Social Studies
Grade Nine
Issues for Canadians
Part B
Unit 2

Economic Systems in Canada and the United States

Chapter 6: To what extent do different economic systems affect quality of life?
Chapter 7: What role should consumerism play in our economy?
Chapter 8: To what extent should Canadians support social programs and taxation?
Chapter 9: How should governments in Canada respond to political and economic issues?
Chapter Six

To what extent do different economic systems affect quality of life?

Focus Questions

What values shape the mixed and market economics of Canada and the United States?

How do economic decisions about scarcity, supply and demand, and competition affect individuals and groups?
# Grade 9 Social Studies

## Chapter 6

### Table of Contents

- **Lesson 6.1**  Introduction and the Chapter Task  
  Page 3
- **Lesson 6.2**  Scarcity  
  Page 4
- **Lesson 6.3**  Economic Systems  
  Page 5
- **Lesson 6.4**  The Economies of Canada and the United States  
  Page 6
- **Lesson 6.5**  Principles of Market Economies: Supply and Demand and Competition  
  Page 7
- **Lesson 6.6**  Government Involvement in Market Economics  
  Page 8
- **Lesson 6.7**  Steps to Writing for Different Purposes and Audiences  
  Page 9
- **Lesson 6.8**  How the Canadian Economy Fosters Cultural Industries and Development  
  Page 10
- **Lesson 6.9**  Should Government Subsidize Business?  
  Page 11
- **Lesson 6.10**  Rights of Workers and Economic Decision Making  
  Page 12
- **Lesson 6.11**  Chapter Task  
  Page 13
- **Lesson 6.12**  Chapter Six Review  
  Page 14
- **Lesson 6.13**  Chapter Six Assessment  
  Page 15
Lesson 6.1

Concept: Introduction and the Chapter Task

Resources/Materials: Issues for Canadians, pages 194 – 197
Handouts 6-3, 6-4, 6-5, 6-6 and 6-7 (student copies)
Worksheet #9.6.1a (harder) (student copies)
Worksheet #9.6.1b (easier) (student copies)

Introduction: Ask students about the last time any of them had been to see a doctor. Ask how much it cost. Most should know that most visits to the doctor are “free”. Discuss that in Canada “free” medical care and hospital visits really means that the costs of this care is shared by everyone through the taxes paid.
Contrast this to the situation in the United States where in most cases individuals are responsible for paying for their medical care. If you do not have the money to pay, you don’t get treatment.

This illustrates one of the differences between how the Canadian and United States economies are run. The remainder of the year will be spent studying the similarities and differences between economies of the two countries.

Procedure:


2. Then have students examine the Chapter Task on textbook, pages 196 and 197. Explain that for now, they should just be aware of the task.

3. Distribute Handouts 6-3 to 6-7. They will give students an idea of how they can start “thinking” about their projects.

4. Distribute Worksheet #9.6.1a or Worksheet #9.6.1b. Tell students they will have to search through Chapter 6 in order to complete the crossword.

NOTE: The only difference between Worksheets #9.6.1a and Worksheet #9.6.1b is that the latter gives students words to choose from.

Assignments:

2. Do either Worksheet #9.6.1a or #9.6.1b.
**Chapter Six Vocabulary**

**Directions:** Find words and phrases from Chapter Six to complete the crossword puzzle.

**ACROSS**

4 (2 words) organization of workers that acts to protect workers' rights and interests

7 The products and services created by producers

12 (2 words) the way a society organizes the production, distribution and consumption of goods and services

13 The wants and needs of consumers for a product or service

14 Those who use products and services

**DOWN**

1 The resources and processes involved in the production, distribution and consumption of goods and services

2 Those who create products and services

3 (2 words) system where resources are privately owned

5 (2 words) the part of the economy owned and controlled by government and paid for by taxes

6 (2 words) percentage of the workforce that does not have a job

7 The idea that land, labour and capital limit the supply of what people want and need

8 (2 words) what is best for society as a whole

9 (2 words) the part of the economy owned and controlled by businesses and individuals

10 (2 words) system where some resources are publicly owned and some are privately owned

11 Rivalry among producers to sell products to consumers
Grade Nine Social Studies
Issues for Canadians

Chapter Six Vocabulary

Directions: Find words and phrases from Chapter Six to complete the crossword puzzle.

ACROSS
4 (2 words) organization of workers that acts to protect workers' rights and interests
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competition
collectors
demand
economic system
economy
labour union
market economy
mixed economy
privately owned
producers
public good
publicly owned
scarcity
supply
unemployment rate
Chapter Six Vocabulary

LABOUR UNION

WORKERS

UNIONS

UNEMPLOYED

PUBLIC REGULATION

PRIVATE COMPETITION

PUBLIC OWNERSHIP

CONSUMERS

HOMEMADE

YARN

TEXTILES

WALMART

ECOSYSTEM

CONSERVATION

DEMAND

ECONOMY

CONTRACTED

OWNED
Lesson 6.2

Concept: Scarcity

Resources/Materials: Issues for Canadians, pages 198 – 203  
Worksheets #9.6.2a and #9.6.2b (harder) (student copies)  
Worksheets #9.6.2c and #9.6.2d (easier) (student copies)

Introduction: Discuss with students the situation where they have gone to a store to purchase an item that is on sale only to find that the store has sold out of that item. Discuss that in many cases stores purposely mark down the price on a few items, knowing that they will sell out in a matter of hours. Ultimately, the store just wants you to enter its premises where they hope you will by other non-sale items. Moreover, if people know there are limited quantities, they will rush down to the store in hopes of getting that one item.

This section is about how an economy works.

Procedure:

1. Have students turn to textbook, page 198. Guide the reading. Then have students read the comic. Discuss the questions at the bottom of page 201.

2. Next discuss the idea that scarcity makes prices go up. For example, poor weather in a major wheat-growing country can mean a poor crop. Because of this the world’s supply of wheat is down – it is more scarce. That leads to a price increase. So – scarcity of any good or service leads to higher prices.

3. Have students turn to textbook, pages 202 and 203. Guide the reading, if you have the time; otherwise, direct students to read the pages independently.

4. Distribute Worksheets #9.6.2a and #9.6.2b or Worksheets #9.6.2c and #9.6.2d. Go over the directions.

Assignments:

2. Do either Worksheets #9.6.2a and #9.6.2b or Worksheets #9.6.2c and #9.6.2d.
Directions: Use Issues for Canadians, pages 198 – 201 to answer the questions.

When it comes to economics, things always happen for a reason. Complete each sentence using words that tell the cause of each effect.

1. The girl went down to the electronics store because ____________________________

2. The girl spent three hours lined up to buy “Super Cyborg City” because ____________________________

3. The girl was not able to purchase the game because ____________________________

4. The store could not stock enough copies of the game because ____________________________

5. The manufacturer was not able to supply more games because ____________________________

6. This store sold out of the game faster than other stores because ____________________________

7. While the girl was on her way home, a person thought she could sell the girl a copy of the game at twice the store’s price because ____________________________

What if the manufacturer was able to give the store a huge supply of the game, how do you think the store might adjust its price? Tell why.

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

Worksheet #9.6.2a
Directions: Use Issues for Canadians, pages 202 and 203 to answer the questions.

Examine each of the scenarios about scarcity. Then decide whether the scarcity is related to land, labour or capital. Your answer may include more than one of these.

1. Truffles are a type of mushroom used in cooking. They are expensive and cost around $1500.00 per kilogram. They are found in wooded areas of many parts of the world. Unlike many mushrooms, truffles are found totally underground. People use a specially trained dog to sniff out the truffles. It can take two or three days just to find one kilogram.

2. Diamonds are some of the most valued gems in the world. If you own a diamond mine, you are most likely very wealthy. Diamonds are found only in few areas of the world, including Canada. They are relatively rare and expensive!

3. The most expensive coffee in the world is from the islands of Indonesia. It is called Kopi Luwak. It is made from the coffee beans eaten, partially digested and the excreted by the Common palm civet, a weasel-like animal. The civet digests the soft outer part of the coffee fruit, but does not digest the inner beans and excretes them. The excreted coffee beans are then picked up, cleaned and roasted. A tiny cup of Kopi Luwak sells for around $60.00 a cup. Mmmmmm...

4. Petroleum from oil sands is generally more expensive to produce than the petroleum that is found in wells. That is because oil companies have to buy up huge tracts of land and then invest billions of dollars on the equipment and plants needed to separate the oil from the sands in which it is found.

5. Fiddleheads are type of vegetable that grow naturally in some parts of New Brunswick, Ontario and Québec. They are really the uncurled leaves of the ostrich fern. They are considered to be quite a delicacy and command a high price. That is because the fiddlehead season only last about two weeks in the month of May.

6. In this modern age, it is difficult to find much that it handcrafted and made without the help of machines. Making anything by hand takes so much more time and care. For this reason handcrafted furniture, cabinets, and clothing are relatively scarce these days.
Directions: Use Issues for Canadians, pages 198 – 201 to answer the questions.

When it comes to economics, things always happen for a reason. Complete each sentence using words that tell the cause of each effect.

1. The girl went down to the electronics store because she had lots of time and wanted to buy the game.

2. The girl spent three hours lined up to buy “Super Cyborg City” because she wanted the game and it was for sale at a good price.

3. The girl was not able to purchase the game because the store sold out of it.

4. The store could not stock enough copies of the game because the manufacturer could not supply more.

5. The manufacturer was not able to supply more games because there was a truckers’ strike.

6. This store sold out of the game faster than other stores because its prices were lower.

7. While the girl was on her way home, a person thought she could sell the girl a copy of the game at twice the store’s price because the person thought the girl might want the game badly enough.

What if the manufacturer was able to give the store a huge supply of the game, how do you think the store might adjust its price? Tell why.

- might be able to lower the price even more → will sell more
- might leave price the same → enough demand that people will still buy

Worksheet #9.6.2a
Directions: Use Issues for Canadians, pages 202 and 203 to answer the questions.

Examine each of the scenarios about scarcity. Then decide whether the scarcity is related to land, labour or capital. Your answer may include more than one of these.

1. Truffles are a type of mushroom used in cooking. They are expensive and cost around $1500.00 per kilogram. They are found in wooded areas of many parts of the world. Unlike many mushrooms, truffles are found totally underground. People use a specially trained dog to sniff out the truffles. It can take two or three days just to find one kilogram.

   land  labour

2. Diamonds are some of the most valued gems in the world. If you own a diamond mine, you are most likely very wealthy. Diamonds are found only in few areas of the world, including Canada. They are relatively rare and expensive!

   land

3. The most expensive coffee in the world is from the islands of Indonesia. It is called Kopi Luwak. It is made from the coffee beans eaten, partially digested and the excreted by the Common palm civet, a weasel-like animal. The civet digests the soft outer part of the coffee fruit, but does not digest the inner beans and excretes them. The excreted coffee beans are then picked up, cleaned and roasted. A tiny cup of Kopi Luwak sells for around $60.00 a cup. Mmmmmm...

   land  labour

4. Petroleum from oil sands is generally more expensive to produce than the petroleum that is found in wells. That is because oil companies have to buy up huge tracts of land and then invest billions of dollars on the equipment and plants needed to separate the oil from the sands in which it is found.

   land  capital

5. Fiddleheads are type of vegetable that grow naturally in some parts of New Brunswick, Ontario and Québec. They are really the uncurled leaves of the ostrich fern. They are considered to be quite a delicacy and command a high price. That is because the fiddlehead season only last about two weeks in the month of May.

   land

6. In this modern age, it is difficult to find much that it handcrafted and made without the help of machines. Making anything by hand takes so much more time and care. For this reason handcrafted furniture, cabinets, and clothing are relatively scarce these days.

   labour
Directions: Use Issues for Canadians, pages 198 – 201 to answer the questions.

1. Everything that happens has a cause. Match the causes with their effects.

   a. the store had just sold out of them.
   b. she wanted to be sure she got a copy of the game.
   c. she thought people would be willing to pay more because there were none left in the store.
   d. there had been a truckers’ strike.
   e. the manufacturer could not supply more.
   f. she had heard that Everything Electronic had “Super Cyborg City” on sale.
   g. it sold them for a lower price than other stores.

   a. The girl went down to the electronics store because...
   b. The girl spent three hours lined up to buy “Super Cyborg City” because...
   c. The girl could was not able to purchase the game because...
   d. The store could not stock enough copies of the game because...
   e. The manufacturer was not able to supply more games because...
   f. This store sold out of the game faster than other stores because...
   g. While the girl was on her way home, a person thought she could sell the girl a copy of the game at twice the store’s price because...

2. The word economy refers to the resources and processes involved in the production, distribution and consumption of goods and services. Think about the comic. Then write production, distribution or consumption beside the correct phrase.

   _______________ trucks transported game from factory to the store
   _______________ girl bought the last two games
   _______________ factory made the game
   _______________ manufacturer used the store to sell the game
   _______________ game was made from plastics and metals

Worksheet #9.6.2c
Direction: Use Issues for Canadians, pages 202 and 203 to answer the questions.

1. Define scarcity.

2. What are the three basic factors of production?

3. Write land, labour, or capital beside the correct phrases.
   a. ________________ refers to the work people do to create a good or a service
   b. ________________ refers to the money use to produce a good or a service
   c. ________________ refers to items found in the natural environment that are used to produce a good or a service

4. Write land, labour, or capital beside the correct sentences.
   a. ________________ The mechanic spent three hours servicing the car.
   b. ________________ It costs the colony nearly fifteen million dollars to build the new colony.
   c. ________________ Bill hires four extra people to help with harvest.
   d. ________________ Alberta has some of the best soil for growing wheat in the world.
   e. ________________ The west coast rainforest is home to some of the largest and oldest trees in the world.
   f. ________________ Pine Haven invested over three million dollars on farm equipment and machinery last year.
   g. ________________ When I was growing up, we always had to work for free.
   h. ________________ Canada has some of the largest gold reserves in the world.
Directions: Use Issues for Canadians, pages 198 – 201 to answer the questions.

1. Everything that happens has a cause. Match the causes with their effects.

   a. the store had just sold out of them.
   b. she wanted to be sure she got a copy of the game.
   c. she thought people would be willing to pay more because there were none left in the store.
   d. there had been a truckers’ strike.
   e. the manufacturer could not supply more.
   f. she had heard that Everything Electronic had “Super Cyborg City” on sale.
   g. it sold them for a lower price than other stores.

   a. The girl went down to the electronics store because... f
   b. The girl spent three hours lined up to buy “Super Cyborg City” because... b
   c. The girl could not purchase the game because... a
   d. The store could not stock enough copies of the game because... e
   e. The manufacturer was not able to supply more games because... d
   f. This store sold out of the game faster than other stores because... g
   g. While the girl was on her way home, a person thought she could sell the girl a copy of the game at twice the store’s price because... c

2. The word economy refers to the resources and processes involved in the production, distribution and consumption of goods and services. Think about the comic. Then write production, distribution or consumption beside the correct phrase.

   distribution trucks transported game from factory to the store
   consumption girl bought the last two games
   production factory made the game
   distribution manufacturer used the store to sell the game
   production game was made from plastics and metals
Directions: Use Issues for Canadians, pages 202 and 203 to answer the questions.

