnipeg Harvest, Mennonite Central Committee, or the Salvation Army). See if you can find one in your local community.

#### Part 2

Answer the following questions about the organization using full sentences. To answer these questions, you may need to research the group, either by

- visiting the organization's website
- contacting the organization and asking for informational pamphlets
- interviewing a member of the organization

1. What is the mission (or goal) of this organization? What does it want to accomplish? (2 marks)

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2. What services and programs does the organization offer to Canadians living in poverty? List at least *three* services and programs. (3 marks)

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*continued*

**Assignment 4.2: Assisting Canadians in Poverty (continued)**

3. How can a person your age assist this organization? (3 marks)

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# LESSON 6: SUSTAINING OUR NATURAL ENVIRONMENT

## Introduction

Canada is a country rich in natural resources and beautiful ecosystems. This lesson will explore how you can practice environmental stewardship and live more sustainably so that Earth's resources are available to future generations.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.
- Make personal choices to sustain the environment.
- Describe Canada's responsibilities and potential for leadership regarding current global issues.

## Environmental Stewardship and Sustainability

**Stewardship** means “to take care of something.” When people take care of something that has been entrusted to them, they are practising stewardship. Environmental stewardship means taking responsibility for natural resources and being careful with the natural systems that humans are a part of. Stewardship also recognizes the responsibility to hand these resources over to future generations.

Environmental stewardship is very important, no matter how distant or disconnected we might feel from the natural world. All life on Earth depends on a healthy, functioning ecosystem for survival.

**Sustainability** means to use Earth's resources responsibly. Practising sustainability means that you do not completely use up a resource so that it is available for future use. Environmental sustainability applies this rule to our natural resources—our water, atmosphere, forests, and soil.

Sustainability can be further defined as living within the “carrying capacity” of the supporting **ecosystems**. We must continue to live in and maintain these ecosystems for as long as life continues on Earth. To achieve

sustainability, we must make informed decisions and personal choices, and conduct our lives so as not to damage or destroy natural systems.

Sustainability also includes the idea of improving the quality of life for all humans on Earth and ensuring Earth's resources will be available to future generations. Therefore, it has social, economic, and political implications. Conserving natural resources and sharing the benefits of natural resources more fairly throughout the planet are important aspects of sustainability. Decisions about using natural resources are often complex and difficult because the ecological, economic, and social factors must all be weighed.



**Note:**

An **ecosystem** is a complex set of relationships among the living resources, habitats, and residents of an area. It includes plants, trees, animals, fish, birds, microorganisms, water, soil, and people.

## Canadian Commitments to Environmental Stewardship and Sustainability

In 1992, the United Nations held a conference on the environment and development in Rio de Janeiro called *Earth Summit*. At *Earth Summit*, the Canadian government, along with other participating countries, made a commitment to develop a national strategy regarding the environment and development. An important action plan for the environmental future of the planet, *Agenda 21*, was drafted in Rio.



**Note:**

*Agenda 21* is a program of the United Nations related to sustainable development. It is a wide-ranging plan of action to be taken globally, nationally, and locally by organizations of the UN, national governments, and major groups in every area in which humans affect the environment. The number *21* refers to the 21st century.

*Agenda 21* has been a springboard for national and global environmental plans that have been undertaken since then. Among its topics, *Agenda 21* highlights the importance of education. The best way to encourage environmental stewardship and sustainability is to promote public awareness regarding the environment and development.

## Canada's National Strategy on Sustainable Development

In 1997, the Canadian Ministry of the Environment adopted a **National Strategy on Sustainable Development**. The objectives of the strategy were to

- protect the health of Canadians and ecosystems by nearly completely eliminating toxic, anthropic, persistent, and bioaccumulative substances from the environment, while preventing pollution, protecting fragile ecological zones, and reducing the risks and effects of dangers caused by the environment



### Note:

**Anthropic** means "relating to humans." An anthropic substance would affect human beings. **Bioaccumulative** refers to the build-up of a substance, such as a toxic chemical, in various tissues of a living being (e.g., the bioaccumulation of mercury in fish).

Canada's national strategy contributed to the protection of the environment and set a good example to other countries. The strategy showed our commitment in areas such as protecting the atmosphere and the oceans. Furthermore, Canada shared knowledge, advice, and non-polluting technology with industries, the private sectors, and other sectors of society, including the following:

- To promote justice by ensuring that all citizens share the costs and advantages of development in Canada, in order to reduce poverty and the damages done to the environment.
- To improve the well-being of Canadians through environmental awareness-raising campaigns and by encouraging sustainable development.
- To adopt methods that replace renewable resources more rapidly than they are exploited and track the needs of industries, society, and the environment.
- To encourage a more efficient use of non-renewable resources such as gasoline, natural gas, and minerals.

To reach its objectives, the strategy aimed to do the following:

- Increase people's responsibility and capacity for action at a national and community level (this includes increasing people's concern for the environment and promoting a better understanding of environmental, economic, and social issues)
- Promote partnerships with ministries, other governments, First Nations, communities, the private sector, and citizen-based (NGO) organizations

## Environmental Stewardship and Sustainability: How Do They Affect You?

How do the concepts of stewardship and sustainability affect you as a Canadian? You can approach this question by looking at two issues. First, are you willing to make personal choices to help sustain the environment? Second, what ethical questions must we as a society consider related to the idea of sharing wealth and resources?

These are questions that every person must answer for him or herself; however, we can look at some potential answers.

### What personal choices can you make to sustain the environment?

The very serious environmental problems we face on Earth—from global warming to deforestation to the extinction of species—can seem overwhelming to young people who have inherited these problems from older generations. However, it is not all bad news: everyone can make a positive difference through choices in their everyday lives. There are hundreds of choices you can make that will better sustain the environment. Here are 12 of those choices:

- 1. Connect with nature—get outside!**  
Enjoy your local natural areas with family and friends in neighbourhood parks, forests, or national parks. Be aware of the green spaces in your neighbourhood and appreciate what they have to offer. When you appreciate something, you are more likely to take care of it.
- 2. Improve the outdoor spaces you enjoy.**  
Take part in a cleanup at a local park, lagoon, river, schoolyard, or beach. You will be amazed at the amount of garbage you collect, and the next time you visit, you will see the improvement and feel good about helping to protect the animals, plants, and environment of your community.
- 3. Practise “green” gardening in your own yard.**  
Avoid the use of chemical fertilizers, pesticides, and herbicides on your lawn and vegetable or flower garden. During rainfall, these chemicals run into local waterways and harm wildlife. Create homes for birds, butterflies, dragonflies, and other wildlife by including native plants in your garden, and by planting trees.
- 4. Be aware of the chemical cleaners used in your house.**  
Household cleaning products send toxic chemicals down the drain and into our waterways. Reduce or eliminate the use of chlorine-containing products, which include many laundry and dishwashing detergents. As an alternative, use vinegar, baking soda, and other common, non-toxic cleaning products. You can also try environmentally friendly household products, available in many stores and by mail order.

5. **Reduce, Reuse, Recycle, and Rethink Your Decisions.**  
Recycling is a standard part of many communities' waste-disposal processes. To reduce the garbage you throw out, look for items with the least amount of packaging as well as products that come in refillable, reusable, or returnable containers. Substitute disposable paper plates, cups, and napkins with reusable containers, cutlery, and dish rags. When you buy paper products like greeting cards, kitchen towels, or office supplies, choose products labelled as *recycled*, *chlorine-free* or *tree-free*. Rethink the many choices and decisions you make to find ways to live more sustainably.
6. **Shop at a farmer's market.**  
Many markets offer organically grown produce. Organic farming has less impact on the environment than conventional farming, and locally grown food uses significantly less fuel (since it is only transported within a local community, unlike produce that has travelled from overseas or across the country). By buying locally grown organic food, you will save fuel, reduce chemical pollution, and you will find the healthiest and freshest fruits and vegetables available.
7. **Select seafood wisely.**  
Seafood is a global product, and your food choices can help protect the health of the world's oceans. At the store or in restaurants, choose seafood that comes from abundant stocks and is caught in a manner that doesn't harm other wildlife or habitats.
8. **Eat vegetarian meals more often.**  
Raising animals and processing meat products uses much more energy than growing fruits and vegetables.
9. **Go on a litter alert.**  
When you see a stray plastic bag, newspaper, or six-pack ring on the street, pick it up and take it to the nearest recycling bin or trash can.
10. **Prevent hazardous waste spills.**  
Take used motor oil, leftover paint, batteries, cleaning solvents, and other materials to a proper disposal facility. Otherwise, they can turn into poisonous pollutants if they get into streams or groundwater.
11. **Exercise your energy-saving potential.**  
If you are not travelling far, try walking or riding a bicycle instead of taking a car. You will save yourself some money on gasoline and by cutting down on the use of fossil fuels—be it gasoline, coal, or gas-fired electricity—you are helping to reduce toxic emissions and greenhouse gases.
12. **Ride your bike whenever you can.**  
Bike riding is a fun way to get exercise and reduce energy use and air pollution.

What ethical questions must we consider related to sharing wealth and resources?

Consider this: Canada is a country that is surrounded by three oceans, and occupies about 7% of Earth's land mass. Occupying an enormous resource-rich territory, Canadians benefit on a global scale thanks to the forests, fertile soil, and oceans of our country. Rich in **biodiversity**, Canada is also home to the most important freshwater reserves on the planet. Because of this wealth of resources, the Canadian economy is one of the most prosperous in the world.



**Note:**

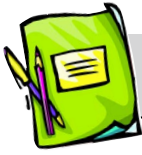
**Biodiversity** refers to the number of different species (both plants and animals) living in an ecosystem. A sustainable ecosystem is home to many species of plants and animals, and said to have *high biodiversity*.

What ethical duty do we have as Canadians to share our wealth and resources with other countries?

In the summer of 2001, Canada's Minister for International Cooperation, Maria Minna, spoke at the opening of International Cooperation Days in Ottawa that summarized Canada's commitment to reducing poverty on a global scale (sharing our wealth) and the impact this would have on the environment. She stated that developing countries need our help to succeed. We need to share our wealth and resources to ensure that they can be more equal globally.

In the same year, the Norwegian Minister for International Cooperation, Anne Kristin Sydnes, told her Parliament that they have an ethical duty due to their knowledge, resources, and values. They need to share some of their wealth in order to promote the growth of other countries who are less fortunate.





## Learning Activity 4.7

### Practising Stewardship and Sustainability

1. In the table below, rate your interest in the 12 suggestions from 1 to 5 (1 being *not willing to try*; 3 being *somewhat willing to try*; and 5 being *very willing to try*).

Personal Choice	Willingness to Try				
1. Connect with nature—get outside!	1	2	3	4	5
2. Improve the outdoor spaces that you enjoy.	1	2	3	4	5
3. Practise “green” gardening in your own yard.	1	2	3	4	5
4. Be aware of the chemical cleaners used in your house.	1	2	3	4	5
5. Reduce, reuse, and recycle.	1	2	3	4	5
6. Shop at a farmer’s market.	1	2	3	4	5
7. Select seafood wisely.	1	2	3	4	5
8. Eat vegetarian meals more often.	1	2	3	4	5
9. Go on a litter alert.	1	2	3	4	5
10. Prevent hazardous waste spills.	1	2	3	4	5
11. Exercise your energy-saving potential.	1	2	3	4	5
12. Ride a bike whenever possible.	1	2	3	4	5

- a. Of the list of 12, which suggestion would you find the most difficult to practise? Why?
- b. Of the list of 12, which would you find the easiest to practise? Why?
2. According to Canada’s Minister for International Cooperation (2001), Maria Minna, what ethical obligation does Canada have in regards to the sharing of our wealth and resources? What will happen if we fail?



Check the answer key.

## Lesson Summary

Canada is a country rich in natural resources and biodiversity. To ensure that these resources are available to our children and grandchildren, it is important to practise environmental stewardship, and to sustain the resources that we have. Everyone is able to make choices that will sustain our environment for generations to come.

# LESSON 7: CANADIAN NATIONAL SOVEREIGNTY

## Introduction

When you look at a map of the world, Canada's borders seem obvious and well-defined: each country is given a separate colour, and everything within the boundaries belongs to that country. In reality, the issue of "who owns what land" is more complicated. This lesson will introduce you to the sovereignty dispute occurring in Canada's Arctic and the implications that this international disagreement has for Canadians.

### Learning Outcomes

After this lesson, you will be able to do the following:

- Identify opportunities and challenges regarding Canadian-American relationships.
- Describe Canada's responsibilities and potential for leadership regarding current global issues.
- Give examples of contributions of various Canadians to the global community.
- Value Canada's contributions to the global community.

## What is Sovereignty?

If a country is **sovereign**, then it is self-governing and independent. Canada is a sovereign nation: we have our own elected government, and foreign countries like the United States acknowledge the ownership of our land and resources.

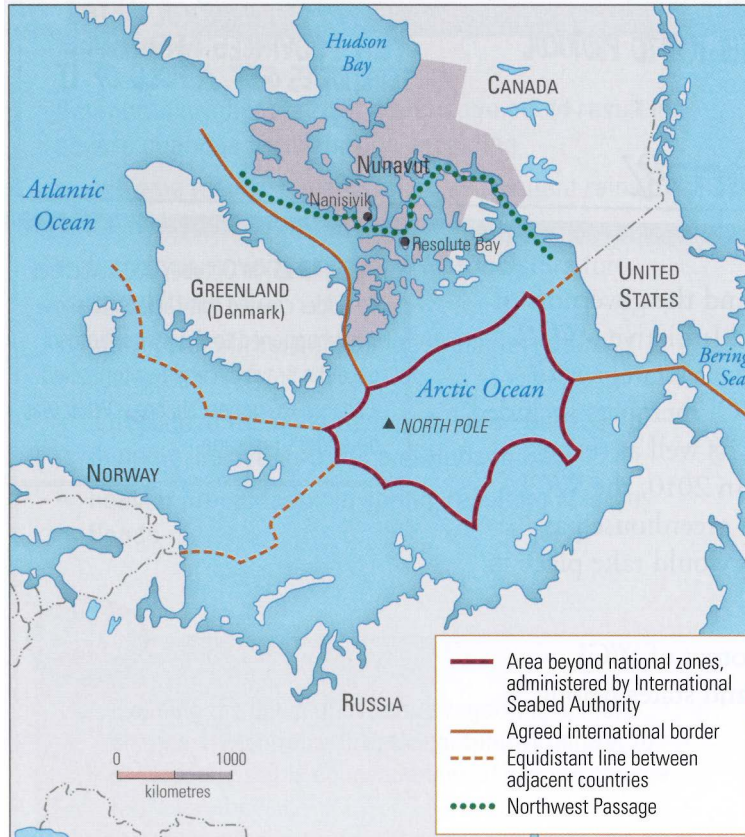
Canada and the United States have had few border disputes in our history as neighbours; however, there is one disagreement that is currently ongoing: the issue of Arctic sovereignty.

## Arctic Sovereignty

Who owns the Arctic? Before tackling this question, have a look at two maps depicting the territory in question:

## Canada's Arctic





**The Arctic:** Reprinted from *Shaping Canada: Our History: From Our Beginnings to the Present* by Linda Connor, Brian Hull, and Connie Wyatt-Anderson. Toronto, ON: McGraw-Hill Ryerson, 2011: 538.

Arctic sovereignty has long been an important issue in Canada. While ownership of the Arctic islands is not disputed seriously by any nation (and the people living on the islands say they are Canadians), control over the surrounding ocean remains a controversial issue.

Canada claims full ownership of all the seas in the area up to the globally accepted 370-kilometre limit **Offshore Economic Zone**, as well as full ownership of any sea ice extending northward from its coast to the North Pole (since, in the government's opinion, sea ice is effectively land). Many countries, including the United States, refuse to recognize Canada's claim to the sea ice. These countries acknowledge that the open waters in the area are a Canadian possession, but claim that the **Northwest Passage** is an international strait to which they cannot be denied passage.



**Note:**

The **Offshore Economic Zone (OEZ)** is the area of sea (and coastal shelf) that extends 370 kilometres from a nation's land border. A country can claim this area as part of its territory. The **Northwest Passage** is a route from the Atlantic Ocean to the Pacific Ocean through the Arctic islands of Canada.

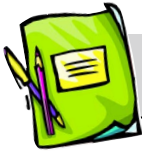
The United States has, on a number of occasions, attempted to defy Canada's sovereignty by sailing both civilian and military vessels through the passage unannounced. In 1969, the U.S. super-tanker *Manhattan* sailed through the Northwest Passage without seeking Ottawa's permission. In 1985, the U.S. Coast Guard icebreaker *Polar Side* made a similar trip without telling Ottawa. Furthermore, in 1987 American authorities released stunning photographs of three U.S. nuclear-powered submarines surfacing through the ice at the North Pole.

All these events have sent a clear message to the federal government in Ottawa: the U.S. considers the Arctic to be international waters and it intends to patrol it just as it does all other waterways. In fact, both Russia and the United States have both challenged Canadian sovereignty by sailing submarines under the ice and seas claimed by Canada. At the time of writing, Canada did not have submarines capable of conducting under-ice patrols.

To counteract the moves of other countries and to claim its sovereignty, Canada has taken a number of measures:

- It has invested large amounts of money in the people of the area.
- The government operates a fleet of icebreakers and aircraft used to supply far northern settlements and outposts.
- The Inuit have been employed directly to assert sovereignty by way of the Canadian Rangers, a program that employs Inuit hunters on the sea ice to patrol for foreign craft.

Another issue in maintaining Canada's Arctic sovereignty is global warming. The ice pack found year-round in the Arctic has been steadily melting in recent years, and it is expected that commercial navigation of the Northwest Passage will soon become possible all year round. Many nations (including emerging Asian powers) are interested in opening up the passage to free navigation. Not only would such a situation threaten Canadian sovereignty, but many believe it would also cause immense harm to the lifestyle of the people of the region and would contribute massive amounts of pollution in an incredibly fragile marine environment.



## Learning Activity 4.8

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### The Arctic and Canadian Sovereignty

1. If a country is sovereign, this means that \_\_\_\_\_ .
    - a. it has a king or queen as its leader
    - b. it is self-governing, independent
    - c. it owns the Arctic
  2. Ownership of the Arctic islands is not an issue that is seriously disputed by any country; however, \_\_\_\_\_ .
    - a. control over the North Pole remains a controversial issue
    - b. control over the military base at Alert remains a controversial issue
    - c. control over the surrounding ocean remains a controversial issue
  3. The Northwest Passage is \_\_\_\_\_ .
    - a. a route from the Atlantic Ocean to the Pacific Ocean through the Arctic islands of Canada
    - b. an international waterway linking the Pacific and Atlantic Oceans
    - c. A sea route from the Atlantic to Pacific that begins at the Great Lakes and ends in the state of Washington
  4. Canadian sovereignty in the Arctic has been challenged by \_\_\_\_\_ , who have sailed submarines under the ice and seas claimed by Canada.
    - a. United States and Denmark
    - b. United States and Russia
    - c. Russia and France
  5. The issue of global warming is expected to increase challenges to Canada's sovereignty in the Arctic because \_\_\_\_\_ .
    - a. the ice-laden seas will open up to year-round commercial navigation by many countries
    - b. fishers from other countries will travel to the Arctic seas in search of new fishing grounds
    - c. Canada has no ships or submarines capable of protecting the Arctic from other countries
-



Check the answer key.

## Summary

Although foreign countries recognize Canada's offshore economic zone, there are heated disputes about Canada's sovereignty of the Arctic waters and the Northwest Passage. To maintain a legitimate claim to the Arctic land and waters, the Canadian government invests money in Canada's northern-most settlements and maintains a presence through patrolling ice breakers and Canadian Rangers.



## LESSON 8: CANADIANS AND THE GLOBAL COMMUNITY

### Introduction

How have Canadians contributed to the global community? How has Canada improved the lives of people around the world? You will examine a CBC opinion poll that asked Canadians to identify the “greatest” Canadians of all time.

#### Learning Outcomes

After this lesson, you will be able to do the following:

- Identify opportunities and challenges regarding Canadian-American relationships.
- Describe Canada’s responsibilities and potential for leadership regarding current global issues.
- Give examples of contributions of various Canadians to the global community.
- Value Canada’s contributions to the global community.

### The Greatest Canadians

During the spring of 2004, the CBC challenged Canadians to answer this question: “If you had to choose just *one* person, whom would you name the greatest Canadian?” The conditions were wide-ranging. To be eligible, a nominee had to be

- born in what is now Canada, or born elsewhere but lived here and made a considerable contribution to this country
- real (no fictional characters or animals)
- just one individual (no pairs or groups)

Beyond these rules, it was up to Canadians to define what “greatness” meant to them and to the country. At the end of the contest, the results showed that Tommy Douglas was voted as the greatest Canadian of all time. Tommy Douglas lived in Saskatchewan and served as the Premier of the province from 1944–1961. He was also a Member of Parliament and leader of the New

Democratic Party of Canada. His greatest accomplishment was to introduce universal health care to Canadians. He died in 1986.