1. Define scarcity: the idea that land, labour and capital limit the supply of what people want and need.

2. What are the three basic factors of production?
   - land
   - labour
   - capital

3. Write land, labour, or capital beside the correct phrases.
   a. labour refers to the work people do to create a good or a service
   b. capital refers to the money use to produce a good or a service
   c. land refers to items found in the natural environment that are used to produce a good or a service

4. Write land, labour, or capital beside the correct sentences.
   a. labour The mechanic spent three hours servicing the car.
   b. capital It costs the colony nearly fifteen million dollars to build the new colony.
   c. labour Bill hires four extra people to help with harvest.
   d. land Alberta has some of the best soil for growing wheat in the world.
   e. land The west coast rainforest is home to some of the largest and oldest trees in the world.
   f. capital Pine Haven invested over three million dollars on farm equipment and machinery last year.
   g. labour When I was growing up, we always had to work for free.
   h. land Canada has some of the largest gold reserves in the world.
Lesson 6.3

Concept: Economic Systems

Resources/Materials: Issues for Canadians, pages 204 and 205
OPTIONAL. Worksheet #9.6.3a (harder) (student copies)
OPTIONAL. Worksheet #9.6.3b (easier) (student copies)
OPTIONAL. Chart paper

Introduction: Discuss some of the chores that the students do during the course of a day or a week. Ask “For whom do you work when you do these chores?” Students will most likely respond that they work for the colony or themselves. Explain that in many countries of the world, a person has to pay for every good and service, unlike on a colony. (e.g. all basic needs, entertainment, etc.)

Explain that each country chooses what kind of economy it wants to use. That choice depends on values and principles.

Procedure:

1. Have students turn to textbook, page 204. Guide the reading of the page.
   NOTE: A Hutterite colony would be classified as a “planned economy”.

2. If you can, also guide the reading of textbook, page 205. Note to students that “The Public Good and Cooperation” corresponds closely to a planned economy whereas “The Public Good and Individualism” corresponds to a market economy.

3. If time, discuss some of the characteristics that make Canada a mixed economy.
   (Some of the publicly owned businesses in Canada or parts of Canada: Canada Post, health care system, Canada Pension Plan, Old Age Security, Enmax and Epcor (owned by Calgary and Edmonton respectively).

4. On chart paper or notebook paper have students make a three-panel chart illustrating the characteristics of planned, mixed, and market economies. For each have them create a symbol that reflects the principle/values of each. (e.g., planned economy could be a simplified drawing of people holding hands in a circle.)

5. ALTERNATELY. Distribute Worksheet #9.6.3a or Worksheet #9.6.3b. Go over the directions

Assignments:

1. Read Issues for Canadians, pages 204 and 205.
2. Make three-panel chart illustrating the Economic Continuum. Create symbol that reflect each of a planned economy, mixed economy and market economy.
3. ALTERNATELY. Do either Worksheet #9.6.3a or Worksheet #9.6.3b.
Directions: Use Issues for Canadians, pages 204 and 205 to answer the questions.

Write planned, market, or mixed to tell what kind of economy each refers to.

Canada
Hutterite colony
United States

Everyone shares the work and shares the profits of the work.

What is good for each person individually adds up to what is best for society.

Most health care is free, but you have to pay for your own dental care.

There is a mixture of private and public ownership.

Everything we own belongs to all of us.

The government decides how our money should be used.

Individuals make all decisions about where to spend their money.

Taxes can be relatively high because we want to make sure that everyone has a certain standard of living.

There tends to be a huge gap between rich and poor.

No one is richer or poorer than anyone else.

There is somewhat of a gap between rich and poor.

People consider what is best for everyone, not just themselves.

All business is privately owned.

Individual consumers and government influence economic decision making.

Taxes are relatively low. There are few government programs to assist the poor.
Directions: Use Issues for Canadians, pages 204 and 205 to answer the questions.

Write planned, market, or mixed to tell what kind of economy each refers to.

- mixed Canada
- planned Hutterite colony
- market United States
- planned Everyone shares the work and shares the profits of the work.
- market What is good for each person individually adds up to what is best for society.
- mixed Most health care is free, but you have to pay for your own dental care.
- mixed There is a mixture of private and public ownership.
- planned Everything we own belongs to all of us.
- planned The government decides how our money should be used.
- market Individuals make all decisions about where to spend their money.
- mixed Taxes can be relatively high because we want to make sure that everyone has a certain standard of living.
- market There tends to be a huge gap between rich and poor.
- planned No one is richer or poorer than anyone else.
- mixed There is somewhat of a gap between rich and poor.
- planned People consider what is best for everyone, not just themselves.
- market All business is privately owned.
- mixed Individual consumers and government influence economic decision making.
- market Taxes are relatively low. There are few government programs to assist the poor.
Directions: Use Issues for Canadians, pages 204 and 205 to answer the questions.

Write planned, market or mixed beside the correct phrases to tell what kind of economy they refer to.

______________________________ Example: Hutterite colony
______________________________ Example: Canada
______________________________ Example: United States

______________________________ individual consumer choices drive decision making
______________________________ resources are privately owned
______________________________ individuals and government both make decisions about what to produce
______________________________ individual consumers have little influence on economic decision making
______________________________ resources are publicly owned
______________________________ what is best for each individual adds up to what is best for society

______________________________ individual consumers and government influence economic decision making
______________________________ government makes decisions on how to use resources
______________________________ government makes all decisions on how to deal with scarcity

______________________________ some resources publicly owned; others privately owned
______________________________ individuals make decisions on how to use resource
______________________________ choices of individuals solve scarcity
______________________________ combines private ownership and government control

______________________________ individuals must consider each other and set aside their individual interests to achieve what is best for society
Directions: Use Issues for Canadians, pages 204 and 205 to answer the questions.

Write planned, market or mixed beside the correct phrases to tell what kind of economy they refer to.

- planned   Example: Hutterite colony
- mixed     Example: Canada
- market    Example: United States
- mixed     individual consumer choices drive decision making
- market    resources are privately owned
- mixed     individuals and government both make decisions about what to produce
- planned   individual consumers have little influence on economic decision making
- planned   resources are publicly owned
- market    what is best for each individual adds up to what is best for society
- mixed     individual consumers and government influence economic decision making
- planned   government makes decisions on how to use resources
- planned   government makes all decisions on how to deal with scarcity
- mixed     some resources publicly owned; others privately owned
- market    individuals make decisions on how to use resources
- market    choices of individuals solve scarcity
- mixed     combines private ownership and government control
- planned   individuals must consider each other and set aside their individual interests to achieve what is best for society
Lesson 6.4

Concept: The Economies of Canada and the United States

Resources/Materials: Issues for Canadians, pages 206 – 208  
Worksheets #9.6.4a and #9.6.4b (harder) (student copies)  
Worksheets #9.6.4c and #9.6.4d (easier) (student copies)

Introduction: Draw the planned-mixed-market economy continuum on the board (p.204). Briefly review the characteristics of each type of economy. Explain that it is a continuum, and that depending on the government of the day, there can be slight shifts along the continuum.

Write “Love one another” on the board. Students will immediately recognize this as the principle on which the Hutterite culture is based. Explain that the economies of Canada and United States are also based on certain principles.

Procedure:

1. Have students turn to textbook, page 296. Refer to the founding principle: “peace, order, and good government”. With students discuss the meaning of the principle.  
Example: peace – implies everyone gets along, compromise  
order – well-organized, stable, dependable  
good government – government will play significant role is helping citizens meet basic needs.

2. Guide the reading of textbook, page 206. Then tell students to read about crown corporation on page 207.

3. Next have students turn to textbook, page 208. Refer to the founding principle: “life, liberty and the pursuit of happiness”. With students discuss the meaning of the principle.  
Example: life – implies self-expression  
liberty – freedom to choose  
pursuit of happiness – everyone deserves to be happy; should be rewarded for what you accomplish; individuality (This is in contrast to more traditional cultures, where a person may not necessarily benefit from a particular action, but his or her children or grandchildren would.)


5. Distribute either Worksheets #9.6.4a and #9.6.4b or Worksheets #9.6.4c and #9.6.4d. Go over the directions.

Assignments:

2. Do either Worksheets #9.6.4a and #9.6.4b or Worksheets #9.6.4c and #9.6.4d.
Grade Nine Social Studies
Issues for Canadians

The Economies of a Hutterite Colony, Canada and the United States

Directions: Use Issues for Canadians, pages 206 – 208 to answer the questions.

1. Read the sentences. Then decides if it most likely describes a Hutterite colony, Canada or the United States. Some sentences may describe more than one.

a. ______________________ The CBC/Radio-Canada is a crown corporation.

b. ______________________ Every year thousands of people do not get their health care needs met because they cannot afford the cost.

c. ______________________ If you need dental care, the government will pay for it.

d. ______________________ Try not to get a speeding ticket, but if you do, the government will pay the ticket. Probably you will be suspended from driving for a while.

e. ______________________ The government runs the health care system. It does have agreements with some privately run businesses to provide some of those services.

f. ______________________ Everyone is encouraged to save for their retirement. The government provides a pension to all seniors so that everyone has some way to live in their retirement, however.

g. ______________________ There are no rich people and poor people because everything belongs to everyone.

h. ______________________ The banks are privately owned, but the government has strict regulations about what they are and are not allowed to do.

i. ______________________ Everyone wears the same type of clothing and shoes. No person dresses more expensively than the others.

j. ______________________ If you work hard enough and take some chances, you can become wealthy. However, if you fail, you may end up without enough for food, clothing, shelter or health care.

k. ______________________ If you work hard enough and takes some chances, you can become wealthy. However, if you fail, the government will still provide you with enough money so you can get by.

l. ______________________ There are a lot of privately owned schools, colleges and universities because wealthy people want to ensure that their children get a better education than that of the ordinary citizen.

Worksheet #9.6.4a
2. Read each set of sentences. Then decide if it shows a **shift left** or a **shift right**.

a. Canada once owned and operated an airline called Trans-Canada Airlines. In 1988 it decided to sell it to private individuals. Today that same airline is known as Air Canada.

b. It used to be that once Hutterite children reached kindergarten age, they went to live with a couple whose job it was to raise the children. Today, kindergarten children attend the kindergarten for a few hours a day. Then go home to their families.

c. It is very common now that children attend daycares while their parents are at work. The government is considering making country-wide standards for daycare and also putting money into daycares so that they are affordable by all.

d. In 2009 the economy of Canada was in trouble. There was a world-wide recession. Many people were losing their jobs. The Government of Canada decided to put billions of dollars into “make work” projects. Its hope was that these projects would provide jobs for those who were jobless.

e. Many Canadians found that their Old Age Security income was not enough. In 1966 the Government of Canada introduced the Guaranteed Income Supplement for those seniors who needed it.

f. The Canadian Food Inspection Agency is a government agency whose role it is to ensure that the foods we eat are safe. In an effort to reduce spending, the government decided to eliminate more than half of its food inspectors. It decided that privately owned companies who produced and sold food could inspect themselves.

g. With the growing popularity of having computers in homes and in schools, the Elders decided that the only computers that would be allowed would be those used strictly for business. Computers that people had in their homes and in the school had to go.
Directions: Use Issues for Canadians, pages 206 – 208 to answer the questions.

1. Read the sentences. Then decides if it most likely describes a Hutterite colony, Canada or the United States. Some sentences may describe more than one.

a. Canada
The CBC/Radio-Canada is a crown corporation.

b. United States
Every year thousands of people do not get their health care needs met because they cannot afford the cost.

c. Hutterite colony
If you need dental care, the government will pay for it.

d. Hutterite colony
Try not to get a speeding ticket, but if you do, the government will pay the ticket. Probably you will be suspended from driving for a while.

e. Canada
The government runs the health care system. It does have agreements with some privately run businesses to provide some of those services.

f. Canada
Everyone is encouraged to save for their retirement. The government provides a pension to all seniors so that everyone has some way to live in their retirement, however.

g. Hutterite colony
There are no rich people and poor people because everything belongs to everyone.

h. Canada
The banks are privately owned, but the government has strict regulations about what they are and are not allowed to do.

i. Hutterite colony
Everyone wears the same type of clothing and shoes. No person dresses more expensively than the others.

j. United States
If you work hard enough and take some chances, you can become wealthy. However, if you fail, you may end up without enough for food, clothing, shelter or health care.

k. Canada
If you work hard enough and takes some chances, you can become wealthy. However, if you fail, the government will still provide you with enough money so you can get by.

l. United States
There are a lot of privately owned schools, colleges and universities because wealthy people want to ensure that their children get a better education than that of the ordinary citizen.
2. Read each set of sentences. Then decide if it shows a **shift left** or a **shift right**.

a. Canada once owned and operated an airline called *Trans-Canada Airlines*. In 1988 it decided to sell it to private individuals. Today that same airline is known as *Air Canada*.

   **shift right**

b. It used to be that once Hutterite children reached kindergarten age, they went to live with a couple whose job it was to raise the children. Today, kindergarten children attend the kindergarten for a few hours a day. Then go home to their families.

   **shift right**

c. It is very common now that children attend daycares while their parents are at work. The government is considering making country-wide standards for daycare and also putting money into daycares so that they are affordable by all.

   **shift left**

d. In 2009 the economy of Canada was in trouble. There was a world-wide recession. Many people were losing their jobs. The Government of Canada decided to put billions of dollars into "make work" projects. Its hope was that these projects would provide jobs for those who were jobless.

   **shift left**

e. Many Canadians found that their *Old Age Security* income was not enough. In 1966 the Government of Canada introduced the *Guaranteed Income Supplement* for those seniors who needed it.

   **shift left**

f. The *Canadian Food Inspection Agency* is a government agency whose role it is to ensure that the foods we eat are safe. In an effort to reduce spending, the government decided to eliminate more than half of its food inspectors. It decided that privately owned companies who produced and sold food could inspect themselves.

   **shift right**

g. With the growing popularity of having computers in homes and in schools, the Elders decided that the only computers that would be allowed would be those used strictly for business. Computers that people had in their homes and in the school had to go.

   **shift right**
The Economies of a Hutterite Colony, Canada and the United States

Directions: Use Issues for Canadians, pages 206 – 208 to answer the questions.

1. A Hutterite colony operates as a planned economy. Check (√) those sentences that illustrate that a Hutterite colony has a planned economy.

   a. ______ The ministers and elders decide if new machinery needs to be purchased.
   b. ______ When we go to town, I get to buy whatever I want, as long as it is not too expensive.
   c. ______ When the boys leave English school, they take a turn at working at all the jobs. Usually you spend six months at each job, but because there are so many boys, the ministers have decided that each boy should spend three months at each.
   d. ______ If my dad wants to go outside the colony to buy something, he needs to get permission from the minister.