Here are the top 10 “greatest Canadians” in order, as nominated by Canadians:

<b>1. Tommy Douglas</b>	Father of medicare, Premier of Saskatchewan
<b>2. Terry Fox</b>	Athlete, activist, humanitarian
<b>3. Pierre Trudeau</b>	15th Prime Minister of Canada
<b>4. Sir Frederick Banting</b>	Medical scientist, co-discoverer of insulin, winner of the Nobel Prize in Physiology and Medicine
<b>5. David Suzuki</b>	Geneticist, environmentalist, broadcaster, activist
<b>6. Lester B. Pearson</b>	14th Prime Minister of Canada, Nobel Peace Prize Laureate
<b>7. Don Cherry</b>	Hockey coach and sports commentator
<b>8. Sir John A. Macdonald</b>	First Prime Minister of Canada
<b>9. Alexander Graham Bell</b>	Scientist, inventor, founder of the Bell Telephone Company
<b>10. Wayne Gretzky</b>	Hockey player; holder of numerous NHL records



**Note:**

**Medicare** is the unofficial name for the public health insurance system where the government pays for the medical care of Canadian citizens. All provinces and territories provide their residents with health insurance cards, which allow the residents health care, which is paid for through taxes and, in some provinces, additional user fees. Residents are allowed to choose their own doctor when seeking medical care.

The following are a few of the people who are included in the top 100 Canadians:

- Jean Vanier
- Rick Hansen
- Peter Gzowski
- Romeo Dallaire
- Stephen Lewis
- Unknown Soldier
- Sir Arthur Currie
- Nellie McClung
- Dr. Norman Bethune
- Pierre Berton
- Sir Sanford Fleming
- Craig Kielburger
- William Stephenson
- Marshall McLuhan
- Roberta Bondar
- Margaret Atwood
- Emily Murphy
- Dr. Charles Best
- Chief Dan George
- Louise Arbour

You can view the complete list of the Top 100 Canadians at [www.filibustercartoons.com/greatest%20Canadians.htm](http://www.filibustercartoons.com/greatest%20Canadians.htm).

## Greatest Canadians—Characteristics

As you may have noticed, the list of “greatest Canadians” contains people from many different professions and backgrounds: some are politicians, others are authors or scientists or even athletes. Are there any common traits or qualities among the Canadian citizens chosen?

In terms of global citizens, many believe that good global citizens possess the following eight traits:

1. *Respect*

- Global citizens respect the natural environment and work towards sustainable development

2. *Responsibility*

- Global citizens appreciate their obligations to one another and accept ownership for their conduct

3. *Understanding*

- Global citizens are sympathetic or tolerant towards one another

4. *Cooperation*

- Global citizens act together with others for mutual benefit

5. *Citizenship*

- Global citizens serve their world community

6. *Altruism*

- Global citizens show a willingness to volunteer and help others

7. *Empathy*

- Global citizens are sensitive to the feelings, thoughts, and experiences of others

8. *Justice*

- Global citizens seek equality for all people

## Summary

Canadians have made significant contributions to the global community. By recognizing their contributions and noting their common characteristics, they can inspire future Canadians to exercise their responsibility as global citizens in effective ways.

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## Notes



## Assignment 4.3

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### Canadians and the Global Community (16 marks)

#### **Your Task**

This lesson identified eight characteristics of good global citizens. Now, it is your turn to see how well your fellow Canadians match these characteristics.

Identify a Canadian (preferably not a relative or friend) who demonstrates at least *one* of the eight characteristics of global citizenship.

- The Canadian may be currently living or a figure from the past.
- You will need to identify a Canadian who has made a significant contribution to the global community.

Once you have identified a suitable Canadian, complete the following organizer:

*continued*

### Assignment 4.3: Canadians and the Global Community (continued)

Name of Canadian: \_\_\_\_\_

Brief Description: (3 marks)

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This person demonstrates the characteristics of...  
(check all that apply)

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> Respect        | <input type="checkbox"/> Citizenship |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Altruism    |
| <input type="checkbox"/> Understanding  | <input type="checkbox"/> Empathy     |
| <input type="checkbox"/> Cooperation    | <input type="checkbox"/> Justice     |

This person contributed to the global community by... (5 marks)

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*continued*

### Assignment 4.3: Canadians and the Global Community (continued)

These contributions demonstrated global citizenship characteristics because... (5 marks)

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My information was obtained from... (3 marks)  
(list at least three sources)

1. 

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2. 

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3. 

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## Notes



## MODULE 4 SUMMARY

Congratulations. You have completed the final module for this course.



### Submitting Your Assignments

It is now time for you to submit your Module 4 assignments to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

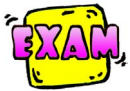
Make sure you have completed all parts of your Module 4 assignments and organize your material in the following order:

- Module 4 Cover Sheet (found at the end of the course Introduction)
- Assignment 4.1: Technology and Quality of Life
- Assignment 4.2: Assisting Canadians in Poverty
- Assignment 4.3: Canadians and the Global Community

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

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### Final Examination



Congratulations, you have completed Module 4. The final examination is out of 50 marks and worth twenty percent (20%) of your final mark. In order to do well on this examination, you should review all of your learning activities and assignments from Modules 3 and 4.

You will complete this examination while being supervised by a proctor. You should already have made arrangements to have the examination sent to the proctor from the Distance Learning Unit. If you have not yet made arrangements to write it, then do so now. The instructions for doing so are provided in the Introduction to this module.

You will need to bring the following items to the examination: pens/pencils (2 or 3 of each) and blank paper. A maximum of 2 hours is available to complete your final examination. When you have completed it, the proctor will then forward it for assessment. Good luck!

## Final Practice Examination and Answer Key

To help you succeed in your examination, a practice examination can be found in the learning management system (LMS). The final practice examination is very similar to the actual examination that you will be writing. The answer key is also included so that, when you have finished writing the practice examination, you can check your answers. This will give you the confidence that you need to do well on your examination. If you do not have access to the Internet, contact the Distance Learning Unit at 1-800-465-9915 to get a copy of the practice examination and the answer key.

To get the most out of your Final Practice Examination, follow these steps:

1. Study for the Final Practice Examination as if it were an actual examination.
2. Review those learning activities and assignments from Modules 3 and 4 that you found the most challenging. Reread those lessons carefully and learn the concepts.
3. Ask your learning partner and your tutor/marker for any help you need.
4. Review your lessons from Modules 3 and 4, including all of your notes, learning activities, and assignments.
5. Bring the following to the Final Practice Examination: pens and pencils (two or three of each), blank paper.
6. Write your Final Practice Examination as if it were an actual examination. In other words, write the entire examination in one sitting, and don't check your answers until you have completed the entire thing.
7. Once you have completed the entire examination, check your answers against the answer key. Review the questions that you got wrong. For each of those questions, you will need to go back into the course and learn the things that you have missed.



GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

Module 4  
Learning Activity Answer Key



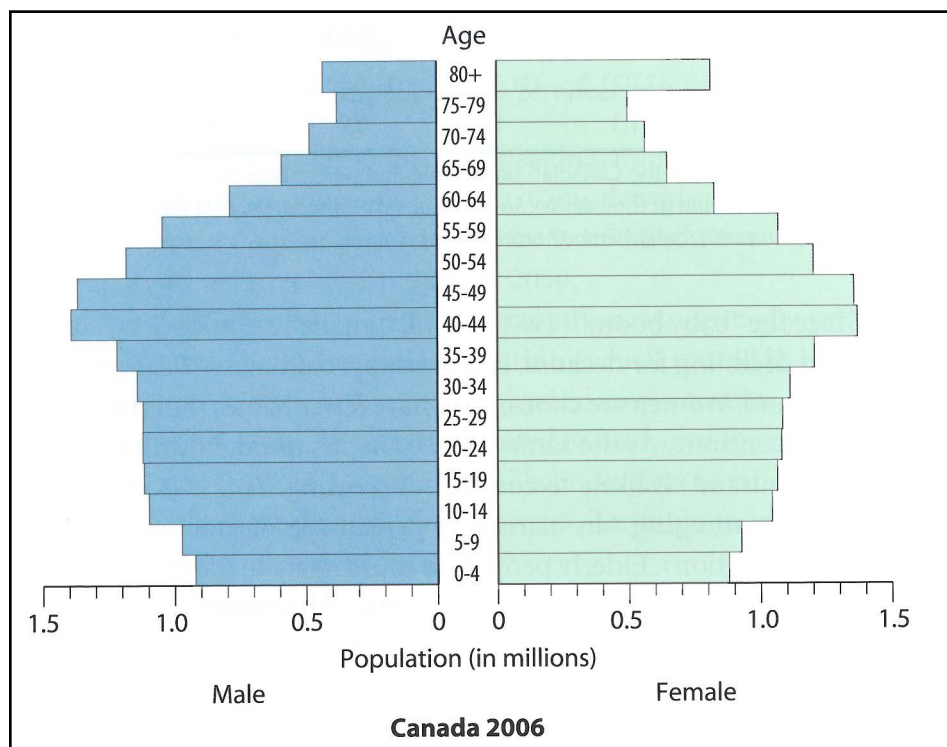
# MODULE 4

## LEARNING ACTIVITY ANSWER KEY

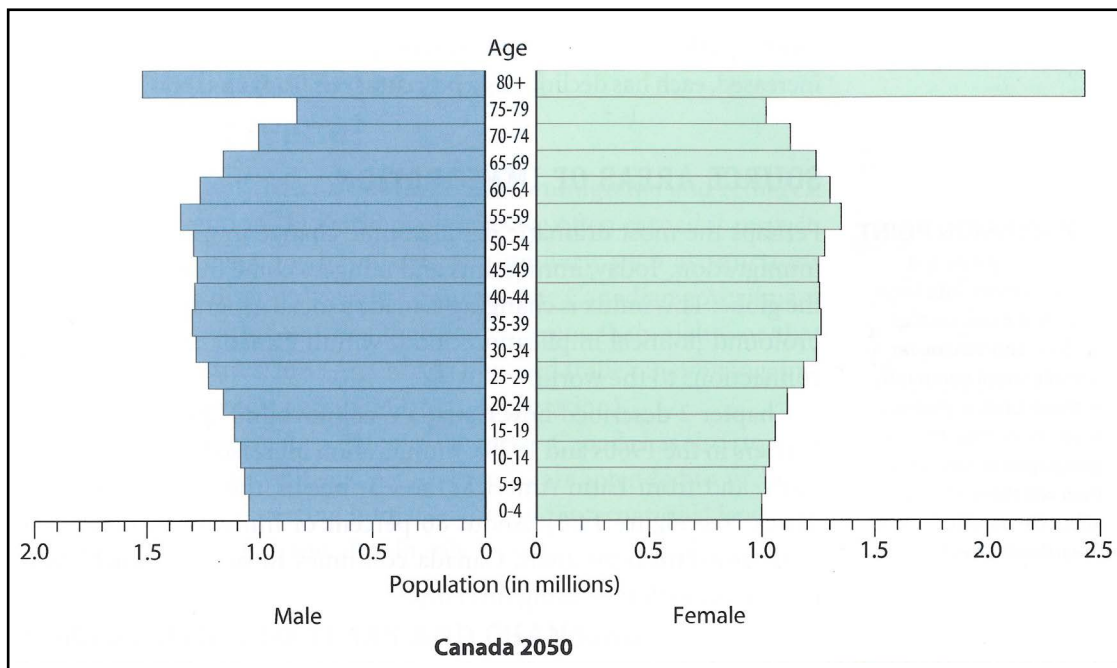
### Learning Activity 4.1: Predicting Canada's Demographic Future

In this activity, you will make yourself a map of Canada's regions. This will provide you with a helpful study tool for future assignments and exams.