2. Canada operates as mixed economy. Check (√) those sentences that illustrate that Canada has a mixed economy.

   a. ______ The banks are privately owned and operated, but they must follow strict guidelines set by the government.
   b. ______ In Canada, governments often use privately owned businesses to provide the services they feel all Canadians should have.
   c. ______ Every years thousands of businesses go bankrupt. If you don’t work hard and make good decisions, no one is going to bail you out. You will end up penniless.
   d. ______ Thousands of cars are sold in Canada each year. Every car sold must have certain safety features. The government decides what these features are.

3. The United States has a market economy. Check (√) those sentences that illustrate that it has a market economy.

   a. ______ Except for national parks almost all forests in the United States are privately owned.
   b. ______ For the most part each United States citizen must pay for his or her own health care costs.
   c. ______ Public Broadcasting System television and radio stations are publicly funded.
2. Decide whether the sentences describe a **shift right** or a **shift left**.

a. **Hutterite Colony**

__________________ A colony decides to raise the amount it gives each member so that each can buy more of what he or she wants.

__________________ A colony decides that some people are not spending their money wisely. It decides to decrease the monthly allowance for each member.

b. **Canada**

__________________ For many years utilities companies were not allowed to change the rates they charged their customers without prior approval from the government. Today some provinces have decided to let utilities companies raise or lower their rates without having to get government approval first.

__________________ Air Canada is a privately owned airline. It has been told by the government that if it wants to continue to operate in Canada, it must serve smaller, more isolated communities, even if serving these communities is not profitable.

c. **United States**

__________________ In 2009 two major car companies, General Motors and Chrysler were on the verge of going out of business. The government told the two companies that it would loan them close to forty billion dollars to stay in business.

__________________ Following the Great Depression of the 1930s, the United States government knew it had to do something to help people find and keep jobs. One of the things it did was give farmers extra money so they could compete on the world markets. This extra money is called a subsidy. In the U.S. subsidies to farmers still remain.
The Economies of a Hutterite Colony, Canada and the United States

Directions: Use Issues for Canadians, pages 206 – 208 to answer the questions.

1. A Hutterite colony operates as a planned economy. Check (✓) those sentences that illustrate that a Hutterite colony has a planned economy.

   a. ✓ The ministers and elders decide if new machinery needs to be purchased.
   b. ____ When we go to town, I get to buy whatever I want, as long as it is not too expensive.
   c. ✓ When the boys leave English school, they take a turn at working at all the jobs. Usually you spend six months at each job, but because there are so many boys, the ministers have decided that each boy should spend three months at each.
   d. ✓ If my dad wants to go outside the colony to buy something, he needs to get permission from the minister.

2. Canada operates as mixed economy. Check (✓) those sentences that illustrate that Canada has a mixed economy.

   a. ✓ The banks are privately owned and operated, but they must follow strict guidelines set by the government.
   b. ✓ In Canada, governments often use privately owned businesses to provide the services they feel all Canadians should have.
   c. ____ Every years thousands of businesses go bankrupt. If you don’t work hard and make good decisions, no one is going to bail you out. You will end up penniless.
   d. ✓ Thousands of cars are sold in Canada each year. Every car sold must have certain safety features. The government decides what these features are.

3. The United States has a market economy. Check (✓) those sentences that illustrate that it has a market economy.

   a. ✓ Except for national parks almost all forests in the United States are privately owned.
   b. ✓ For the most part each United States citizen must pay for his or her own health care costs.
   c. ____ Public Broadcasting System television and radio stations are publicly funded.
2. Decide whether the sentences describe a **shift right** or a **shift left**.

a. **Hutterite Colony**

   **shift right** A colony decides to raise the amount it gives each member so that each can buy more of what he or she wants.

   **shift left** A colony decides that some people are not spending their money wisely. It decides to decrease the monthly allowance for each member.

b. **Canada**

   **shift right** For many years utilities companies were not allowed to change the rates they charged their customers without prior approval from the government. Today some provinces have decided to let utilities companies raise or lower their rates without having to get government approval first.

   **shift left** Air Canada is a privately owned airline. It has been told by the government that if it wants to continue to operate in Canada, it must serve smaller, more isolated communities, even if serving these communities is not profitable.

c. **United States**

   **shift left** In 2009 two major car companies, General Motors and Chrysler were on the verge of going out of business. The government told the two companies that it would loan them close to forty billion dollars to stay in business.

   **shift left** Following the Great Depression of the 1930s, the United States government knew it had to do something to help people find and keep jobs. One of the things it did was give farmers extra money so they could compete on the world markets. This extra money is called a subsidy. In the U.S. subsidies to farmers still remain.
Lesson 6.5

NOTE: This lesson can easily be split into two separate lessons, one of supply and demand and the other on competition. Worksheets #9.6.5a and Worksheet #9.6.5c have to do with supply and demand. Worksheets #9.6.5b and Worksheet #9.6.5d have to do with competition.

Concept: Principles of Market Economies: Supply and Demand; Competition

Worksheets #9.6.5a and #9.6.5b (harder) (student copies)
Worksheets #9.6.5bc and #9.6.5d (easier) (student copies)

Introduction: Tell students that today’s lesson is about how market economies work. A mixed economy like Canada still has elements of a market economy. Even a planned economy like a Hutterite colony has to deal with a market economy when it has dealings outside the colony.

Discuss how the prices for farm commodities rise and fall. (Example: In 2009 pork prices fell dramatically and stayed low.) Discuss that prices fall because there is more of a commodity than there is a demand. In economics we say that the prices fall when supply exceeds demand. This is part of the “law of supply and demand”.

Discuss also the reasons why a person might buy one household cleaner over another. (cheaper, better quality, etc.) In a market economy this is competition. Conclude there are two principles at work in a market economy: supply and demand and competition.

Procedure:

1. Have students turn to textbook, page 209. Guide the reading. Observe that Mexico’s economy made a shift left with the de-privatization of its oil resources; while China made a shift right by allowing more businesses to be privately owned.

2. Have students turn to textbook, page 210 and guide the top half of the page. Tell students to read pages 210 and 211 to see how supply and demand actually work.

3. Have students turn to textbook, page 212. Guide the opening paragraph; then direct students to read all of pages 212 and 213.

4. If you like, have students make up and perform a skit illustrating the law of supply and demand and another involving the role of competition in a market economy.

5. ALTERNATELY. Distribute either Worksheets #9.6.5a and #9.6.5b or Worksheets #9.6.5c and #9.6.5d.

Assignments:

2. Make up and perform skits illustrating the principles of supply and demand and competition.
3. ALTERNATELY. Do either Worksheets #9.6.5a and #9.6.5b OR Worksheets #9.6.5c and #9.6.5d.
Directions: Use Issues for Canadians, pages 209 – 211 to answer the questions.

1. Fill in the blanks.

In a state of equilibrium, the _____________ of a product can meet the _____________ for a product at a particular _____________.

2. Supply and demand connect through a cause-and-effect relationship related to price. For each cause, tell what you think the effect would be.

a. These young gardeners from O.K. Colony south of Raymond, Alberta show off some carrots that have grown to more than 45 cm in length. It seems that everyone wants to buy them.

   Effect: __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

b. It seems that all around the world wheat crops have been very good to excellent. Now there is plenty of wheat for sale.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

c. Some garages now charge $80.00 per hour to get your car maintained or repaired.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

d. Canadian Tire has just reduced the price of its premium brand of motor oil.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Directions: Use Issues for Canadians, pages 212 and 213 to help you with these questions.

1. Define competition.  

2. For each scenario, tell what the business did to be competitive in a market economy. Choose from improve the product, lower the price, advertise, make it more appealing, create a new product or anything else you can think of.

   a. To get people to buy his cookies, Ed gave out free samples.

   b. The Ford Motor Company developed a hybrid car that uses half the fuel.

   c. General Motors bought full-pages ads in all the major newspapers to let people know about their new truck line.

   d. John Deere has decided that for the next three years, it will only give each dealership five combines that it can sell.

   e. Purity Dairy has decided to increase the number of flavours of ice cream from four to nine.

3. Monopoly Versus Competition

   Canada Post is a crown corporation. It is the only company that is allowed to deliver regular mail in the country. When it comes to quick door-to-door deliver of letters and parcels, Canada Post as well as several courier companies perform this service. Does Canada Post have a monopoly or does it have to compete? Give reasons for your answer.
Directions: Use Issues for Canadians, pages 209 – 211 to answer the questions.

1. Fill in the blanks.

In a state of equilibrium, the supply of a product can meet the demand for a product at a particular price.

2. Supply and demand connect through a cause-and-effect relationship related to price. For each cause, tell what you think the effect would be.

   a. These young gardeners from O.K. Colony south of Raymond, Alberta show off some carrots that have grown to more than 45 cm in length. It seems that everyone wants to buy them.

      Effect: increase in demand
      \[ \rightarrow \text{supply decreases} \]
      \[ \rightarrow \text{price increases} \]

   b. It seems that all around the world wheat crops have been very good to excellent. Now there is plenty of wheat for sale.

      increase in supply \[ \rightarrow \text{price decreases} \rightarrow \text{demand increases} \]

   c. Some garages now charge $80.00 per hour to get your car maintained or repaired.

      increase in price \[ \rightarrow \text{demand decreases} \rightarrow \text{supply increases} \]

   d. Canadian Tire has just reduced the price of its premium brand of motor oil.

      price decrease \[ \rightarrow \text{demand increases} \rightarrow \text{supply decreases} \]
Directions: Use Issues for Canadians, pages 212 and 213 to help you with these questions.

1. Define competition. rivalry among producers to sell products to consumers.

2. For each scenario, tell what the business did to be competitive in a market economy. Choose from improve the product, lower the price, advertise, make it more appealing, create a new product or anything else you can think of.

a. To get people to buy his cookies, Ed gave out free samples.
   
   advertise

b. The Ford Motor Company developed a hybrid car that uses half the fuel.
   
   improve the product

c. General Motors bought full-pages ads in all the major newspapers to let people know about their new truck line.
   
   advertise

d. John Deere has decided that for the next three years, it will only give each dealership five combines that it can sell.
   
   make product more scarce → increases appeal

e. Purity Dairy has decided to increase the number of flavours of ice cream from four to nine.
   
   create new product

3. Monopoly Versus Competition

Canada Post is a crown corporation. It is the only company that is allowed to deliver regular mail in the country. When it comes to quick door-to-door deliver of letters and parcels, Canada Post as well as several courier companies perform this service. Does Canada Post have a monopoly or does it have to compete? Give reasons for your answer.

Both. Monopoly on regular mail

Competition on quick door-to-door deliveries

Worksheet #9.6.5b
Directions: Use Issues for Canadians, pages 209 – 211 to answer the questions.

1. Tell whether each of the following refers to supply or demand.

a. **supply** Bic has decided to double the number of pens it produces.

b. **demand** People have been lined up since 5:30 a.m. to buy one of the new televisions.

c. **demand** The amount of milk children drink has decreased steadily since 2007.

d. **supply** With the shortage of metals available, John Deere can only give each dealership three combines to sell this year.

f. **supply** Only seven cars were sold at Alberta Motors last month. That was down from twelve the month before.

f. **supply** There is a worldwide surplus of wheat this year.

g. **demand** John does such a good job of taking care of people's yards that everyone wants him to look after theirs.

2. Answer in your own words.

a. If the price of a good or service goes up, what will happen to demand and supply?

   demand decreases

   supply increases

b. If the supply of a good or service goes down, what will happen to price and demand?

   price increases

   demand decreases

c. If the demand for a good or service goes up, what will happen to supply and price?

   supply decreases

   price increases
Supplies and Demand

Directions: Use Issues for Canadians, pages 209 – 211 to answer the questions.

1. Tell whether each of the following refers to supply or demand.
   
a. _____________ Bic has decided to double the number of pens it produces.

b. _____________ People have been lined up since 5:30 a.m. to buy one of the new televisions.

c. _____________ The amount of milk children drink has decreased steadily since 2007.

d. _____________ With the shortage of metals available, John Deere can only give each dealership three combines to sell this year.

e. _____________ Only seven cars were sold at Alberta Motors last month. That was down from twelve the month before.

f. _____________ There is a worldwide surplus of wheat this year.

g. _____________ John does such a good job of taking care of people’s yards that everyone wants him to look after theirs.

2. Answer in your own words.
   
a. If the price of a good or service goes up, what will happen to demand and supply?

b. If the supply of a good or service goes down, what will happen to price and demand?

c. If the demand for a good or service goes up, what will happen to supply and price?
Directions: Use Issues for Canadians, pages 212 and 213 to help you with these questions.

1. Define competition. ____________________________________________________________

2. With competition producers of goods want to increase demand for their products. Do you think there will be increased demand each of these? Tell why or why not.

   a. These young gardeners from O.K. Colony south of Raymond are showing off a crop of giant carrots that grew as long as 45 cm.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   b. Alberta farm products has decided to change the colours it uses on its farm machinery. It will switch from green to orange.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   c. The Wonderful Pen Company has put out a new line of pens that lasts twice as long. These new pens will sell for the same price as the old ones.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   d. For many years Cameron Farms made and sold wooden stair spindles. Now it also makes wrought iron spindles. The colony recently decided to put an ad in the newspaper to let people know.

   ____________________________________________________________
   ____________________________________________________________
Directions: Use Issues for Canadians, pages 212 and 213 to help you with these questions.

1. Define competition: rivalry among producers to sell products to consumers.

2. With competition producers of goods want to increase demand for their products. Do you think there will be increased demand each of these? Tell why or why not.
   a. These young gardeners from O.K. Colony south of Raymond are showing off a crop of giant carrots that grew as long as 45 cm.
      1. Yes, Carrots this long are like a novelty item
      2. No, the length of a carrot does not necessarily mean a better carrot

   b. Alberta farm products has decided to change the colours it uses on its farm machinery. It will switch from green to orange.
      No, Colour has nothing to do with quality of machinery

   c. The Wonderful Pen Company has put out a new line of pens that lasts twice as long. These new pens will sell for the same price as the old ones.
      Yes, Quality of pen has improved

   d. For many years Cameron Farms made and sold wooden stair spindles. Now it also makes wrought iron spindles. The colony recently decided to put an ad in the newspaper to let people know.
      Yes, The ad informs people about the product. Wrought iron spindles are popular
Lesson 6.6

Concept: Government Involvement in Market Economics

Resources/Materials: Issues for Canadians, pages 214 and 215
Handout 6-9 (harder) (student copies)
Worksheet #9.6.6 (easier) (student copies)

Introduction: Midland Colony wanted to build an addition onto their hog barn. What they thought would take less than a year, actually ended up taking close to five years. That is because the local and provincial governments required the colony to get soil sampling done, an environmental study done, get permission from the local irrigation authority, and much more. The colony had to work very closely with governments to get the hog barn built and increase their hog operation. If it hadn’t been for all the government regulations, the new hog barn addition would have taken so much less time.

Ask “Should governments get involved in something like this?”

Procedure:

1. Have students turn to textbook, page 214. Explain that governments get involved with market economics for several reasons. Pages 214 and 215 discuss some of these reasons. Guide the reading of the pages, if you can.

2. Conclude that some reasons for government involvement in market economics are:
   - Keep costs for essential services reasonable
   - Ensure the environment is not unduly threatened
   - Ensure that prices are not inflated
   - Ensure that essential services are provided
   - Ensure product safety

3. Distribute Handout 6-9 or Worksheet #9.6.6. Go over the directions.

Assignments:

2. Do Handout 6-9 or Worksheet #9.6.6.
Government Involvement in Market Economics

Directions: Use Issues for Canadians, pages 214 and 215 to answer the questions.

In the box are some reasons why governments get involved with market economics. Read the sentences below. Decide on the reason and write the letter of the reason in the box.

- a. ensure essential services are provided
- b. ensure public safety
- c. ensure public knowledge
- d. ensure essential services are affordable
- e. ensure there is no price fixing
- f. ensure environment is protected

1. _____ If the Greyhound Bus Company wants to operate in Alberta, it must provide service to small and remote communities.

2. _____ Service stations are required to charge four dollars extra for oil changes. This is because the service stations must take the used oil to an oil recycling depot.

3. _____ Canada Post is a crown corporation operated by the Government of Canada.

4. _____ Companies who made food products are required to list the ingredients on the food package.

5. _____ Car manufacturers who sell their vehicles in Canada require that all vehicles have daytime running lights.

6. _____ In many provinces utilities companies are owned by cities or provinces.

7. _____ Gasoline retailers are fined heavily if they get together and decide what the pump price of gasoline should be.

8. _____ Prescription drugs can only be obtained from a licensed pharmacist.

9. _____ In most provinces natural gas, propane and electricity rates cannot be changed without government approval.

10. _____ On packaged foods, companies must show the nutritional quality of the product.

11. _____ Product advertising must not purposely mislead consumers.

12. _____ Children’s toys must go through safety testing before they can be sold.

13. _____ In Canada everyone is entitled to free basic health care.
Government Involvement in Market Economics

Directions: Use Issues for Canadians, pages 214 and 215 to answer the questions.

In the box are some reasons why governments get involved with market economics. Read the sentences below. Decide on the reason and write the letter of the reason in the box.

a. ensure essential services are provided
b. ensure public safety
c. ensure public knowledge
d. ensure essential services are affordable
e. ensure there is no price fixing
f. ensure environment is protected

1. □ If the Greyhound Bus Company wants to operate in Alberta, it must provide service to small and remote communities.
2. □ Service stations are required to charge four dollars extra for oil changes. This is because the service stations must take the used oil to an oil recycling depot.
3. □ Canada Post is a crown corporation operated by the Government of Canada.
4. □ Companies who made food products are required to list the ingredients on the food package.
5. □ Car manufacturers who sell their vehicles in Canada require that all vehicles have daytime running lights.
6. □ In many provinces utilities companies are owned by cities or provinces.
7. □ Gasoline retailers are fined heavily if they get together and decide what the pump price of gasoline should be.
8. □ Prescription drugs can only be obtained from a licensed pharmacist.
9. □ In most provinces natural gas, propane and electricity rates cannot be changed without government approval.
10. □ On packaged foods, companies must show the nutritional quality of the product.
11. □ Product advertising must not purposely mislead consumers.
12. □ Children’s toys must go through safety testing before they can be sold.
13. □ In Canada everyone is entitled to free basic health care.

Worksheet #9.6.6
Lesson 6.7

Concept: Steps to Writing for Different Purposes and Audiences

Resources/Materials: Issues for Canadians, pages 216 and 217
Handout 6-5 (students may already have this)
Short paragraph from an encyclopaedia article or post-secondary textbook (must be technical and difficult)

Introduction: Read the article to students. Have them tell you what the article was about. Most will not be able to tell you. Discuss the reason.

Discuss that for a piece of writing to be effective, it must be written with audience in mind. Audience in this case refers to those who will read what you wrote.

Procedure:

1. Ask students to think back about the Chapter Task. Since it is a position paper, its purpose is to promote one particular view.

2. Tell students to turn to textbook, pages 216 and 217. Guide the reading.

3. If students do not already have a copy of Handout 6-5, you may want to distribute it. Go over the directions.

Assignments:

2. Do Handout 6-5.
Lesson 6.8

Concept: How the Canadian Economy Fosters Cultural Industries and Development

Resources/Materials: Issues for Canadians, pages 218 – 225
   Handout 6-10 (student copies)
   Handout 6-11 (optional, student copies)
   Worksheets#9.6.8a and #9.6.8b (student copies)

Introduction: Review that in Canada government is more likely to become involved in the economy compared to the United States. With students review some of the reasons governments become involved (Lesson 6.6).

Explain that in the next three lessons students will be examining some case studies – actual situations, and then thinking about whether government intervention was a good thing or not.

Procedure:

1. Have students turn to textbook, page 218. Guide the reading. Be sure that students understand that in these case studies, the textbook examines how Canada might become involved in the situation as compared to the United States.

2. Guide the reading of textbook, page 219 to give students an idea of some of the cultural industries that receive government funding of some kind. If necessary explain that cultural industries includes all the performing, visual and literary arts.

3. Have students read independently textbook, pages 220 – 224.

4. Distribute Handout 6-10. Have students complete the section on the first Case Study. They will complete the second and third sections in the next two lessons.

5. If you like, have students work as a group to discuss the question “Should Canada’s government provide grants to support Canadian cultural groups?” Handout 6-11 can be used by students to record their ideas.

6. Distribute Worksheets #9.6.8a and #9.6.8b. Go over the directions.

Assignments:

1. Read Issues for Canadians, pages 218 – 224 or 225.
2. Do first section of Handout 6-10.
3. OPTIONAL. Work as a group to answer the question “Should Canada’s government provide grants to support Canadian cultural products?” Use Handout 6-11 to record responses.
4. Do Worksheets #9.6.8a and #9.6.8b.
Directions: Use Issues for Canadians, pages 219 – 224 to help you with these questions.

1. Briefly describe four ways in which the Canadian government supports cultural industries.
   a. 
   b. 
   c. 
   d. 

2. Should the filmmaker get the grant? In point form, outline the reasons for and against.

<table>
<thead>
<tr>
<th>Reason For</th>
<th>Reasons Against</th>
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Worksheet #9.6.8a
3. In a paragraph, explain your opinion.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Briefly explain how government funding helped each of these artists contribute to Canadian citizenship and identity.
   
a. Jean Patenaude
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

b. Jennifer Podemski
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

c. Paul Gross
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
Directions: Use *Issues for Canadians*, pages 219 – 224 to help you with these questions.

1. Briefly describe four ways in which the Canadian government supports cultural industries.
   a. Grants to Canadian authors and publishers to help cover their costs.
   b. The Canada Council for the Arts provides grants to artists.
   c. The Canada Music Fund provides money to Canadian musicians.
   d. The Canada Council for the Arts provides support for the performing arts.

2. Should the filmmaker get the grant? In point form, outline the reasons for and against.

<table>
<thead>
<tr>
<th>Reason For</th>
<th>Reasons Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Canadians would not otherwise have any Canadian TV shows, books, magazines, music or films.</td>
<td></td>
</tr>
<tr>
<td>- Presence of these cultural activities helps solidify Canadian identity.</td>
<td></td>
</tr>
<tr>
<td>- Subsidies do not promote excellence.</td>
<td></td>
</tr>
<tr>
<td>- Subsidies mean higher taxes.</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #9.6.8a
3. In a paragraph, explain your opinion.

4. Briefly explain how government funding helped each of these artists contribute to Canadian citizenship and identity.

a. Jean Patenaude • His films documented the struggles of immigrants from French-speaking Africa and struggles of western Canadian Francophones to maintain language and identity

b. Jennifer Podemski • Makes films about Aboriginal struggle to be viewed as integral to Canada's identity

c. Paul Gross • Films help Canadians to know more about their wartime history which is essential to development of identity
Lesson 6.9

Concept: Should Government Subsidize Business?

                   Worksheet #9.6.9 (student copies)
                   Handout 6-10 (students should have this)

Introduction: Review from the last lesson that students learned about the Canadian government subsidizing cultural industries. Today they will be examining another Case Study. They will find out that this one is different.

Procedure:

1. Have students turn to textbook, page 226. Guide the reading. Identify the issue in the “Spot and Respond” box in the top left corner.

2. Have students speculate as to how a mixed economist might respond and how a market economist might respond.

3. Have students read textbook, page 227 to find out.

4. If possible, guide the reading of textbook, page 228.

5. Have students take out Handout 6-10 from last day and complete the second section.


Assignments:

1. Read Issues for Canadians, pages 226 – 228.
2. Do Handout 6-10, part 2.
3. Do Worksheet #9.6.9.
Grade Nine Social Studies
Issues for Canadians

Case Study 2

Directions: Use Issues for Canadians, pages 226 – 228 to help you with these questions.

1. Use point-form notes to complete the chart.

<table>
<thead>
<tr>
<th>Should Canada’s government create and protect jobs?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mixed Economist’s Viewpoint</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Market Economist’s Viewpoint</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. Examine the map on textbook, page 228. Then answer the questions.

   a. Define *unemployment rate.* ____________________________________________

   b. If the people of Smith Falls decided to move, what factors do you think they should consider when deciding where to move to?

   ____________________________________________

   c. How might the identities of the people of Smith Falls be affected if they moved?

   ____________________________________________

   d. How might their quality of life be affected?

   ____________________________________________

Worksheet #9.6.9
Directions: Use *Issues for Canadians*, pages 226 – 228 to help you with these questions.

1. Use point-form notes to complete the chart.

### Should Canada's government create and protect jobs?

<table>
<thead>
<tr>
<th>Mixed Economist's Viewpoint</th>
<th>Market Economist's Viewpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government needs to be involved in protecting jobs of Canadians.</td>
<td>Private companies are in best position to make economic decisions</td>
</tr>
<tr>
<td>Unacceptable for an entire town’s fate to be in the hands of a private company</td>
<td>People who lose their jobs need to find other jobs</td>
</tr>
<tr>
<td>Government needs to do what it can be protect jobs.</td>
<td>Private companies respond to consumer demand with creativity and determination which create more and better jobs.</td>
</tr>
<tr>
<td>When a private company closes, it also affects those who provide goods and services to that company’s employees.</td>
<td></td>
</tr>
</tbody>
</table>

2. Examine the map on textbook, page 228. Then answer the questions.

a. Define unemployment rate: ________ percentage of workforce that does not have jobs

b. If the people of Smith Falls decided to move, what factors do you think they should consider when deciding where to move to?

- Where are there going to be jobs? 
- Perhaps proximity to support like family

b. How might the identities of the people of Smith Falls be affected if they moved?

- might not feel they belong in new community

b. How might their quality of life be affected? Could be better or worse depending on new job and services available in new community

Worksheet #9.6.9
Lesson 6-10

Concept: Rights of Workers and Economic Decision Making

Resources/Materials: Issues for Canadians, pages 229 – 235
   Handout 6-10 (students have this)
   Worksheet #9.6.10a (harder) (student copies)
   Worksheet #9.6.10b (easier) (student copies)

Introduction: Ask students to pretend that one day all the cooks decided they were no longer willing to make meals or do the baking. They feel that they are not given enough good ingredients to make tasty food and that they are tired of people always complaining.

   How would the community react?
   What do you think would be done?

   Explain that in many countries, including Canada, workers have organized themselves into labour unions that act to protect the rights and interests of workers. Many people think that labour unions are much too powerful; others believe they are an essential part of any democratic society.

Procedure:

1. Have students turn to textbook, pages 229. Guide the reading to set the stage.

2. Tell students to read textbook, pages 230 – 235 independently to get more information on strikes, labour unions, and the views of mixed and market economists.

3. Tell students to complete the third section of Handout 6-10.

4. Distribute Worksheet #9.6.10a or Worksheet #9.6.10b. Go over the directions.

Assignments:

2. Do Handout 6-10, section 3.
3. Do either Worksheet #9.6.10a or Worksheet #9.6.10b.
**Directions:** Use *Issues for Canadians*, pages 229 – 235 to help you with these questions.

1. Using the information on textbook, pages 229 – 235, what are the advantages and the disadvantages to having labour unions?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. In the chart below, summarize how mixed and market economists view labour unions.

<table>
<thead>
<tr>
<th>Mixed Economist</th>
<th>Market Economist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How do you think the presence of labour unions has benefited workers that do not belong to labour unions?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Worksheet #69.6.10a
Grade Nine Social Studies
Issues for Canadians
Case Study 3

Directions: Use Issues for Canadians, pages 229 – 235 to help you with these questions.

1. Using the information on textbook, pages 229 – 235, what are the advantages and the disadvantages to having labour unions?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Workers have fair pay and proper, safe working conditions</td>
<td>· Labour unions can become too powerful</td>
</tr>
<tr>
<td>· can exert pressure to improve quality of life</td>
<td>· When workers go on strike, productivity decreases; sometimes people cannot get essential services</td>
</tr>
<tr>
<td>· employers cannot take undue advantage of workers</td>
<td></td>
</tr>
</tbody>
</table>

2. In the chart below, summarize how mixed and market economists view labour unions.

<table>
<thead>
<tr>
<th>Mixed Economist</th>
<th>Market Economist</th>
</tr>
</thead>
<tbody>
<tr>
<td>· All Canadians, union and non-union benefit</td>
<td>· Sometimes become too powerful</td>
</tr>
<tr>
<td>· Unions balance power of employers and employees</td>
<td>· Can make demands that are not good for economy</td>
</tr>
<tr>
<td>· Workers’ rights protected</td>
<td>· Can price themselves out of a job</td>
</tr>
<tr>
<td></td>
<td>· Can shut down essential services</td>
</tr>
</tbody>
</table>

3. How do you think the presence of labour unions has benefited workers that do not belong to labour unions?  
   Canada introduced labour laws which apply to all workers, not just those that are unionized.
   Labour unions "raise the bar" when it comes to labour wages, working conditions, safety.
Case Study 3

Directions: Use Issues for Canadians, pages 229 – 235 to help you with these questions.

1. What happens when workers go on strike?

2. Why do workers go on strike?

3. What is a labour union?

4. What is collective bargaining?

5. How have labour unions helped workers that do not belong to labour unions?

6. Write mixed if the sentence most likely represents a mixed economist’s view and market if it most likely represents a market economist’s view.

   a. _________ We must be careful that labour unions do not become too powerful.

   b. _________ Unions can demand such high wages that they price themselves out of a job.

   c. _________ Governments should pass laws that can force unionized workers back to work.

   d. _________ Because of labour unions all workers in Canada are fairly paid and have proper, safe working conditions.

   e. _________ If it weren’t for unions, employers would have all the power. They could be very wealthy, while the workers could be extremely poor.

   f. _________ Because of labour unions, government has passed labour laws that outline rules for collective bargaining.

   g. _________ Labour unions are a way that all citizens can share in a country’s wealth.
Directions: Use Issues for Canadians, pages 229 – 235 to help you with these questions.