1. Compare the following population pyramids for Canada 2006 and Canada 2050. Answer the questions that follow.



Canada 2006: Reprinted from *Canada in the Contemporary World* by John Ruyters, John Ryall, William Norton, and Linda Connor. Toronto, ON: Emond Montgomery Publications Ltd, 2007: 300.



Canada 2050: Reprinted from *Canada in the Contemporary World* by John Ruyppers, John Ryall, William Norton, and Linda Connor. Toronto, ON: Emond Montgomery Publications Ltd, 2007: 301..

On the population pyramid *Canada 2006*, in what age group do the greatest number of Canadians fall?

**Age group 40–44**

- b. On the population pyramid *Canada 2050*, how many females (in millions) are between the ages of 15 and 19?

**1.05 million females are in the age group 15–19.**

- c. On the population pyramid *Canada 2050*, who lives the longest: males or females? What data did you analyze to reach this conclusion?

- **Females live longer than males according to the population pyramid Canada 2050.**
- **The oldest age group, 80+, was analyzed.**
  - **There were about 2.3 million females and only 1.5 million males in this age group, meaning that females outlived their male counterparts by 0.8 million persons.**

- d. Between the two population pyramids, which appears to have the oldest total population?

**Population pyramid Canada 2050**

2. Both population pyramids depict an aging population, where the majority of the population is older rather than younger. As the population ages, what challenges might the government encounter in providing services for its population?

***The elderly will require services to suit their needs (such as housing, health care, home care, and pensions). The workforce will have to generate enough tax money to support them.***

3. In your view, how can accurate population pyramids help government planners in making decisions about government expenditures? Explain your answer fully.

***Accurate population pyramids can help governments predict future needs required by particular age groups and their frequency in society as a whole.***

4. There has been a recent change in Canada's birth rate due to several factors discussed in this lesson.

- a. Describe the recent change in Canada's birth rates. What impact does this change have on our society in general?

***The birth rate in Canada has fallen to an all-time low. This means that our population is aging and that immigration may be required to keep Canada's workforce (and tax base) alive.***

- b. How do you think changing family structure and styles have influenced the birth rate in Canada?

***Answers may vary.***

***One change to consider is the entry of women into the full-time workforce. Working mothers tend to have fewer children than mothers who stay at home.***

## Learning Activity 4.2: Lack of Voter Participation in Canada

1. Elections Canada surveyed voters and concluded that several factors play a role in the reasons why people don't vote. Read each of the following statements and underline the reasons why Canadians chose to stay home on election night.

- **Too busy to vote.**
- Can't afford gas or transportation to voting site.
- **Feeling that my vote is useless.**
- Friends told me not to vote.
- **Didn't know where or when to vote.**
- **Lack of confidence in candidate or party leader.**
- Don't believe in democracy.
- Didn't know there was an election.

2. Study the table from this lesson, *Main Reasons for Not Voting in the 2000 Election*, and answer the following questions.

- a. Which age group had the *greatest* number of "vote meaningless" responses as a reason for not voting? Can you think of a reason why this age group might be so disinterested in voting?

***The 25–35 age group had the greatest number of "vote meaningless" responses. Some possible reasons for this include that this age group does not believe a new government will directly affect their lives, or that they cannot identify a candidate who represents their interests.***

- b. Which age group had the *greatest* number of "lack of faith/confidence in candidates/parties/leaders" responses?

***The 45–54 age group.***

- c. Which age group had the *least* number of "regional discontent" responses?

***The 65+ age group.***

- d. What *percent* of 35–44-year-olds cited "religious reasons" for not voting?

***2.0% cited religious reasons.***



3. How does the issue of voter apathy relate to the concept of citizenship in Canada? Why is voting an important part of our democratic system?

***The whole point of a democracy is to have the input of all citizens. If people do not vote, a democracy becomes stale and the interests of the people are not met. If a person does not vote, he or she is not fulfilling the role of an active citizen in a democracy.***

## Learning Activity 4.3: The Same-Sex Marriage Debate

### Your Task

Analyze the two quotes below and answer the questions that follow.

Quote 1:

*"I rise today in support of Bill C-38, the Civil Marriage Act. I rise in support of a Canada in which liberties are safeguarded, rights are protected, and the people of this land are treated as equals under the law."*

– Prime Minister Paul Martin's address to Parliament, February 16, 2005

Quote 2:

*"Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability."*

– Section 15. (1) of the *Canadian Charter of Rights and Freedoms*

1. Re-word Paul Martin's speech to Parliament regarding Bill C-38 so a student in Grade 5 or 6 (someone younger than you) can make sense of its meaning.

***"The government should make the Civil Marriage Act a law because it will make Canada a fair country for all people to live in."***

2. How could a person who is *in favour* of same-sex marriage use Section 15(1) from the *Canadian Charter of Rights and Freedoms* to defend Bill C-38?

***The Charter says that every individual is equal under the law and, keeping that in mind, the Canadian Supreme Court decided that homosexual people have the right to legal marriage in the same way heterosexual people do.***

## Learning Activity 4.4: American English



### Note:

This activity has four parts, and illustrates the influences on your spoken and written language.

### Part A: Spelling

Complete the following sentences by filling in the blank space with the appropriate word. Pay attention to your spelling.

1. My favourite \_\_\_\_\_ is red. I particularly dislike yellow.
2. I love to collect \_\_\_\_\_. Every Christmas, I tell my family to buy me items like earrings, necklaces, and rings.
3. My fees for swimming lessons were due today so my dad wrote a \_\_\_\_\_ for \$450 to take to my instructor.
4. Criminals who are sentenced to less than two years serve their sentence in a provincial \_\_\_\_\_ and not in a federal prison.
5. I recently wrote my driver's test. I am so happy to finally have my driver's \_\_\_\_\_.
6. I went to the school track and field finals this weekend. I won the 100- \_\_\_\_\_ dash.

### Part B: Vocabulary

Complete the following sentences by *underlining* the word you *most prefer*.

1. My favourite *cookie OR biscuit* is chocolate chip.
2. I have to stop after school and *mail OR post* this letter to my brother in Prince Albert.
3. For spring break this year, my family is going to take a *vacation OR holiday* to Mexico.
4. "Please set the table," said my mother. "Make sure to put a *napkin OR serviette* beside each place setting."
5. Don't forget to write the correct *zip code OR postal code* when addressing the envelope.
6. I could eat peanut butter and *jelly OR jam* sandwiches every day for lunch!

## Part C: Assessment

Now you will review your answers from Part A and B.

### Part A:

How did you spell the words that you used to complete each sentence? Each word could be spelled two ways, American or British. Circle the spelling method that you used.

Sentence	American	British
1	color	colour
2	jewelry	jewellery
3	check	cheque
4	jail	gaol
5	license	licence
6	meter	metre

1. How many words did you spell the American way?

**Answers will vary**

2. How many words did you spell the British way?

**Answers will vary**

3. Is your spelling influenced by American conventions?

**Answers will vary**

4. What does this activity tell you about the influence of American culture on Canadians?

**Answers will vary**

### Part B

Which word did you prefer to use in each sentence? Each word is associated with either American or British usage. Circle the spelling method that you used.

Sentence	American	British
1	cookie	biscuit
2	mail	post
3	vacation	holiday
4	napkin	serviette
5	zip code	postal code
6	jelly	jam

1. In general, do you prefer American or British words?

***Answers will vary***

2. Do you prefer *any* British words? If so, which ones?

***Answers will vary***

3. Were there any American or British words that you found strange or weird and that you would never use in conversation? Which one(s)?

***Answers will vary***

### **Part D: Reflection**

1. Is it important for a language to have consistent spelling rules? Why or why not?

***In order for a group of people to communicate with each other, they must agree to use a common language and they must agree on the meaning of each word. If you believe it is important to have consistent spelling rules, you might argue that by using a varied spelling for certain words, Canadians lose the ability to communicate effectively. If you believe that consistent spelling rules are unimportant, you might argue that certain words are still easily recognized, despite minor changes, such as adding or removing a letter "u."***

2. Should Canadian schools teach students to write using only British spelling, and mark American spelling as errors?

***You may argue "yes" or "no" but you will need to support your claim. If you argue in favour of using only British spelling, you might argue that a unique spelling would help to distinguish Canadians from Americans. If you argue against using only British spelling, you might argue that it is important to follow American trends and to strengthen ties with the United States.***

## Learning Activity 4.5: First Nations People, the Land, and Treaties



### Note:

You will require a dictionary for this assignment.

1. Why are First Nations treaties important today? Provide at least two reasons.
  - **First Nations treaties are important today because they recognize that First Nations people, because of their original occupation of the land, have certain rights. As a result of these treaties, these rights are recognized in the Canadian Constitution. In British Columbia and in some regions of Canada, First Nations and the Crown have not entered into treaties, but the existing treaties are a template for an equitable relationship between First Nations and the rest of Canada. “The continuing treaty relationship provides a context of mutual rights and responsibilities that will ensure Aboriginal and non-Aboriginal people can together enjoy Canada’s benefits.” (Aboriginal Affairs and Northern Development Canada, *Treaties with Aboriginal People in Canada.*)**
  - ***Also, because the terms of the treaties were not always carried out, First Nations people have made several land claims against the federal and provincial governments. Modern treaties or comprehensive land claim settlements are negotiated today.***
2. Use a dictionary and define the following words:
  - a. opportunity: ***a chance to better oneself***
  - b. challenge: ***to inspire or motivate by presenting with difficulties***

3. Using the case of Donald Marshall, explain how the 1760 Peace and Friendship Treaty between his ancestors and the British government poses *today* both an *opportunity* and a *challenge* for

a. the Canadian government:

**Opportunity:** *The case may be seen as an opportunity to work with First Nations to amend perceived wrongdoings of the past. It may be seen as an opportunity to give the Mi'kmaq and other First Nations more control over their natural resources, which in turn may make First Nations communities more self-sufficient.*

**Challenges:** *Other First Nations may bring to the forefront treaties that were signed with the Canadian and British governments in the past and that conflict with the 1760 treaty.*

*Other fishers see this particular treaty as favouring First Nations in the area of commercial fishing.*

b. The Mi'kmaq people of Canada:

**Opportunity:** *The case is an opportunity for the Mi'kmaq to assert their rights as guaranteed by previous treaties; they may serve as role models to other First Nations groups who are seeking similar guarantees.*

**Challenge:** *They may face hostilities from other fishers who are not exempt from fisheries regulations.*

c. All First Nations, Métis, and Inuit Peoples in Canada:

**Opportunity:** *The case may serve as a model to other Aboriginal groups who are seeking similar guarantees.*

**Challenge:** *Cases such as this one may serve to further divide First Nations and non-First Nations who see court outcomes as this one favouring First Nations groups and unfairly giving them a "leg-up."*

## Learning Activity 4.6: Homelessness in Canada

1. Why is it difficult for the world to agree on a universal definition of poverty?

***Since each country has a different standard of living, it is difficult to compare poverty rates among countries. A wealthy person from a developing country might be considered to be living in extreme poverty when his or her income is compared with Canadian standards of living.***

2. How is poverty measured in Canada?

- ***Poverty is measured by determining how much income a person spends on essential goods and services (i.e., food, shelter, clothing, medicine, and education).***
- ***A person who spends most of her or his income on these services, compared to the general population, is living in relative poverty.***
- ***A person who lacks the income to afford these essential goods and services is living in extreme poverty.***

3. What inspired Hannah to begin the Ladybug Foundation?

***Hannah saw a homeless man eating out of a garbage can on a winter morning when she was five years old. She was saddened and disturbed, and decided she was going to help in some small way.***

4. Describe how Hannah raises awareness and money for the homeless in Canada.

***Hannah raises awareness for homelessness through her public speaking and she raises money for the cause through the Ladybug Foundation. People can donate money online or by dropping off spare change in the ladybug jars.***

5. Hannah's quest to improve the lives for Canada's homeless is an example of the "power of one." What do you think this phrase means, and how does it apply to Hannah?

***Hannah began her crusade alone (with the help of her mother) and it has grown into a cross-Canada foundation. One person began a project that has now helped thousands of homeless people.***



## Learning Activity 4.7: Practising Stewardship and Sustainability

1. In the table below, rate your interest in the 12 suggestions from 1 to 5 (1 being *not willing to try*; 3 being *somewhat willing to try*; and 5 being *very willing to try*).

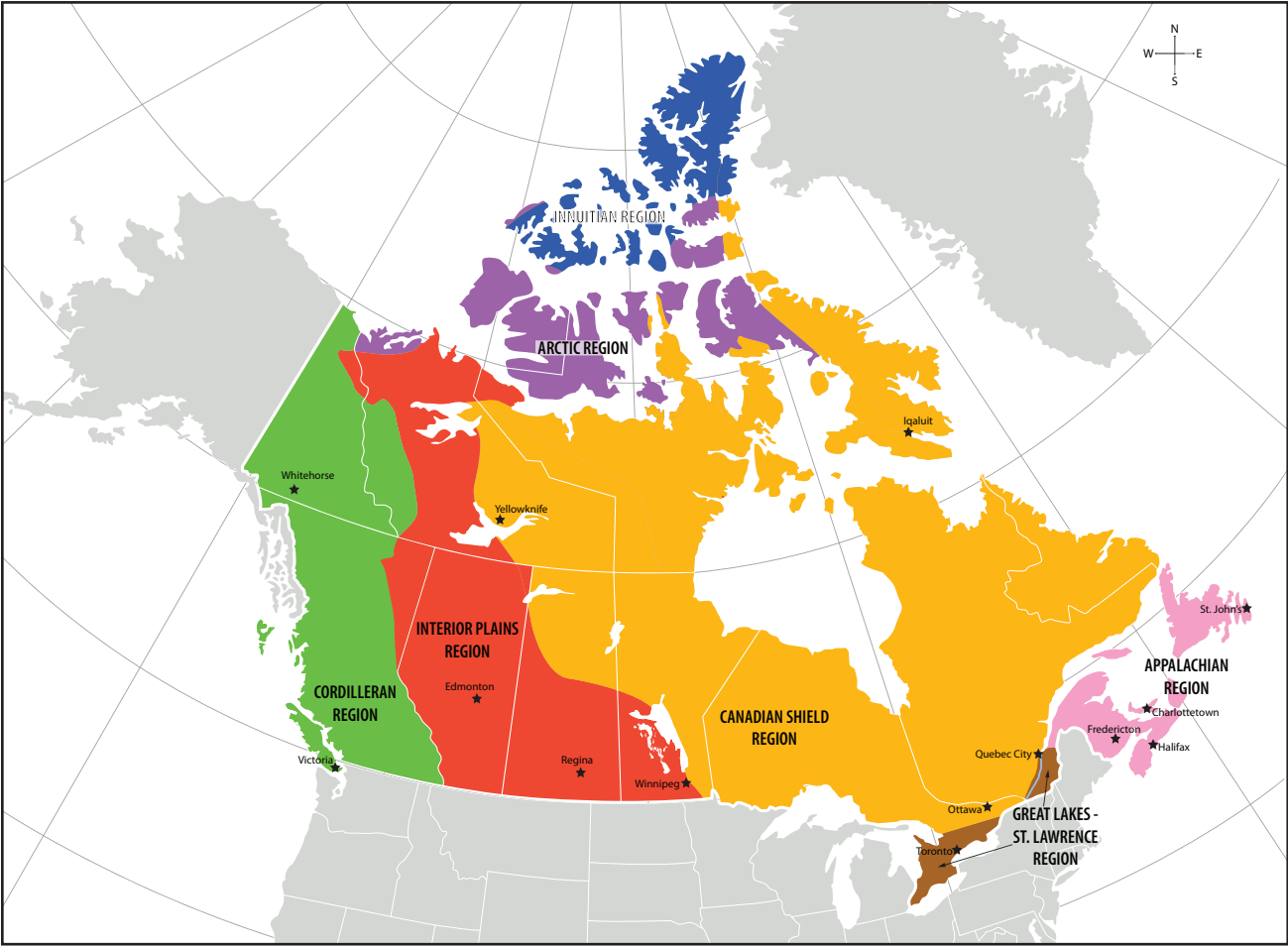
Personal Choice	Willingness to Try				
1. Connect with nature—get outside!	1	2	3	4	5
2. Improve the outdoor spaces that you enjoy.	1	2	3	4	5
3. Practise “green” gardening in your own yard.	1	2	3	4	5
4. Be aware of the chemical cleaners used in your house.	1	2	3	4	5
5. Reduce, reuse, and recycle.	1	2	3	4	5
6. Shop at a farmer’s market.	1	2	3	4	5
7. Select seafood wisely.	1	2	3	4	5
8. Eat vegetarian meals more often.	1	2	3	4	5
9. Go on a litter alert.	1	2	3	4	5
10. Prevent hazardous waste spills.	1	2	3	4	5
11. Exercise your energy-saving potential.	1	2	3	4	5
12. Ride a bike whenever possible.	1	2	3	4	5

- a. Of the list of 12, which suggestion would you find the most difficult to practise? Why?  
**Answers will vary**
- b. Of the list of 12, which would you find the easiest to practise? Why?  
**Answers will vary**
2. According to Canada’s Minister for International Cooperation (2001), Maria Minna, what ethical obligation does Canada have in regards to the sharing of our wealth and resources? What will happen if we fail?  
**Maria Minna says that Canada has an obligation to share the benefits of our wealth and resources. She believes that if Canadians fail to do this, the result will be unmet development targets, more poor people, more environmental degradation, and greater instability.**

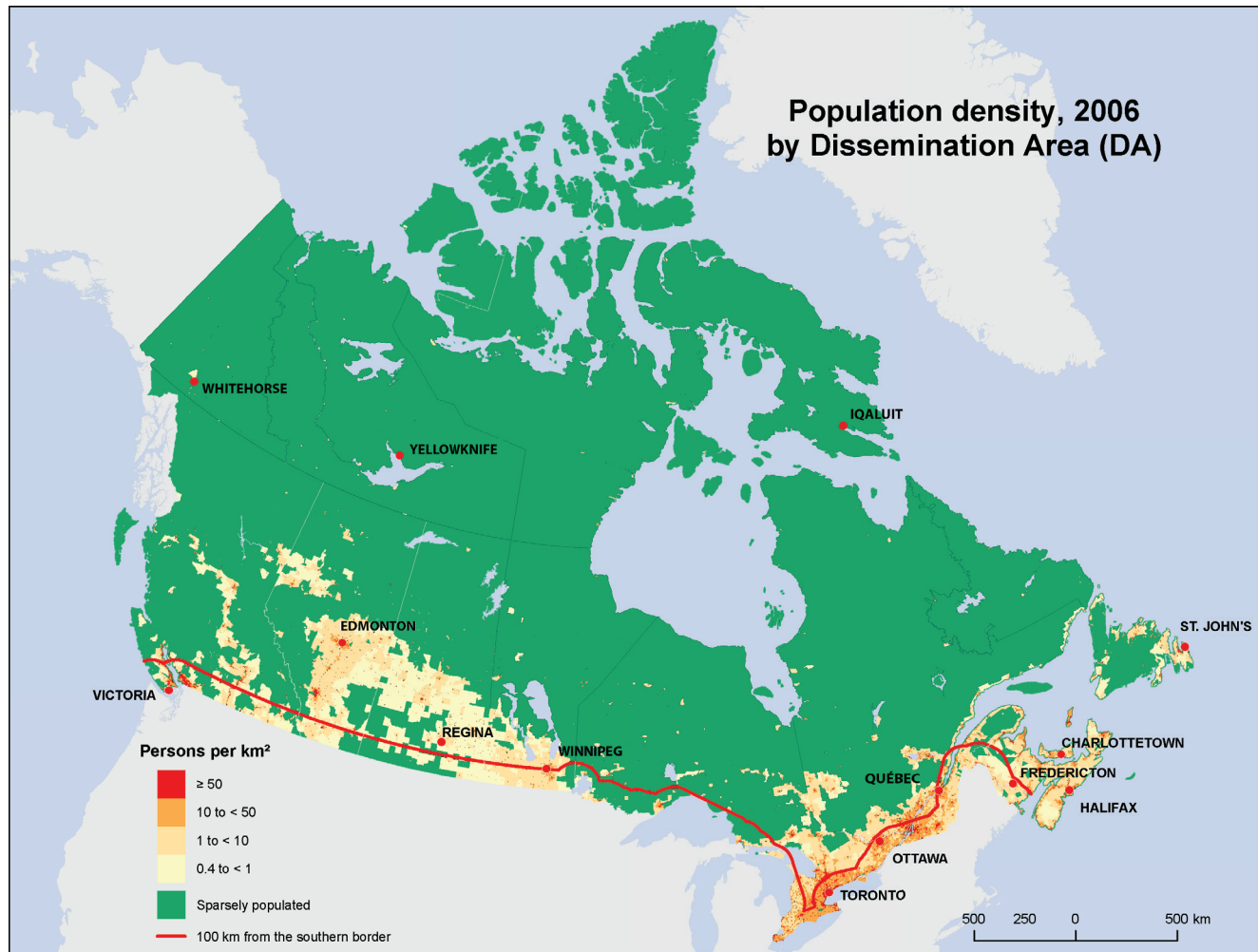
## Learning Activity 4.8: The Arctic and Canadian Sovereignty