1. What happens when workers go on strike?
   workers refuse to work

2. Why do workers go on strike?
   pressure employers to respond to issues that concern workers

3. What is a labour union?
   organization of workers that acts to protect workers’ rights and interests

4. What is collective bargaining?
   negotiating as a group

5. How have labour unions helped workers that do not belong to labour unions?
   Canada adopted labour laws which apply to all workers.

6. Write mixed if the sentence most likely represents a mixed economist’s view and market if it most likely represents a market economist’s view.

   a. market We must be careful that labour unions do not become too powerful.
   b. market Unions can demand such high wages that they price themselves out of a job.
   c. market Governments should pass laws that can force unionized workers back to work.
   d. mixed Because of labour unions all workers in Canada are fairly paid and have proper, safe working conditions.
   e. mixed If it weren’t for unions, employers would have all the power. They could be very wealthy, while the workers could be extremely poor.
   f. mixed Because of labour unions, government has passed labour laws that outline rules for collective bargaining.
   g. mixed Labour unions are a way that all citizens can share in a country’s wealth.
Lesson 6.11

Concept: Chapter Task

Resources/Materials: Issues for Canadians, page 236
Handout 6-4 (student copies – students should already have this)
Handout 6-6 (student copies – students should already have this)
Handout 6-8 (student copies)

Introduction: Briefly review the ideas of planned, mixed and market economies.

Then present the issue: **Should Canada and the United States have a common economic system with limited government involvement?**

Procedure:

1. Briefly have students state some pros and cons.

2. Have students take out Handout 6-6. Tell them to use the handout to help them prepare to write their position papers.

3. Once Handout 6-6 is completed they can use the information to write their position papers.

4. They can use Handout 6-4 to help with more detailed information.

5. Once the position papers are completed, students can assess their work by using Handout 6-8.

Assignments:

1. Use Handouts 6-4 and 6-6 to help organize and plan position paper.
2. Write position paper.
3. Use Handout 6-8 to assess paper.
Reflecting on the Task

Instructions: After you have finished the Chapter 6 task, complete the following self-reflection and goal-setting questions.

1. I can appreciate the values underlying economic decision making in Canada and the United States because...

2. Government economic decision making affects quality of life because...

3. The skills that I think I have improved on most are... because...

4. The areas that were challenging for me in this task are... because...

5. What I would do differently next time:
Lesson 6.12

Concept: Chapter Six Review

Resources/Materials: Issues for Canadians, page 237
Chapter Six Review Sheets


Review that Chapter Six had to do with exploring the different kinds of economies and the founding principles of these economies. These founding principles indicate our ideas and values about citizenship and identity.

Procedure:

1. Tell students it is time to prepare for the Chapter Test.
2. If you like have students do all or part of the Chapter 6 Review on textbook, page 237.
3. OR. Have students complete some or all of the Chapter Six Review sheets.

Assignments:

1. Do are or some of the Chapter 6 Review on page 237 of Issues for Canadians.
2. OR. Have students complete all or part of the Chapter Six Review sheets.
Chapter Six
To what extent do different economic systems affect quality of life?

Review

1. Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>capital privately owned shift right</th>
<th>economic system publicly owned unemployment rate</th>
<th>labour scarcity</th>
<th>land shift left</th>
</tr>
</thead>
</table>

a. ______________________________ percentage of people in the workforce without jobs

b. ______________________________ move toward more government involvement in the economy

c. ______________________________ part of the economy owned and controlled by the government and paid for by taxes

d. ______________________________ money used to create a product or service

e. ______________________________ all materials found in the natural environment needed to produce goods and services

f. ______________________________ the idea that land, labour and capital limit the supply of what people want and need

g. ______________________________ move toward less government involvement in the economy

h. ______________________________ the physical and mental effort needed to produce goods and services

i. ______________________________ part of the economy owned and controlled by individuals and businesses

j. ______________________________ how a society organizes the production, distribution and consumption of goods and services
2. Match the words and phrases to their meanings

<table>
<thead>
<tr>
<th>collective bargaining</th>
<th>competition</th>
<th>consumers</th>
<th>demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>labour union</td>
<td>market economy</td>
<td>mixed economy</td>
<td>monopoly</td>
</tr>
<tr>
<td>planned economy</td>
<td>producers</td>
<td>strike</td>
<td>supply</td>
</tr>
</tbody>
</table>

a. ______________________ those who use products and services
b. ______________________ those who create products and services
c. ______________________ the wants and needs of people for products and services
d. ______________________ the products and services created by people
e. ______________________ rivalry among producers to sell products to consumers
f. ______________________ government makes all the decisions about how to solve scarcity
g. ______________________ combines private and government ownership and control of resources
h. ______________________ individuals and businesses make decisions on how to use resources
i. ______________________ one producer controls all the supply of good or service
j. ______________________ occurs when workers at a jobsite stop working
k. ______________________ negotiating as a group
l. ______________________ an organization of workers that acts to protect workers’ rights, safety and working conditions

3. For each of the situations, write yes if scarcity is a factor and no if it is not.

a. In Alberta medical doctors called pediatricians receive more for their services than to regular family doctors. There are two main reasons for this. First, it takes additional years of training to become a pediatrician; and second, there are relatively few of them. _______

b. Canadian Tire had so many Good Year tires that they decided to put them on sale. _______
c. In Alberta in 2008 there was a huge demand for new houses, but there weren’t enough tradesmen to build them all. The result – contractors had to pay tradesmen more to work, and in turn, the price of houses went up. ______

d. Bill's cabinets are just plain wonderful. He uses special tools that were very expensive to buy. He takes a lot of time to make the perfect cabinets. He doesn't produce many, but those he does make are beautiful – and pricey too. ______

4. For each word, phrase or sentence write **P** if it refers to a planned economy, **MI** if it refers to a mixed economy and **MA** if it refers to a market economy.

a. _____ United States

b. _____ Resources are publicly owned

c. _____ Individuals and governments both make decisions about what to produce.

d. _____ combines private ownership and government control

e. _____ Resources are privately owned.

f. _____ What is best for each person individually adds up to what is best for society.

g. _____ Hutterite colony

h. _____ Individual consumers and government influence economic decision making

i. _____ individual consumers have little influence on economic decision making

j. _____ Government makes all the decisions about how to solve scarcity.

k. _____ Some resources are publicly owned and some are privately owned.

l. _____ Individuals must consider each other and set aside their individual interests to achieve what is best for society.

m. _____ Canada

n. _____ Individual consumers drive economic decision making by choosing what to buy.

o. _____ Government makes decisions on how to use resources.
5. Write **shift right** or **shift left** in each space.

a. If Canada decided to privatize Canada Post, it would be a _________________.

b. If your colony decided to give you an extra thousand dollars a year to spend on whatever you wanted, it would be a _________________.

c. If the Province of Alberta decided to offer free medicines to everyone, it would be a _________________.

d. In October 2009 two twenty-seven year old men broke into the city-owned Calgary Zoo. They made their way over to the enclosure where the tigers were kept. Two fences about three metres apart surrounded the tigers' home. One of the men climbed over the first fence. He then proceeded to put his arms through the spaces in the second fence. One of the tigers then mauled his arms very badly.

Some people say that to prevent incidents like this from happening, the City of Calgary should insist that the zoo officials increase security. These people think there should be a _________________. The political cartoon below appeared in the Lethbridge Herald newspaper on October 8, 2009. What does the political cartoonist think?

6. Read each scenario. Then answer the question.

a. During an economic recession the demand for carpenters went down. What will happen to supply and price?

b. The price of blueberries has gone way up. What will happen to demand and supply?

c. It is difficult to get car windshields. What will happen to price and demand?

d. Just enough pencils are being produced. What will happen to demand and price?
7. Joanne wants to open up a bakery. The three existing bakeries in town sell baking that is very inexpensive because they use cheap ingredients and use machines to make everything. What do you think Joanne should do if she wants to be competitive?

8. Governments get involved in economies for several reasons:
   - Ensure good practices
   - Ensure public safety
   - Ensure basic needs are met
   - Ensure people are fairly treated
   - Others

Read each scenario. Tell why government is involved.

a. In 2009 the Alberta government decided to build a new electrical grid costing billions of dollars to ensure the Albertans has a steady supply of electricity in the future.

b. No meat is allowed to leave a packing plant until a government meat inspector has stamped it indicating that the meat is of a certain quality.

c. The Government of Saskatchewan decided to own its own automobile insurance program because it thought that private companies were making insurance too expensive.

d. In order to become a teacher in Alberta, you must show the government that you have the necessary qualifications.

e. The Canadian government formed a passenger rail company called VIA Rail when both the Canadian Pacific Railway and the Canadian National Railway decided to get out of the passenger rail business.

f. Before a motor vehicle can be sold in Canada, it must have certain pollution controls.
9. From what you read in Chapter 6, how does the Canadian economy foster the development of cultural industries and identity?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. At one time the Canadian government used to give sugar beet farmers subsidies. Sugar beets are the only source of sugar that is raised in Canada. All other sugar is imported. The Canadian government wanted to ensure that Canadians always had a supply of sugar. Most Canadians agreed with the government. What would a market economist most likely say about this subsidy?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

11. In 1967 teachers in rural southern Alberta went on strike for better pay and better working conditions. Many were outraged, but others supported the teachers. What reasons do you think the supporters had for thinking the way they did?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
12. **Short Answer Questions** (You will be asked to answer any two.)

a. Describe either a planned, mixed or market economy. In your description include the founding principle and the characteristics.

b. Describe the three factors of production that interact to create scarcity.

c. Tell about five ways that businesses use to be more competitive.

d. Tell how the Canadian economy fosters cultural industries and identity.

e. Tell how the existence of labour unions reflects the identity of Canadians.

13. **Essay Questions** (You will be asked to answer one.)

a. A market economy works on the principle of supply and demand. Explain this principle in detail, supporting it with specific examples.

b. Describe how the Canadian economy helps to support cultural industries. Do you support the Canadian government using tax dollars in this way? Give reasons for your view.

c. Explain how the Canadian government’s decision making can affect job availability and workers’ quality of life.
Chapter Six
To what extent do different economic systems affect quality of life?

Review

1. Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>capital</th>
<th>privately owned</th>
<th>economic system</th>
<th>publicly owned</th>
<th>labour</th>
<th>scarcity</th>
<th>land</th>
<th>shift right</th>
<th>unemployment rate</th>
<th>shift left</th>
</tr>
</thead>
</table>

a. unemployment rate ___________ percentage of people in the workforce without jobs

b. shift left ___________ move toward more government involvement in the economy

c. publicly owned ___________ part of the economy owned and controlled by the government and paid for by taxes

d. capital ___________ money used to create a product or service

e. land ___________ all materials found in the natural environment needed to produce goods and services

f. scarcity ___________ the idea that land, labour and capital limit the supply of what people want and need

g. shift right ___________ move toward less government involvement in the economy

h. labour ___________ the physical and mental effort needed to produce goods and services

i. privately owned ___________ part of the economy owned and controlled by individuals and businesses

j. economic system ___________ how a society organizes the production, distribution and consumption of goods and services
2. Match the words and phrases to their meanings

<table>
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<tr>
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<th>competition</th>
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</tr>
<tr>
<td>planned economy</td>
<td>producers</td>
<td>strike</td>
<td>supply</td>
</tr>
</tbody>
</table>

a. consumers —— those who use products and services

b. producers —— those who create products and services

c. demand —— the wants and needs of people for products and services

d. supply —— the products and services created by people

e. competition —— rivalry among producers to sell products to consumers

f. planned economy —— government makes all the decisions about how to solve scarcity

g. mixed economy —— combines private and government ownership and control of resources

h. market economy —— individuals and businesses make decisions on how to use resources

i. monopoly —— one producer controls all the supply of good or service

j. strike —— occurs when workers at a jobsite stop working

k. collective bargaining —— negotiating as a group

l. labour union —— an organization of workers that acts to protect workers’ rights, safety and working conditions

3. For each of the situations, write yes if scarcity is a factor and no if it is not.

a. In Alberta medical doctors called pediatricians receive more for their services than to regular family doctors. There are two main reasons for this. First, it takes additional years of training to become a pediatrician; and second, there are relatively few of them.

   yes

b. Canadian Tire had so many Good Year tires that they decided to put them on sale.

   no
c. In Alberta in 2008 there was a huge demand for new houses, but there weren’t enough tradesmen to build them all. The result – contractors had to pay tradesmen more to work, and in turn, the price of houses went up.

4. For each word, phrase or sentence write P if it refers to a planned economy, MI if it refers to a mixed economy and MA if it refers to a market economy.

a. MA United States
b. P Resources are publicly owned
c. MI Individuals and governments both make decisions about what to produce.
d. MI combines private ownership and government control
e. MA Resources are privately owned.
f. MA What is best for each person individually adds up to what is best for society.
g. P Hutterite colony
h. MI Individual consumers and government influence economic decision making
i. P Individual consumers have little influence on economic decision making
j. P Government makes all the decisions about how to solve scarcity.
k. MI Some resources are publicly owned and some are privately owned.
l. P Individuals must consider each other and set aside their individual interests to achieve what is best for society.
m. MI Canada
n. MA Individual consumers drive economic decision making by choosing what to buy.
o. P Government makes decisions on how to use resources.
5. Write **shift right** or **shift left** in each space.

a. If Canada decided to privatize Canada Post, it would be a **shift right**.

b. If your colony decided to give you an extra thousand dollars a year to spend on whatever you wanted, it would be a **shift right**.

c. If the Province of Alberta decided to offer free medicines to everyone, it would be a **shift left**.

d. In October 2009 two twenty-seven year old men broke into the city-owned Calgary Zoo. They made their way over to the enclosure where the tigers were kept. Two fences about three metres apart surrounded the tigers’ home. One of the men climbed over the first fence. He then proceeded to put his arms through the spaces in the second fence. One of the tigers then mauled his arms very badly.

Some people say that to prevent incidents like this from happening, the City of Calgary should insist that the zoo officials increase security. These people think there should be a **shift left**. The political cartoon below appeared in the Lethbridge Herald newspaper on October 8, 2009. What does the political cartoonist think?

6. Read each scenario. Then answer the question.

a. During an economic recession the demand for carpenters went down. What will happen to supply and price?

   **Supply increases** **price decreases**

b. The price of blueberries has gone way up. What will happen to demand and supply?

   **Demand decreases** **supply increases**

c. It is difficult to get car windshields. What will happen to price and demand?

   **Price increases** **demand decreases**

d. Just enough pencils are being produced. What will happen to demand and price?