1. If a country is sovereign, this means that \_\_\_\_\_ .
  - a. it has a king or queen as its leader
  - b. it is self-governing, independent**
  - c. it owns the Arctic
2. Ownership of the Arctic islands is not an issue that is seriously disputed by any country; however, \_\_\_\_\_ .
  - a. control over the North Pole remains a controversial issue
  - b. control over the military base at Alert remains a controversial issue
  - c. control over the surrounding ocean remains a controversial issue**
3. The Northwest Passage is \_\_\_\_\_ .
  - a. a route from the Atlantic Ocean to the Pacific Ocean through the Arctic islands of Canada**
  - b. an international waterway linking the Pacific and Atlantic Oceans
  - c. A sea route from the Atlantic to Pacific that begins at the Great Lakes and ends in the state of Washington
4. Canadian sovereignty in the Arctic has been challenged by \_\_\_\_\_ , who have sailed submarines under the ice and seas claimed by Canada.
  - a. United States and Denmark
  - b. United States and Russia**
  - c. Russia and France
5. The issue of global warming is expected to increase challenges to Canada's sovereignty in the Arctic because \_\_\_\_\_ .
  - a. the ice-laden seas will open up to year-round commercial navigation by many countries**
  - b. fishers from other countries will travel to the Arctic seas in search of new fishing grounds
  - c. Canada has no ships or submarines capable of protecting the Arctic from other countries

**Module 1, Lesson 1, Page 6**  
**Physiographic and Political Regions of Canada**

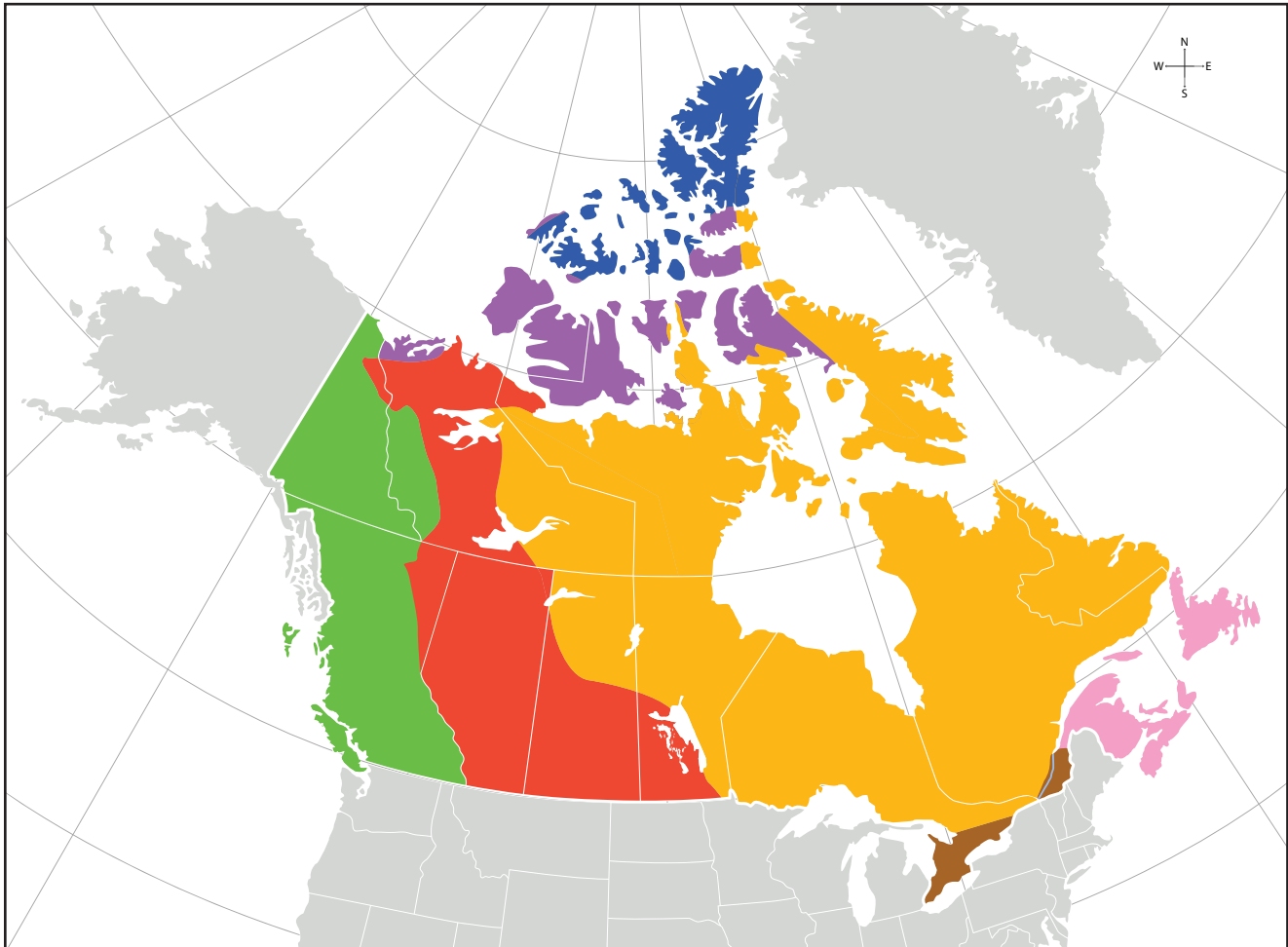


## Module 1, Lesson 1, Page 8 Canada's Population Clusters



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**Module 1, Lesson 1, Page 11**  
**Learning Activity 1.1: Mapping Canada**  
**Physiographic and Political Regions of Canada**



**Module 1, Learning Activity Answer Key, Page 112**  
**Learning Activity 1.1: Mapping Canada**  
**Physiographic and Political Regions of Canada**



**Module 3, Lesson 8, Page 68**  
**Categorizing the World's Countries**



Source: Wikipedia Commons at <[http://commons.wikimedia.org/wiki/File:World\\_map\\_worlds\\_first\\_second\\_third.GIF](http://commons.wikimedia.org/wiki/File:World_map_worlds_first_second_third.GIF)>

**Module 4, Lesson 7, Page 48**  
**Canada's Arctic**







GRADE 9 SOCIAL STUDIES  
(10F): CANADA IN THE  
CONTEMPORARY WORLD

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GRADE 9 SOCIAL STUDIES (10F):  
CANADA IN THE CONTEMPORARY WORLD

**Practice Final Examination**

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Attending  Non-Attending

Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**For Marker's Use Only**

Date: \_\_\_\_\_

Final Mark \_\_\_\_\_ /45 = \_\_\_\_\_ %

Comments:

**Mark Breakdown**

EXAM SECTION	MARK VALUE
A: Multiple Choice	7 marks
B: True or False	6 marks
C: Fill in the Blanks	6 marks
D: Definitions	9 marks
E: Matching	3 marks
F: Extended Questions	4 marks
G: Essay Questions	10 marks
	45 marks



**Note:**

All questions are to be answered in the spaces provided below the question.

## Part A: Multiple Choice (7 marks)

Circle the letter of the correct answer for each question below. Each question is worth one mark.



### Note to Student:

On the final exam, you will be asked to answer 15 questions. To help you practise, seven questions have been provided. There are four questions that cover topics from Module 3 and three questions that cover topics from Module 4.

1. Examples of shared popular culture include
  - a. Tim Hortons coffee
  - b. Sesame Street
  - c. Facebook
  - d. all of the above
2. An example of how Canada can contribute to world defense is
  - a. taking care of the environment
  - b. assisting new democracies by training police and armed forces
  - c. reducing global poverty
  - d. advancing Canadian values of global citizenship
3. Which of the following is *not* a way we pay tribute to our veterans?
  - a. we go shopping on Remembrance Day
  - b. we lay wreaths
  - c. we fly flags at half-mast
  - d. we wear poppies on November 11
4. Concerns with consumerism include which of the following
  - a. inequalities between the rich and poor
  - b. health costs (overeating, smoking)
  - c. stress on the environment
  - d. all of the above

Name: \_\_\_\_\_

5. Between 1725 and 1779, several treaties were signed between First Nations Peoples of the Maritimes and the British government. What were they called?
  - a. land use agreements
  - b. Sharing Circles
  - c. Peace and Friendship Treaties
  - d. Council Treaties
6. A program of the United Nations related to sustainable development around the world is called
  - a. Agenda 18
  - b. Agenda 21
  - c. Agenda 20
  - d. Agenda 19
7. The Northwest Passage is
  - a. a route from the Atlantic Ocean to the Pacific through the Arctic islands of Canada
  - b. a sea route from the Atlantic to Pacific that begins at the Great Lakes and ends in the state of Washington
  - c. a canoe route from Lake Manitoba to the MacKenzie River
  - d. an international waterway linking the Pacific and Arctic Oceans

Part B: True or False (6 marks)

For each statement, determine whether it is true or false. If the statement is true, write the letter T in the space provided. If the statement is false, write the letter F in the space provided *and* rewrite the statement so that it is true.