   **Demand stays same** **price stays same**
7. Joanne wants to open up a bakery. The three existing bakeries in town sell baking that is very inexpensive because they use cheap ingredients and use machines to make everything. What do you think Joanne should do if she wants to be competitive?

Responses may vary
- Offer better quality baking at higher prices
- Discount baking quality and prices more than others

8. Governments get involved in economies for several reasons:
   - Ensure good practices
   - Ensure public safety
   - Ensure basic needs are met
   - Ensure people are fairly treated
   - Others

Read each scenario. Tell why government is involved.

a. In 2009 the Alberta government decided to build a new electrical grid costing billions of dollars to ensure the Albertans has a steady supply of electricity in the future.
   - Ensure basic needs are met

b. No meat is allowed to leave a packing plant until a government meat inspector has stamped it indicating that the meat is of a certain quality.
   - Ensure public safety

c. The Government of Saskatchewan decided to own its own automobile insurance program because it thought that private companies were making insurance too expensive.
   - Ensure people are fairly treated

d. In order to become a teacher in Alberta, you must show the government that you have the necessary qualifications.
   - Ensure good practices / quality

e. The Canadian government formed a passenger rail company called VIA Rail when both the Canadian Pacific Railway and the Canadian National Railway decided to get out of the passenger rail business.
   - Ensure a national icon is preserved
   - Ensure basic service

f. Before a motor vehicle can be sold in Canada, it must have certain pollution controls.
   - Ensure environmental safety
9. From what you read in Chapter 6, how does the Canadian economy foster the development of cultural industries and identity?

- provide subsidies to cultural industries
- Canadian produced art forms more likely to reflect Canadian values and history → reinforce/develop identity

10. At one time the Canadian government used to give sugar beet farmers subsidies. Sugar beets are the only source of sugar that is raised in Canada. All other sugar is imported. The Canadian government wanted to ensure that Canadians always had a supply of sugar. Most Canadians agreed with the government. What would a market economist most likely say about this subsidy?

- forget subsidy
- without subsidy, beet farmers will learn to be more creative and efficient

11. In 1967 teachers in rural southern Alberta went on strike for better pay and better working conditions. Many were outraged, but others supported the teachers. What reasons do you think the supporters had for thinking the way they did?

- teachers have right to strike
- higher wages for teachers will attract more people to the profession
- if teachers receive more pay and better working conditions, other civil servants may also benefit
Lesson 6.13

Concept: Chapter Six Assessment

Resources/Materials: Chapter Six Test

Assess students’ grasp of the skills and knowledge covered in Chapter Six by
- Their work on the Chapter Task
- AND/OR Chapter Six Test
Part A

Directions: Write the letter of the correct answer to each question on the answer sheet. Do not write in this booklet.

Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>a. collective bargaining</th>
<th>b. consumer</th>
<th>c. demand</th>
<th>d. economic system</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. labour union</td>
<td>f. market economy</td>
<td>g. mixed economy</td>
<td>h. planned economy</td>
</tr>
<tr>
<td>i. privately owned</td>
<td>j. producer</td>
<td>k. publicly owned</td>
<td>l. scarcity</td>
</tr>
<tr>
<td>m. shift left</td>
<td>n. shift right</td>
<td>o. supply</td>
<td></td>
</tr>
</tbody>
</table>

1. negotiating as a group
2. an organization of workers that acts to protect workers' rights and interests
3. the way a society organizes the production, distribution and consumption of goods and services
4. the idea that land, labour and money limit the supply of what people want and need
5. the part of the economy owned and controlled by government and paid for by taxes
6. the part of the economy owned and controlled by businesses and individuals
7. making a change toward more government involvement in the economy
8. government makes all the decisions about how to solve scarcity
9. individual who uses goods and services
10. the wants and needs of consumers for products and services
11. individual who creates products and services
12. the products and services created
13. making a change toward less government involvement in the economy
14. economy where private ownership and government ownership are combined
15. economy where the choices of individuals solve scarcity
16. Mixed and market economies share some of the same characteristics.

17. The three factors of production that interact to affect scarcity are land, labour and capital.

18. Canada has a mixed economy while the United States has a market economy.

19. In mixed economies there is usually less cooperation between private business and government than in market economies.

20. A Crown corporation is a company owned by one of the members of the royal family.

21. If a government decided to become less involved in the economy to save money, it would be considered as a shift left.

22. When there is a state of equilibrium, the supply of a product can meet the demand for a product at a particular price.

23. If a company has a monopoly on a product or service, it controls all the supply of that product or service.

24. Governments often intervene in the economy when they want to be sure that their citizens have access to basic services.

25. Overall Canada’s taxes are lower than those in the United States because the United States government provides more goods and services to its citizens than does the Canadian government.

26. When workers go on strike, they are exercising a right outlined in Canada’s labour laws.

Write the letter of the best answer to each question.

27. In economics, land refers to
   a. all the materials found in the natural environment needed to produce goods and services.
   b. all the areas that are suitable for growing food.
   c. the areas of the world where vegetation is used to grow edible things.
   d. all areas that are not covered by water.

28. A free national health care system and a government-controlled postal system are
   a. found only in mixed economies.
   b. found only in planned economies.
   c. are parts of all market economies.
   d. are parts of an economy that is publicly owned.
29. If the people in a country believe that individuals must consider each other and set aside their individual interests to achieve what is best for society, they would best be served by

a. a market economy.
b. a planned economy.
c. an economy where only individuals and businesses control the production, distribution and consumption of goods and services.
d. an authoritarian economy.

30. Canada is considered to have a mixed economy because

a. the government tries to stay clear of economic decisions.
b. it is close to the United States.
c. its economy combines private ownership and government control.
d. it was once a colony of France.

*Use the following information to answer question 31.*

Petro-Canada was set up as a Crown corporation in 1975. It was established to compete with the many foreign-owned oil companies who were developing Canada's oil and gas resources. Petro-Canada has now been sold to private investors, but still remains one of the largest oil and gas companies in Canada.

31. With respect to economics, the above is an example of

a. a shift left.
b. a shift right.
c. a lateral shift.
d. a liberal shift.

*Use the information below to answer question 32.*

The government should not be interfering in our lives. Each of us as individuals has the right to make our own decisions. A society is better off when the stronger survive and the weaker do not. It is a big mistake to think that government should get too involved. A country does well when each of us is motivated to work hard and be creative.

32. The above was most likely written by someone who prefers

a. a planned economy.
b. a mixed economy.
c. a market economy.
d. a combined economy.
Use the following information to answer question 33.

In 2002 the price of pork was the highest it had been for eight years. Because of this, farmers worldwide began to increase the size of their hog operations. Then in 2007 a new strain of influenza started to infect and even kill some people in Mexico. Many of these people were thought to have contracted this influenza while being exposed to pigs. The new strain of influenza was given the name “swine flu”. Almost overnight, thousands of people stopped eating pork. With the increase in hog operation size and the low consumption of pork, the supply of pork for sale shot up.

33. The most likely consequence of the above was

a. the price of pork went up and so did the price.
b. the price of pork went down.
c. the demand for pork went up and the supply went down.
d. the demand for pork went down and the supply went down.

Use the information below to answer question 34.

In the town of Reliance five coffee shops opened within a block of each other. Within a year and a half only two of them were still in business.

34. The fact that only two coffee shops were still in business was most likely due to the effects of

a. competition.
b. production.
c. government control.
d. climate change.

35. Canada Post is the only postal service that serves all communities in Canada. This means that it has a

a. competitive edge.
b. mixed economy.
c. monopoly.
d. duopoly.
<table>
<thead>
<tr>
<th>Miss Gates:</th>
<th>Canada is wonderful because it gives special grants to so many cultural groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Fence:</td>
<td>Our theatre group was able to put on four productions last year, all thanks to a subsidy from The National Arts Council.</td>
</tr>
<tr>
<td>Mr. Pickett:</td>
<td>The existence of the CBC/Radio-Canada helps us Canadians develop our sense of identity.</td>
</tr>
<tr>
<td>Ms. Rail:</td>
<td>Canadian films aren’t very good. The people who make them should have to fund them with their own money. Then the quality would improve.</td>
</tr>
</tbody>
</table>

36. You can infer from the above that the person who least supports the Canadian government trying to maintain and build our collective identities through the arts is

a. Miss Gates.
b. Mrs. Fence.
c. Mr. Pickett.
d. Ms. Rail.

---

Use the information below to answer question 37.

The movie Passchendaele is about a World War I battle in Belgium. It tells the story of how more than 15,000 troops died while fighting for Canada. The costs of producing the film were enormous. The film’s producer was given a total of nine million dollars by governments in Canada so that the project could proceed.

37. Which is likely true about the above?

a. Canada provided the producers of the film with money because it had extra money that year.
b. The producers of the film were given such a huge amount of money because he was the prime minister’s cousin.
c. The battle did not really happen.
d. The Canadian government thought the story told in the film was important to the development of Canada’s identity as a nation.
Use the information below to answer question 38.

<table>
<thead>
<tr>
<th>Unemployment Rates in Canada (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Province/Territory</strong></td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
</tr>
<tr>
<td>Prince Edward Island</td>
</tr>
<tr>
<td>Nova Scotia</td>
</tr>
<tr>
<td>New Brunswick</td>
</tr>
<tr>
<td>Québec</td>
</tr>
<tr>
<td>Ontario</td>
</tr>
<tr>
<td>Manitoba</td>
</tr>
</tbody>
</table>

38. From the information above you can tell that the province or territory where the greatest percentage of the workforce was working was

a. Newfoundland and Labrador.

b. Prince Edward Island.

c. Nunavut.

d. Alberta.

Use the following information to answer question 39.

Let’s be brief, some people think that the government has given labour unions too much power. Other people think that the quality of life of our citizens is better because of the existence of labour unions.

39. Which statement best expresses the issue?

a. To what extent should government get involved in worker rights, safety and interests?

b. Do labour unions decrease our productivity?

c. Are Canada’s workplaces safe?

d. Should Canada adopt a planned economy?
40. **Short Answer Questions** (Answer any two.)

   a. Describe either a planned, mixed or market economy. In your description include the founding principle and the characteristics.

   b. Describe the three factors of production that interact to create scarcity.

   c. Tell about five ways that businesses use to be more competitive.

   d. Tell how the Canadian economy fosters cultural industries and identity.

   e. Tell how the existence of labour unions reflects the identity of Canadians.

41. **Essay Questions** (Answer one.)

   a. A market economy works on the principle of supply and demand. Explain this principle in detail, supporting it with specific examples.

   b. Describe how the Canadian economy helps to support cultural industries. Do you support the Canadian government using tax dollars in this way? Give reasons for your view.

   c. Explain how the Canadian government’s decision making can affect job availability and workers’ quality of life.
Grade Nine Social Studies

Chapter Six
To what extent do different economic systems affect quality of life?

Test
Answer Sheet

1. _______  14. _______
2. _______  15. _______
3. _______  16. _______
4. _______  17. _______
5. _______  18. _______
6. _______  19. _______
7. _______  20. _______
8. _______  21. _______
9. _______  22. _______
10. _______ 23. _______
11. _______ 24. _______
12. _______ 25. _______
13. _______ 26. _______
27. _______
28. _______
29. _______
30. _______
31. _______
32. _______
33. _______
34. _______
35. _______
36. _______
37. _______
38. _______
39. _______
Chapter Six
To what extent do different economic systems affect quality of life?

Test Answer Sheet

1. u  14. y  27. q
2. e  15. f  28. d
3. d  16. t  29. b
4. l  17. t  30. c
5. k  18. t  31. b
6. i  19. f  32. c
7. m  20. f  33. b
8. h  21. f  34. a
9. b  22. t  35. c
10. c  23. t  36. d
11. j  24. t  37. d
12. o  25. f  38. d
13. n  26. t  39. a
Chapter Seven

What role should consumerism play in our economy?

Focus Questions

How does consumer behaviour affect quality of life for individuals and groups in Canada and the U.S.?

What affects the impact of consumerism on the economies of Canada and the U.S.?
Table of Contents

Lesson 7.1   Introduction and the Chapter Task   3
Lesson 7.2   Factors Affecting Consumer Behaviour: Identity   4
Lesson 7.3   Analyzing Media Messages   5
Lesson 7.4   Factors Affecting Consumer Behaviour   6
Lesson 7.5   Impact of Consumerism on the Economics of Canada and United States   7
Lesson 7.6   The Chapter Task   8
Lesson 7.7   Chapter Seven Review   9
Lesson 7.8   Chapter Seven Assessment   10
Lesson 7.1

Concept: Introduction and the Chapter Task

Resources/Materials: Issues for Canadians, pages 238 – 241
Handouts 7-3, 7-4, 7-5 and 7-6 (student copies)
Worksheet #9.7.1 (student copies)

Introduction: “Money leads to happiness.” Write this on the board and discuss with students what it means. Discuss with students if they agree with it. (Most students will probably decide that wealth alone does not automatically mean happiness, but that it makes life more comfortable.)

Explain that in many countries of the world like Canada and the U.S., the health of their economies is linked directly to how much money people spend to buy goods and services. There are some countries, mostly isolated from the Western World, where this is not the case.

Procedure:

1. Explain that Chapter 7 examines how we decide which goods and services we buy and how these reflect our values and identities.

2. Have students turn to textbook, pages 238 and 239. Guide the reading.

   Note that the term “consumerism” implies that being able to buy materials goods should have a prominent place in our existence. The question we must ask ourselves is “To what extent is our quality of life tied to materials goods?”

3. Have students turn to textbook, pages 240 and 241. Go over the Chapter Task.

4. Have students start to collect magazines and newspapers, if they have access to them.

5. Distribute Handouts 7-3, 7-4, 7-5 and 7-6. These are for future reference and also give students an idea of what to be thinking about for their project.


Assignments

2. Do Worksheet #9.7.1.
Directions: Use Issues for Canadians, pages 238 and 239 to help you with these questions.

For each good or service, tell what factor or factors you would consider when choosing each good or service. For example, when buying a truck you might consider the brand, especially if your colony almost always buys a certain brand. At the bottom of the page, add two more goods or services and the factors you would use when selecting them.

1. shoes

2. book

3. pencil

4. breakfast cereal

5. doctor

6. bottle depot

7. chewing gum

8. a hamburger

9.

10.
Answers will vary. Here are some possible responses.

Directions: Use *Issues for Canadians*, pages 238 and 239 to help you with these questions.

For each good or service, tell what factor or factors you would consider when choosing each good or service. For example, when buying a truck you might consider the brand, especially if your colony almost always buys a certain brand. At the bottom of the page, add two more goods or services and the factors you would use when selecting them.

1. shoes  
   **price, colour, comfort, style** must be conservative

2. book  
   **price, genre, if used → condition**

3. pencil  
   **price, brand, quality**

4. breakfast cereal  
   **price, taste, nutritional quality**

5. doctor  
   **reputation, competence, accessibility**

6. bottle depot  
   **location, efficiency, honesty**

7. chewing gum  
   **price, flavour, type (stick, cube, candy-coated)**

8. a hamburger  
   **price, brand, flavourfulness**

9. 