**Note to Student:**

On the final exam, you will be asked to answer 10 questions. To help you practise, six questions have been provided. There are four questions that cover topics from Module 3 and two questions that cover topics from Module 4.



**Note to Student:**

Correctly identifying a true or false statement is worth 0.5 marks each for a total of 5 marks. Correctly rewriting a statement so that it is true is worth 1 mark each for a total of 5 marks. For the rewritten statements in the answer key, the word that has been changed or added to make the statement true is italicized. There may also be rewritten statements that could have two possible answers. In this case, both possible answers are provided.

1. Being media literate means you are able to read newspaper advertisements.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

---

---

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---

2. Treaties are things of the past and irrelevant to modern society. No treaties have been signed in over 100 years.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

---

---

---

---

Name: \_\_\_\_\_

3. In 2004/2005, then Governor General Adrienne Clarkson used her annual New Year's message to pay tribute to Canadian troops.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

---

---

---

---

4. Canada is involved internationally through trade, peacekeeping, sports, entertainment, and the environment, to name a few.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

---

---

---

---

5. Postal Technician Stress Disorder, commonly referred to as PTSD, is a condition that affects a postal worker who is under a lot of stress from his or her job.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

---

---

---

---

6. On the 2004 CBC television program *The Greatest Canadian*, three of the top ten greatest Canadians were Terry Fox, Wayne Gretzky, and Pierre Trudeau.

*True or False?* \_\_\_\_

*Rewritten statement (if necessary):*

---

---

---

---

### Part C: Fill in the Blanks (6 marks)

The statements below are missing specific terms. Fill in the blanks with terms from the word bank below so that the statements are accurate. There are five additional words in the word bank that do not fit in any of the statements below. Words may only be used once.



#### Note to Student:

On the final exam, you will be asked to answer 15 questions. To help you practise, six questions have been provided. There are two questions that cover topics from Module 3 and four questions that cover topics from Module 4.

### Word Bank

coffee	poverty	educating	sovereignty
where/when	dynamics	pyramids	interdependence

1. Population \_\_\_\_\_ represent the age and gender of a population as a series of bar graphs.
2. Canadian \_\_\_\_\_ over the ocean waters surrounding the Arctic Archipelago is a matter of international dispute.
3. A person may be experiencing \_\_\_\_\_ if she or he does not have enough money to pay for medical prescriptions.
4. After oil, \_\_\_\_\_ is the world's most valuable commodity.
5. Confusion on \_\_\_\_\_ to vote is one reason why voter turnout may be low.
6. As a consumer in a global marketplace, we can be aware of choices by \_\_\_\_\_ ourselves relating to the fair production of goods.

Name: \_\_\_\_\_

Part D: Definitions (9 marks)

Choose and define six of the following nine terms. Be sure to define each term in full sentences and use at least two clear, distinct points in your definition.



**Note to Student:**

On the final exam, you will be asked to choose and define 10 terms from a list of 13. To help you practise, nine terms have been provided, five of which cover topics from Module 3, and the remaining four cover topics from Module 4.



**Note to the Student:**

Each correctly defined term is worth 1.5 marks. Students must define 10 of the following 13 terms for a total of 15 marks.

1. lead stories

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2. GDP (gross domestic product)

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3. *The Greatest Canadian*

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4. Mujahedeen

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5. petroleum

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6. international organizations

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7. Numbered Treaties

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Name: \_\_\_\_\_

8. free market expansion

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9. biodiversity

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Part E: Matching (3 marks)

Match the correct date from the list below with the appropriate event description in the chart. Write the appropriate date beside the event description in the space provided.



**Note to Student:**

On the final exam, you will be asked to choose and match five dates with the appropriate event description in the chart. To help you practise, three event descriptions have been provided, two of which cover topics from Module 3, and the remaining one covers a topic from Module 4.

Date:            1931            2010            1992

Canada hosts the Winter Olympic Games in Vancouver	
Canada was a founding member of the Commonwealth	
Agenda 21 was drafted by the United Nations	

Name: \_\_\_\_\_

Part F: Extended Answers (4 marks)

In full, complete sentences, answer the following question:



**Note to Student:**

On the final exam, you will be asked to answer three of four questions that total 12 marks. To help you practise, one question has been provided.

1. Choose and describe three characteristics of a good global citizen. (4 marks)

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## Part G: Essay Questions (10 marks)

The following essay should be about a full page of writing on loose-leaf. Be sure to include as much detail as you can. To know how you will be assessed and to help you develop your essay, a rubric has been provided. Be sure to read the rubric over *before* you begin your essay.



### Note to Student:

On the final exam, you will be provided with two essay questions. You are to choose one question and respond in a clear, well developed essay. The essay will be worth 10 marks. The essay-marking rubric will be provided for you on the exam. To help you get practice, one essay question has been provided that covers topics from Module 3.

1. Recently, Canada has been involved in the war in Afghanistan.
  - a. Using at least two clear and distinct points, briefly describe the history of Canada's relationship with Afghanistan and the key events leading up to Operation Enduring Freedom. (2 marks)
  - b. Discuss at least one positive outcome of Canada's military involvement in Afghanistan and one negative outcome. (2 marks)

	2 marks		1 mark			
<b>Essay Format</b> <i>Requirements:</i> <ul style="list-style-type: none"> <li>■ Introduction Paragraph</li> <li>■ Body Paragraphs</li> <li>■ Conclusion Paragraphs</li> </ul> (Total of 2 marks)	Essay information is well organized and formatted.		Essay information is somewhat well organized and formatted.			
<b>Readability</b> <i>Requirements:</i> <ul style="list-style-type: none"> <li>■ Neatness</li> <li>■ Spelling</li> <li>■ Grammar</li> </ul> (Total of 2 marks)	The majority of the essay is neat and free of spelling and grammatical errors.		Several spelling and grammatical errors are present, making it difficult to understand the essay at times.			
	5–6 marks		3–4 marks		1–2 marks	
<b>Information</b> <i>Requirements:</i> <ul style="list-style-type: none"> <li>■ Three clear and distinct points</li> <li>■ One point discussed per body paragraph</li> </ul> (Total of 6 marks)	Essay has three body paragraphs, where three clear and distinct reasons as to how Canada developed multiculturalism are evident.		Essay has two body paragraphs, where two clear and distinct reasons as to how Canada developed multiculturalism are evident.		Essay has one body paragraph, where one clear and distinct reason as to how Canada developed multiculturalism are evident.	

GRADE 9 SOCIAL STUDIES (10F):  
CANADA IN THE CONTEMPORARY WORLD

**Practice Final Examination  
Answer Key**

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Attending  Non-Attending

Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Marker's Use Only**

Date: \_\_\_\_\_

Final Mark: \_\_\_\_\_ /45 = \_\_\_\_\_ %

Comments: \_\_\_\_\_

**Mark Breakdown**

EXAM SECTION		MARK VALUE
A: Multiple Choice	<b>M3-4; M4-3</b>	7 marks
B: True or False	<b>M3-4; M4-2</b>	6 marks
C: Fill in the Blanks	<b>M3-2; M4-4</b>	6 marks
D: Definitions	<b>M3-5; M4-4 6/9</b>	9 marks
E: Matching	<b>M3-2; M4-1</b>	3 marks
F: Extended Questions	<b>M3-0; M4-1</b>	4 marks
G: Essay Questions	<b>M3-0; M4-1</b>	10 marks
<b>M3-4 means there are 4 questions from Module 3</b>		45 marks



**Note:**

All questions are to be answered in the spaces provided below the question.

## Part A: Multiple Choice (7 marks)

Circle the letter of the correct answer for each question below. Each question is worth one mark.



### Note to Student:

On the final exam, you will be asked to answer 15 questions. To help you practise, seven questions have been provided. There are four questions that cover topics from Module 3 and three questions that cover topics from Module 4.

- (M3L2)** Examples of shared popular culture include
  - Tim Hortons coffee
  - Sesame Street
  - Facebook
  - all of the above**
- (M3L6)** An example of how Canada can contribute to world defense is
  - taking care of the environment
  - assisting new democracies by training police and armed forces**
  - reducing global poverty
  - advancing Canadian values of global citizenship
- (M3L7)** Which of the following is *not* a way we pay tribute to our veterans?
  - we go shopping on Remembrance Day**
  - we lay wreaths
  - we fly flags at half-mast
  - we wear poppies on November 11
- (M3L9)** Concerns with consumerism include which of the following
  - inequalities between the rich and poor
  - health costs (overeating, smoking)
  - stress on the environment
  - all of the above**

Name: \_\_\_\_\_

5. **(M4L4)** Between 1725 and 1779, several treaties were signed between First Nations Peoples of the Maritimes and the British government. What were they called?
  - a. land use agreements
  - b. Sharing Circles
  - c. Peace and Friendship Treaties**
  - d. Council Treaties
  
6. **(M4L6)** A program of the United Nations related to sustainable development around the world is called
  - a. Agenda 18
  - b. Agenda 21**
  - c. Agenda 20
  - d. Agenda 19
  
7. **(M4L7)** The Northwest Passage is
  - a. a route from the Atlantic Ocean to the Pacific through the Arctic islands of Canada**
  - b. a sea route from the Atlantic to Pacific that begins at the Great Lakes and ends in the state of Washington
  - c. a canoe route from Lake Manitoba to the MacKenzie River
  - d. an international waterway linking the Pacific and Arctic Oceans

## Part B: True or False (6 marks)

For each statement, determine whether it is true or false. If the statement is true, write the letter T in the space provided. If the statement is false, write the letter F in the space provided *and* rewrite the statement so that it is true.



### Note to Student:

On the final exam, you will be asked to answer 10 questions. To help you practise, six questions have been provided. There are four questions that cover topics from Module 3 and two questions that cover topics from Module 4.



### Note to Student:

Correctly identifying a true or false statement is worth 0.5 marks each for a total of 5 marks. Correctly rewriting a statement so that it is true is worth 1 mark each for a total of 5 marks. For the rewritten statements in the answer key, the word that has been changed or added to make the statement true is italicized. There may also be rewritten statements that could have two possible answers. In this case, both possible answers are provided.