10. 

Worksheet #9.7.1
Lesson 7.2

Concept: Factors Affecting Consumer Behaviour: Identity

Resources/Materials: Issues for Canadians, pages 242 – 245
    Worksheet #9.7.2a (optional) (student copies)
    Worksheet #9.7.2b (harder) (student copies)
    Worksheet #9.7.2c (easier) (student copies)

Introduction: Discuss Worksheet #9.7.1, which students did for the last lesson. Discuss the kinds of factors students used in making purchase decisions. Explain that the first part of Chapter 7 deals with some of the factors people usually use when making a decision about what to buy.

Procedure:

1. To further develop the idea that consumerism has a major impact on the economy of a country, discuss how the production of one commodity not only provides jobs to those making the product, but also produces spin-off jobs.

   Example: milk production – milk producers, feed providers, truckers, dairy workers, packaging manufacturers, truck manufacturers, fuel producers and providers, etc. Furthermore, all these people need services from banks, schools, stores, etc. Then these people need food, clothing, housing, health care, etc.

2. Have students turn to textbook, pages 242 and 243. Guide the reading of the pages. Establish the idea that although price is an important factor when choosing a good or service, it is not the only one.

3. Discuss the idea that we often associate how much and the quality of the goods and services we can buy, with our quality of life and our identity.

4. Have students turn to textbook, pages 244 and 245. Guide the reading of the opening paragraph. Then tell students to read the remainder of these pages.

5. Distribute Worksheet #9.7.2a OR Have students to this exercise in their notebooks. Go over the directions.

6. Distribute Worksheet #9.7.2b or Worksheet #9.7.2c. Go over the directions.

Assignments:

2. Do Worksheet #9.7.2a or do the exercise in notebook.
3. Do Worksheet #9.7.2b or Worksheet #9.7.2c.
Directions: When consumers purchase goods and services, their actions mean that many others then have employment. On the lines below list all the different kinds of employment that exist because your colony exists. See if you can come up with at least twenty-five.
Directions: When consumers purchase goods and services, their actions mean that many others then have employment. On the lines below list all the different kinds of employment that exist because your colony exists. See if you can come up with at least twenty-five.

Answers will vary.
Check for jobs having to do with production, distribution and consumption.
Check for "spin-off" jobs.
Factors Affecting Consumer Behaviour: Identity

Directions: Use Issues for Canadians, pages 244 and 245 to answer the questions.

Often the choices we make have a lot to do with the way we see ourselves; that is, our identity. For example, if you like to buy things at garage sales, you may think of yourself as someone who spends money wisely and is not wasteful. Being a wise user of money is part of your identity.

For each of the following, tell how the choices you or your colony makes reflect your identity. (Don’t forget that your beliefs and values are part of your identity.)

1. choosing material for making clothing

2. buying eye glasses

3. choosing a piece of farm machinery like a grain seeder

4. choosing a dentist

5. buying a toy
Factors Affecting Consumer Behaviour: Identity

Directions: Use Issues for Canadians, pages 244 and 245 to answer the questions.

Often the choices we make have a lot to do with the way we see ourselves; that is, our identity. For example, if you like to buy things at garage sales, you may think of yourself as someone who spends money wisely and is not wasteful. Being a wise user of money is part of your identity.

Answers will vary.

For each of the following, tell how the choices you or your colony makes reflect your identity. (Don’t forget that your beliefs and values are part of your identity.)

1. choosing material for making clothing
   - colour/pattern
   - type → easy to take care of
   - quality → washable, durable

2. buying eye glasses
   - style → conservative
   - price

3. choosing a piece of farm machinery like a grain seeder
   - usually prefer latest in technology
   - brand
   - degree of efficiency and functionality
   - price

4. choosing a dentist
   - accessibility
   - competence
   - price

5. buying a toy
   - price
   - potential for enjoyment
   - age-appropriateness
Directions: Use Issues for Canadians, pages 244 and 245 to answer the questions.

Read what each of the students has to say about how they decide what to buy. Decide how what they said reflects their identities. Write the names of the students whom you think might have each of the following as part of their identity. (You may choose more than one.)

1. _______________________________________________________________________
   • like to conform (that is, be like the others)

2. _______________________________________________________________________
   • creative and original

3. _______________________________________________________________________
   • spend money wisely

4. _______________________________________________________________________
   • want to feel like a celebrity

5. _______________________________________________________________________
   • likes things of good quality

6. _______________________________________________________________________
   • practical

7. _______________________________________________________________________
   • want the latest

8. _______________________________________________________________________
   • prefer to “do my own thing”
Directions: Use Issues for Canadians, pages 244 and 245 to answer the questions.

Read what each of the students has to say about how they decide what to buy. Decide how what they said reflects their identities. Write the names of the students whom you think might have each of the following as part of their identity. (You may choose more than one.)

1. **Jordan**
   - like to conform (that is, be like the others)

2. **Thao**
   - creative and original

3. **Meagan**
   - spend money wisely

4. **Jordan, Meagan (maybe) Mackenzie**
   - want to feel like a celebrity

5. **Jordan Thao**
   - likes things of good quality

6. **Meagan Thao**
   - practical

7. **Jordan**
   - want the latest

8. **Thao Mackenzie**
   - prefer to “do my own thing”
Lesson 7.3

Concept: Analyzing Media Messages

Resources/Materials: Issues for Canadians, pages 246 and 247
   Ads from newspapers, flyers, magazines, etc.
   Handout 7-6 (students may already have this)

Introduction: Review that the Chapter Task creating a media message communicating how marketing affects consumer behaviour. Explain that today’s lesson will give them practice in analyzing media messages.

Procedure:


2. Have students choose an ad from a newspaper, flyer, magazine or any other source.

3. Have students analyze their ad using textbook, page 247. They can record their findings on Handout 7-6.

4. Once students have completed their analyses, they can share their findings with the others, in class.

Assignments:

1. Read Issues for Canadians, pages 246 and 247.
2. Analyze an advertisement; record findings on Handout 7-6.
Lesson 7.4

Concept: Factors Affecting Consumer Behaviour

Resources/Materials: Issues for Canadians, pages 248 – 256
Handout 7-8 (optional) (student copies)
Worksheet #9.7.4a and #9.7.4b (harder) (student copies)
Worksheet #9.7.4c and #9.7.4d (easier) (student copies)

Introduction: Review that our consumer choices most often reflect our identity. Explain that for most purchases we take into consideration several factors. Today students are going to examine two more factors: health and safety and jobs.

Procedure:


2. Tell students to return back to textbook, page 248 and finish reading all of pages 248 – 256.

3. If you like, distribute Handout 7-8. Direct student to take notes on each of the factors that influence consumer behaviour and record them on the sheet. Alternately, have them record their notes in their notebooks.
   
   If you would like students to do an activity as an alternative to Handout 7-8, have them do the worksheets. (point #4 below)

4. Distribute either Worksheet #9.7.4a and #9.7.4b or Worksheet #9.7.4c and #9.7.4d. Go over the directions.

NOTE: Worksheet #9.7.4b asks students to draw a political cartoon about consumerism. Some students may need some guidance with this activity.

Assignments:

1. Read Issues for Canadians, pages 248 – 256.
2. Do Handout 7-8.
3. OR. Do either Worksheet #9.7.4a and #9.7.4b or Worksheet #9.7.4c and #9.7.4d.
Factors Influencing Consumer Behaviour

**Instructions:** Use the following chart to organize your ideas about the factors that influence consumer behaviour on pages 244 to 255 of your textbook.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td></td>
</tr>
<tr>
<td>Health and Safety</td>
<td></td>
</tr>
<tr>
<td>Jobs</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, pages 248 – 256 to help you with these questions.

Health and Safety:

1. What are some things about health and safety you would consider when buying
   a. a motor vehicle?

2. Governments often pass legislation having to do with health and safety. For example, in Canada baby car seats must be of a certain design and strength. Some people think that the governments should have fewer health and safety regulations; others say there should be more. What do you think? Tell why?

Jobs:

Whenever you purchase a good or a service, you are helping to create jobs. Some people say that we should always try to buy Canadian-made goods and services even if they are more expensive because that means more jobs for Canadians. Others say that choosing a product because it is Canadian only makes Canadians industries less efficient and competitive. How do you feel?
Environment:

Consumers must decide how the products and service they purchase affect the environment. There are many environmentally friendly products available today, and they are gaining in popularity. Some people choose not to buy these products because they can be more expensive and sometimes they are not as effective. To what extent should environmental impact be a factor when buying products and services?

Marketing:

Page 255 of Issues for Canadians lists some advertising techniques. Read each of the following. Tell what advertising technique it is using to get people to buy.

1. The users of Crest toothpaste have 30% fewer cavities.

2. All the kids have one and so should you. Buy the “Homework Machine”.

3. Singer Jimmy Closky loves to snack on Tiny Bits and so will you.

4. Don’t risk your grandmother falling and tripping in the dark. Make sure she has a Duralast flashlight.

5. Quacker Oats – for folks like you and me.

6. Everyone will want to be your friend if you use Listerless mouth wash.

Cartoons about Consumerism:

Examine the political cartoons on textbook, page 256. Think about an issue or observation you think is important where consumerism is concerned. Draw your own political cartoon on a separate sheet of paper.
Factors Affecting Consumer Behaviour

Directions: Use Issues for Canadians, pages 248 – 256 to help you with these questions.

Health and Safety:

1. What are some things about health and safety you would consider when buying
   a. a motor vehicle? passenger compartment safety; crash impact safety
   ____________________________
   ____________________________
   ____________________________

   b. snack food? nutritional quality; trans fat; quantity/presence
   ____________________________
   ____________________________
   ____________________________

2. Governments often pass legislation having to do with health and safety. For example, in Canada baby car seats must be of a certain design and strength. Some people think that the governments should have fewer health and safety regulations; others say there should be more. What do you think? Tell why?
   Answers will vary.
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

Jobs:

Whenever you purchase a good or a service, you are helping to create jobs. Some people say that we should always try to buy Canadian-made goods and services even if they are more expensive because that means more jobs for Canadians. Others say that choosing a product because it is Canadian only makes Canadians industries less efficient and competitive. How do you feel?
   Answers will vary.
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
Environment:

Consumers must decide how the products and service they purchase affect the environment. There are many environmentally friendly products available today, and they are gaining in popularity. Some people choose not to buy these products because they can be more expensive and sometimes they are not as effective. To what extent should environmental impact be a factor when buying products and services?

Answers will vary.

Marketing:

Page 255 of Issues for Canadians lists some advertising techniques. Read each of the following. Tell what advertising technique it is using to get people to buy.

1. The users of Crest toothpaste have 30% fewer cavities.
   scientific appeal

2. All the kids have one and so should you. Buy the "Homework Machine".
   bandwagon effect

3. Singer Jimmy Closky loves to snack on Tiny Bits and so will you.
   testimonial

4. Don’t risk your grandmother falling and tripping in the dark. Make sure she has a Duralast flashlight.
   emotional appeal

5. Quacker Oats – for folks like you and me.
   plain folks appeal

6. Everyone will want to be your friend if you use Listerless mouth wash.
   glittering generalities

Cartoons about Consumerism:

Examine the political cartoons on textbook, page 256. Think about an issue or observation you think is important where consumerism is concerned. Draw your own political cartoon on a separate sheet of paper.
**Factors Affecting Consumer Behaviour**

**Directions:** Use *Issues for Canadians*, pages 248 – 256 to help you with these questions.

**Health and Safety:**

From what you read on textbook, pages 248 and 249 and your own ideas, what are some reasons for and reasons against governments having regulations about product health and safety?

<table>
<thead>
<tr>
<th>Reasons For Governments Having Regulations</th>
<th>Reasons Against Governments Having Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To what extent do you feel health and safety influence consumer choices?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

**Jobs:**

1. Examine the textbook, page 250 where the types of workers involved in manufacturing, distributing and selling a pen are listed. If bought a bottle of perfume, what kinds of workers would be involved? Make a list similar to the one in your textbook.
Environment:

1. Read textbook, pages 252 and 253. Which of the following **best** reflects the issue involved as consumers consider environmental issues when choosing products and services?
   - Is our environment changing?
   - How do consumers know when a product is bad for the environment?
   - To what extent should effects on the environment be considered when selecting products and services?

2. Examine the information at the bottom of textbook, pages 252 and 253. The author’s message is most likely that when manufacturing products like a ball point pen
   - many different jobs are created.
   - there is a huge impact on the environment.
   - different parts are made using different types of materials.

3. The popularity of organic foods and environmentally household cleaners is mainly due to
   - government regulations.
   - advertising.
   - consumer demand.

Marketing

Examine the advertisements on textbook, page 254. Then read about the different techniques advertisers use to get consumers to buy certain products. Which technique is used in these advertisements

1. “Now” ________________________________

2. “It’s Just Coffee” _____________________________

3. “Renew Yourself” ________________________________
Factors Affecting Consumer Behaviour

Directions: Use Issues for Canadians, pages 248 – 256 to help you with these questions.

Health and Safety:

From what you read on textbook, pages 248 and 249 and your own ideas, what are some reasons for and reasons against governments having regulations about product health and safety?

<table>
<thead>
<tr>
<th>Reasons For Governments Having Regulations</th>
<th>Reasons Against Governments Having Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• consumer products are healthier and safer</td>
<td>• limits consumer choice</td>
</tr>
<tr>
<td>• consumers are given information they need to make choices</td>
<td>• removes responsibility for some choices from the individual and puts it on the government</td>
</tr>
</tbody>
</table>

To what extent do you feel health and safety influence consumer choices?

Answers will vary.

Jobs:

1. Examine the textbook, page 250 where the types of workers involved in manufacturing, distributing and selling a pen are listed. If bought a bottle of perfume, what kinds of workers would be involved? Make a list similar to the one in your textbook.

<table>
<thead>
<tr>
<th>Laboratory Workers</th>
<th>Lab Equipment Manufacturers</th>
<th>Store Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• scientists</td>
<td>• glass workers</td>
<td>• salespersons</td>
</tr>
<tr>
<td>• perfume experts</td>
<td>• metal workers</td>
<td>• marketers</td>
</tr>
<tr>
<td>• cleaning staff</td>
<td>• support staff</td>
<td>• managers</td>
</tr>
<tr>
<td>Packaging</td>
<td>Transport Workers</td>
<td>Other</td>
</tr>
<tr>
<td>• ink makers</td>
<td>• truckers</td>
<td>• lawyer</td>
</tr>
<tr>
<td>• cardboard manufacturer</td>
<td>• warehouse</td>
<td>• banker</td>
</tr>
<tr>
<td>• glass container makers</td>
<td>• health care workers</td>
<td>• health care workers</td>
</tr>
<tr>
<td>plastic cap maker</td>
<td></td>
<td>• educators</td>
</tr>
</tbody>
</table>

Worksheet #9.7.4c
2. Cities, towns, and provinces prefer consumers to purchase goods and services that are locally made. That is because the more locally made products people buy, the more jobs are created for local people. To what extent do you think “where” a product is made influences which products and services consumers buy?