1. **(M3L1)** Being media literate means you are able to read newspaper advertisements. (1.5 marks)

True or False?   F  

*Rewritten statement (if necessary):* **Being media literate means you are able to analyze the many media messages you get in a day.**

2. **(M4L4)** Treaties are things of the past and irrelevant to modern society. No treaties have been signed in over 100 years. (1.5 marks)

True or False?   F  

*Rewritten statement (if necessary):* **Treaties are *not* a thing of the past; they are still relevant and are being reinterpreted in light of the modern relationship between First Nations and Canada. In addition, new treaties are being signed. For example, James Bay agreement of 1975, the Inuvialuit agreement of 1984, or the Nunavut land claim of 1993.**



Name: \_\_\_\_\_

3. **(M3L7)** In 2004/2005, then Governor General Adrienne Clarkson used her annual New Year's message to pay tribute to Canadian troops. (.5 marks)

True or False?   **T**  

Rewritten statement (if necessary):

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4. **(M3L4)** Canada is involved internationally through trade, peacekeeping, sports, entertainment, and the environment, to name a few. (.5 marks)

True or False?   **T**  

Rewritten statement (if necessary):

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5. **(M3L6)** Postal Technician Stress Disorder, commonly referred to as PTSD, is a condition that affects a postal worker who is under a lot of stress from his or her job. (1.5 marks)

True or False?   **F**  

Rewritten statement (if necessary): **Post Traumatic Stress Disorder, commonly referred to as PTSD, is a condition that affects a participant, a victim, or a witness of a traumatic event or tragedy.**

6. **(M4L8)** On the 2004 CBC television program *The Greatest Canadian*, three of the top ten greatest Canadians were Terry Fox, Wayne Gretzky, and Pierre Trudeau. (.5 marks)

True or False?   **T**  

Rewritten statement (if necessary):

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## Part C: Fill in the Blanks (6 marks)

The statements below are missing specific terms. Fill in the blanks with terms from the word bank below so that the statements are accurate. There are five additional words in the word bank that do not fit in any of the statements below. Words may only be used once.



### Note to Student:

On the final exam, you will be asked to answer 15 questions. To help you practise, six questions have been provided. There are two questions that cover topics from Module 3 and four questions that cover topics from Module 4.

### Word Bank

coffee	poverty	educating	sovereignty
where/when	dynamics	pyramids	interdependence

1. (M4L1) Population pyramids represent the age and gender of a population as a series of bar graphs.
2. (M4L7) Canadian sovereignty over the ocean waters surrounding the Arctic Archipelago is a matter of international dispute.
3. (M4L5) A person may be experiencing poverty if she or he does not have enough money to pay for medical prescriptions.
4. (M3L2) After oil, coffee is the world's most valuable commodity.
5. (M4L3) Confusion on where/when to vote is one reason why voter turnout may be low.
6. (M3L11) As a consumer in a global marketplace, we can be aware of choices by educating ourselves relating to the fair production of goods.

Name: \_\_\_\_\_

Part D: Definitions (9 marks)

Choose and define six of the following nine terms. Be sure to define each term in full sentences and use at least two clear, distinct points in your definition.



**Note to Student:**

On the final exam, you will be asked to choose and define 10 terms from a list of 13. To help you practise, nine terms have been provided, five of which cover topics from Module 3, and the remaining four cover topics from Module 4.



**Note to the Student:**

Each correctly defined term is worth 1.5 marks. Students must define 10 of the following 13 terms for a total of 15 marks.

1. (M3L3) lead stories

*The following is an example of a good answer.*

**Breaking news, immediate events that occurred that day or the day before.**

2. (M3L8) GDP (gross domestic product)

*The following is an example of a good answer.*

**Gross domestic product (GDP) is the total dollar value of all final goods and services produced by a country in a year. This tells you how much money each person would receive if the country's "profits" were distributed equally among its citizens: the higher the dollar amount, the wealthier the country.**

3. (M4L8) *The Greatest Canadian*

*The following is an example of a good answer.*

**This was a 2004 CBC television program where Canadians nominated real Canadian individuals who demonstrate "greatness." Characteristics of a great Canadian include respect, responsibility, understanding, cooperation, citizenship, altruism, empathy, and justice. (Examples such as Wayne Gretzky can be provided as well.)**

4. (M3L6) Mujahedeen

*The following is an example of a good answer.*

**A military force of Muslim guerilla warriors engaged in a jihad (holy war). Some call them international warriors, but others call them terrorists.**

5. (M4L2) petroleum

*The following is an example of a good answer.*

**A general term used for oil and gas products (such as crude oil and natural gas). Oil, coal, and natural gas are called fossil fuels because they originate from decayed plants and animals.**

6. (M3L5) international organizations

*The following is an example of a good answer.*

**Governmental and non-governmental organizations (NGOs) are unions between countries for a common goal. Examples include the UN, Greenpeace, Amnesty International, etc.**

7. (M4L4) Numbered Treaties

*The following is an example of a good answer.*

**The Numbered Treaties were agreements between First Nations peoples and the Canadian government. From a government perspective, these treaties had to do with the cession (giving up ownership) of land. First Nations perspectives of the Numbered Treaties was very different. They did not believe they were giving up the land. Rather, they believed that they were agreeing to a sharing of the land with the newcomers. Numbered treaties were signed between 1871 and 1921.**

8. (M3L10) free market expansion

*The following is an example of a good answer.*

**Free market expansion is an economy in which there is open trading of goods with prices determined by supply and demand.**

9. (M4L6) biodiversity

*The following is an example of a good answer.*

**Refers to the number of different species (both plant and animal) living in an ecosystem. The higher the number, the more biodiverse.**

Name: \_\_\_\_\_

Part E: Matching (3 marks)

Match the correct date from the list below with the appropriate event description in the chart. Write the appropriate date beside the event description in the space provided.



**Note to Student:**

On the final exam, you will be asked to choose and match five dates with the appropriate event description in the chart. To help you practise, three event descriptions have been provided, two of which cover topics from Module 3, and the remaining one covers a topic from Module 4.

Date:            1931            2010            1992

(M3L4) Canada hosts the Winter Olympic Games in Vancouver	<b>2010</b>
(M3L5) Canada was a founding member of the Commonwealth	<b>1931</b>
(M4L3) Agenda 21 was drafted by the United Nations	<b>1992</b>

## Part F: Extended Answers (4 marks)

In full, complete sentences, answer the following question:



### Note to Student:

On the final exam, you will be asked to answer three of four questions that total 12 marks. To help you practise, one question has been provided.

1. (M4L8) Choose and describe three characteristics of a good global citizen. (4 marks)

*The following is an example of a possible answer.*

■ **Respect**

Global citizens respect the natural environment and work towards sustainable development.

■ **Responsibility**

Global citizens appreciate their obligations to one another and accept ownership for their conduct.

■ **Understanding**

Global citizens are sympathetic or tolerant towards one another.

■ **Cooperation**

Global citizens act together with others for mutual benefit.

■ **Citizenship**

Global citizens serve their world community.

■ **Altruism**

Global citizens show a willingness to volunteer and help others.

■ **Empathy**

Global citizens are sensitive to the feelings, thoughts, and experiences of others.

■ **Justice**

Global citizens seek equality for all people.

Name: \_\_\_\_\_

### Part G: Essay Questions (10 marks)

The following essay should be about a full page of writing on loose-leaf. Be sure to include as much detail as you can. To know how you will be assessed and to help you develop your essay, a rubric has been provided. Be sure to read the rubric over *before* you begin your essay.



#### **Note to Student:**

On the final exam, you will be provided with two essay questions. You are to choose one question and respond in a clear, well developed essay. The essay will be worth 10 marks. The essay-marking rubric will be provided for you on the exam. To help you get practice, one essay question has been provided that covers topics from Module 3.

1. (M3L6) Recently, Canada has been involved in the war in Afghanistan.
  - a. Using at least two clear and distinct points, briefly describe the history of Canada's relationship with Afghanistan and the key events leading up to Operation Enduring Freedom. (2 marks)

*The following is an example of a possible answer.*

**In the past, Afghanistan received disaster relief and humanitarian aid from Canada. During the Cold War, the USSR invaded Afghanistan to support the communist minority government. Then, the United States, Saudi Arabia, and Pakistan trained and supplied the Mujahedeen forces. After 10 years, the Mujahedeen forces drove the Soviets out of Afghanistan. Once the Soviets were gone, there was civil war. The strongest group, the Taliban, won. The Taliban sheltered an extremist group called al-Qaeda, which led to the 9-11 attacks on the US. The USA and NATO troops defeated the Taliban and al-Qaeda in Afghanistan.**

- b. Discuss at least one positive outcome of Canada's military involvement in Afghanistan and one negative outcome. (2 marks)

*Answers will vary. Possible responses may include the following:*

- **Positive**
  - **By entering the war, Canada proved its loyalty and support to the USA.**
  - **Canada demonstrated its commitment to NATO.**
  - **It showed terrorists that Canada is willing to fight international terrorism.**
  - **Getting rid of the Taliban will better the lives of the Afghani people.**

- **Negative**
  - **It is an “unwinnable” war since there is no real identifiable enemy.**
  - **Canada’s reputation as a peacekeeping nation has been questioned.**
  - **Many Canadian soldiers have been and will be killed.**
  - **International terrorists have never attacked Canada.**
  - **Many innocent Afghani civilians are being and will be killed.**

	2 marks		1 mark			
<b>Essay Format</b> <i>Requirements:</i> <ul style="list-style-type: none"> <li>■ Introduction Paragraph</li> <li>■ Body Paragraphs</li> <li>■ Conclusion Paragraphs</li> </ul> <i>(Total of 2 marks)</i>	Essay information is well organized and formatted.		Essay information is somewhat well organized and formatted.			
<b>Readability</b> <i>Requirements:</i> <ul style="list-style-type: none"> <li>■ Neatness</li> <li>■ Spelling</li> <li>■ Grammar</li> </ul> <i>(Total of 2 marks)</i>	The majority of the essay is neat and free of spelling and grammatical errors.		Several spelling and grammatical errors are present, making it difficult to understand the essay at times.			
	5–6 marks		3–4 marks		1–2 marks	
<b>Information</b> <i>Requirements:</i> <ul style="list-style-type: none"> <li>■ Three clear and distinct points</li> <li>■ One point discussed per body paragraph</li> </ul> <i>(Total of 6 marks)</i>	Essay has three body paragraphs, where three clear and distinct reasons as to how Canada developed multiculturalism are evident.		Essay has two body paragraphs, where two clear and distinct reasons as to how Canada developed multiculturalism are evident.		Essay has one body paragraph, where one clear and distinct reason as to how Canada developed multiculturalism are evident.	