Answers will vary.

Environment:

1. Read textbook, pages 252 and 253. Which of the following best reflects the issue involved as consumers consider environmental issues when choosing products and services?
   - Is our environment changing?
   - How do consumers know when a product is bad for the environment?
   - To what extent should effects on the environment be considered when selecting products and services?

2. Examine the information at the bottom of textbook, pages 252 and 253. The author's message is most likely that when manufacturing products like a ball point pen
   - many different jobs are created.
   - there is a huge impact on the environment.
   - different parts are made using different types of materials.

3. The popularity of organic foods and environmentally household cleaners is mainly due to
   - government regulations.
   - advertising.
   - consumer demand.

Marketing

Examine the advertisements on textbook, page 254. Then read about the different techniques advertisers use to get consumers to buy certain products. Which technique is used in these advertisements

1. “Now” _______ scientific appeal _______ glittering generalities _______

2. “It’s Just Coffee” _______ testimonials _______ emotional appeal _______

3. “Renew Yourself” _______ scientific appeal _______
Lesson 7.5

Concept: Impact of Consumerism on the Economies of Canada and the United States

Resources/Materials: Issues for Canadians, pages 257 – 263
Chart Paper (optional)
Worksheet #9.7.5a and #9.7.5b (harder) (student copies)
Worksheet #9.7.5c and #9.7.5d (easier) (student copies)

Introduction: Ask students to speculate on what they would do if they were given one million dollars to with as they pleased. The governments of market and mixed economies prefer that people spend money. Discuss why. (Create more jobs.)

“How do people with lots of money feel about consumerism compared to those who have little money?” (that is, identity, values, motivation) (Generally, those societies with larger amounts of purchasing power are more likely to equate success with possession of material goods; those societies with smaller amounts of purchasing power are more likely to value relationships.)

Explain that today’s lesson is about the effects that consumerism has on the economies of Canada and the United States.

Procedure:

1. Briefly review that factors that go into the choices that consumers make: identity, health and safety, the environment, jobs, marketing.


3. Have the students read the comic on textbook, pages 258 – 260. Discuss the choices the boy made and why.

4. Have students turn to textbook, page 261. If you have the time, briefly discuss the questions in boldface type. Otherwise, have students independently read pages 261 – 263.

5. Distribute Worksheets #9.7.5a and #9.7.5b or Worksheets #9.7.5c and #9.7.5d. Go over the directions.

6. If you like, instead of doing the worksheets, divide the class into three groups. Have each group print one to the questions in boldface type on textbook, page 261 at the top of their chart. Then in point form or other appropriate way, have them respond to the question.

Assignments:

1. Read Issues for Canadians, pages 257 – 263.
2. Do either Worksheets #9.7.5a and #9.7.5b or Worksheets #9.7.5c and #9.7.5d.
3. ALTERNATELY. Have groups or individuals write one of the questions from textbook, page 261 at the top of a sheet of chart paper. Then use the information from this section to respond to the question in point-form or other appropriate way.
The Impact of Consumerism on the Economies of Canada and the United States

Directions: Use Issues for Canadians, pages 257 – 263 to help you with these questions.

1. Think of the ideas from all of Chapter 7 when answering these questions.
   a. How does consumerism affect quality of life?

<table>
<thead>
<tr>
<th>Positive Ways</th>
<th>Negative Ways</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b. How does prosperity affect consumerism? To answer this, decide which of the following you think is true.

   - The more money people have, the less they are willing to spend.
   - The more money people have, the more they want to save.
   - The more money people have, the more likely they are to spend.
   - The more money people have, the more likely they are to get lazy.

   Which of these statements do you think are true? You may choose more than one.

   - The more people are willing to spend, the poorer the country gets.
   - The more people are willing to spend, the more jobs that are created.
   - The more people are willing to spend, the better wealthier the country becomes.
   - The more people are willing to spend, the greater the risk they might overspend.

   Which of these statements do you think are true? You may choose more than one.

   - The more money a country’s citizens have, the more likely its citizens measure their success by the quality and quantity of the goods they own.
   - The more money a country’s citizens have, the less likely its citizens measure their success by the quality and quantity of the goods they own.
   - The amount of money a country’s citizens have is a good way to decide whether they are good people or not.
   - The amount of money a country’s citizens have is a good indicator of the country’s standard of living.
c. How does prosperity differ regionally? Think about the founding principles of Canada and the United States (pages 206 and 208). In very general terms, Canada was founded on the idea of different kinds of people getting along, while the United States was founded on the idea that an individual can get ahead if he works hard and does not give up.

How do you think these two different ways of thinking have affected the way each country measures quality of life?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Groups of people boycott the buying of particular products and services for different reasons. Some boycotts are successful in getting producers to make changes; others are not.

Pretend you and your friends had found out that a very popular brand of carpet was made using child labour. You have decided that you will organize a boycott of that brand of carpet. What do you think you would have to do to make your boycott successful?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Impact of Consumerism on the Economies of Canada and the United States

Directions: Use Issues for Canadians, pages 257 – 263 to help you with these questions.

1. Think of the ideas from all of Chapter 7 when answering these questions.

   a. How does consumerism affect quality of life?

<table>
<thead>
<tr>
<th>Positive Ways</th>
<th>Negative Ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>• greater product/service choice</td>
<td>• more emphasis on material goods</td>
</tr>
<tr>
<td>• promotes creativity and work ethics</td>
<td>• human relationships can take second</td>
</tr>
<tr>
<td>• can increase standard of living</td>
<td>seat to acquisition of things</td>
</tr>
<tr>
<td>• consumer has power through the choices he/she</td>
<td>• environment threatened</td>
</tr>
<tr>
<td>makes</td>
<td>• can lead to waste when people buy just because</td>
</tr>
<tr>
<td></td>
<td>they can</td>
</tr>
</tbody>
</table>

b. How does prosperity affect consumerism? To answer this, decide which of the following you think is true.

   - The more money people have, the less they are willing to spend.
   - The more money people have, the more they want to save.
   - The more money people have, the more likely they are to spend.
   - The more money people have, the more likely they are to get lazy.

Which of these statements do you think are true? You may choose more than one.

   - The more people are willing to spend, the poorer the country gets.
   - The more people are willing to spend, the more jobs that are created.
   - The more people are willing to spend, the better wealthier the country becomes.
   - The more people are willing to spend, the greater the risk they might overspend.

Which of these statements do you think are true? You may choose more than one.

   - The more money a country’s citizens have, the more likely its citizens measure their success by the quantity and quality of the goods they own.
   - The more money a country’s citizens have, the less likely its citizens measure their success by the quality and quantity of the goods they own.
   - The amount of money a country’s citizens have is a good way to decide whether they are good people or not.
   - The amount of money a country’s citizens have is a good indicator of the country’s standard of living.
c. How does prosperity differ regionally? Think about the founding principles of Canada and the United States (pages 206 and 208). In very general terms, Canada was founded on the idea of different kinds of people getting along, while the United States was founded on the idea that an individual can get ahead if he works hard and does not give up.

How do you think these two different ways of thinking have affected the way each country measures quality of life? Canadians may be a bit more likely to give efforts to ensure that all citizens have basic needs met, while U.S. are a bit more likely to put responsibility for meeting basic needs on each individual.

2. Groups of people boycott the buying of particular products and services for different reasons. Some boycotts are successful in getting producers to make changes; others are not.

Pretend you and your friends had found out that a very popular brand of carpet was made using child labour. You have decided that you will organize a boycott of that brand of carpet. What do you think you would have to do to make your boycott successful?

Answers will vary

* have a significantly sizable group
* reason for boycotting must seem plausible and important enough
* boycott must be organized
* reason for boycott must be well-communicated
The Impact of Consumerism on the Economies of Canada and the United States

Directions: Use Issues for Canadians, pages 257 – 263 to help you with these questions.

1. Read the comic on pages 258 – 260.
   a. What influences John's behaviour as a consumer? ______________________________
      ______________________________
      ______________________________
   b. How does John's income affect his decisions? ______________________________
      ______________________________
      ______________________________

2. How does consumerism affect quality of life?

   To answer this, first rank these indicators of quality of life from 1 (most important) to 10 (least important).
   ___ family       ___ religion       ___ friends       ___ environment
   ___ health       ___ nice home       ___ nice clothes    ___ fellow citizens
   ___ nice vacation ___ having lots of nice extras (e.g., computer)

   How do you think each of these people would answer the question How does consumerism affect quality of life?

   a. Don who thinks that owning a nice large home, having nice clothes and lots of extras are most important?
      ______________________________
      ______________________________
   b. Joanna who thinks that family, friends and health are the most important?
      ______________________________
      ______________________________
   c. Sandy who thinks that religion and the environment are the most important?
      ______________________________
      ______________________________
3. **How does prosperity affect consumerism?**

Think about a colony other than your own. In your opinion is it more prosperous, less prosperous or equally as prosperous as your colony. How does that colony’s spending compare to yours?

___________________________________________________________________________

___________________________________________________________________________

From what you decided, how would you answer the question *How does prosperity affect consumerism*?

___________________________________________________________________________

___________________________________________________________________________

4. **How does prosperity differ regionally?**

Look at the map and the sidebar on textbook, page 261. Rank North America’s three largest countries in order from wealthiest to poorest.

___________________________________________________________________________

Why do you think some countries like the United States and Canada are so much more prosperous than others like Mexico?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

5. **Boycotts.** For the most part boycotts are a good way for consumers to have power over producers. Generally, there are positive effects from groups who successfully boycott particular goods and services. There can be negative effects however.

Pretend that a group of boycotters was successful in shutting down a factory that was emitting too many pollutants in the air. For whom might this be a negative outcome?

___________________________________________________________________________

___________________________________________________________________________

Worksheet #9.7.5d
The Impact of Consumerism on the Economies of Canada and the United States

Directions: Use Issues for Canadians, pages 257 – 263 to help you with these questions.

1. Read the comic on pages 258 – 260.
   a. What influences John’s behaviour as a consumer? mostly affordability

   b. How does John’s income affect his decisions? cannot buy what he necessarily wants; has to settle for what he can afford.

2. How does consumerism affect quality of life?

   To answer this, first rank these indicators of quality of life from 1 (most important) to 10 (least important).

   ____ family  ____ religion  ____ friends  ____ environment
   ____ health  ____ nice home  ____ nice clothes  ____ fellow citizens
   ____ nice vacation  ____ having lots of nice extras (e.g., computer)

   How do you think each of these people would answer the question How does consumerism affect quality of life?

   a. Don who thinks that owning a nice large home, having nice clothes and lots of extras are most important?
      Consumerism improves quality of life

   b. Joanna who thinks that family, friends and health are the most important?
      Consumerism threatens importance of relationships, family, friends and health

   c. Sandy who thinks that religion and the environment are the most important?
      Consumerism can or has potential for citizens to place less emphasis on religion and the environment, and more on acquisition of material goods.
3. How does prosperity affect consumerism?

Think about a colony other than your own. In your opinion is it more prosperous, less prosperous or equally as prosperous as your colony. How does that colony’s spending compare to yours?

Answers will vary. Usually the more prosperous a colony the more it will spend on people’s wants as opposed to needs.

From what you decided, how would you answer the question How does prosperity affect consumerism?
Prosperity usually fuels consumerism.

4. How does prosperity differ regionally?

Look at the map and the sidebar on textbook, page 261. Rank North America’s three largest countries in order from wealthiest to poorest.

U.S., Canada, Mexico

Why do you think some countries like the United States and Canada are so much more prosperous than others like Mexico?

Answers may vary.

U.S./Canada → more highly educated population

5. Boycotts. For the most part boycotts are a good way for consumers to have power over producers. Generally, there are positive effects from groups who successfully boycott particular goods and services. There can be negative effects however.

Pretend that a group of boycotters was successful in shutting down a factory that was emitting too many pollutants in the air. For whom might this be a negative outcome?

People who work at the factory itself, suppliers, distributors.

Worksheet #9.7.5d
Lesson 7.6

Concept: The Chapter Task

Resources/Materials: Issues for Canadians, page 264
Handouts 7-3, 7-4, 7-5 and 7-6 (students may already have these)
Handout 7-7 (student copies)

Introduction: Review the question around which the Chapter Task is focused. (To what extent does marketing affect consumer behaviour?)

Procedure:

1. Brainstorm with students some ideas they might want to include in their presentations.


3. Allow students time to work on their presentations.

4. Once finished, have them complete Handout 7-7.

Assignments:

2. Complete the Chapter Task.
Lesson 7.7

Concept: Chapter Seven Review

Resources/Materials: Issues for Canadians, page 265
                                Chapter Seven Review Sheets

Introduction: Explain that Chapter 7 is now finished and it is time to prepare for a test.

Procedure:

1. Briefly go over the main concept in the unit as worded on the Focus Questions.

2. Have students do all or some of the Chapter 7 Review on textbook, page 265.

3. ALTERNATELY. Have students do all or part of the Chapter Seven Review sheets.

Assignments:

1. Do all or part of the Chapter 7 Review on Issues for Canadians, page 265

2. ALTERNATELY. Do all of part of the Chapter Seven Review sheets.
Chapter Seven
What role does consumerism play in our economy?

Review

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>consumerism</th>
<th>boycott</th>
<th>marketing</th>
<th>gross domestic product</th>
<th>prosperity</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ___________ the activities a business carries out with the aim of getting consumers to buy its products and services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. ___________ how well off an individual or group is</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. ___________ decision by a group of consumers not to buy a certain product</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. ___________ a way to estimate how well off people are in a country</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. ___________ economic theory that links consumer demand for goods and services with prosperity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Answer true or false.

a. _________ Some degree of consumerism is central to any market economy.

b. _________ Consumer choice is important in mixed and market economies.

c. _________ The greater the gross domestic product of a country, generally, the higher its standard of living.

d. _________ Consumerism guaranteed that the wealth of a country will be spread evenly among its citizens.

e. _________ Consumerism can lead to waste.

f. _________ The greater emphasis a society has on consumerism, the more likely it will emphasize relationships among family and friends.

g. _________ Governments have no meaningful role to play in consumer choice.

h. _________ Boycotts are most effective when large groups of people support the boycott.
3. Read the following information. Then answer the questions.

<table>
<thead>
<tr>
<th>Todd:</th>
<th>When I choose a product, I look to see where it is made. If there are two similar products of similar quality, I buy the one that is made in Canada. Why? It’s good for employment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belinda:</td>
<td>I don’t like to buy junk. You’re crazy if you think you are doing anybody any good if you buy something that is only going to last a couple weeks. You’re much better off getting something that will last, even if you have to pay more. Anything you buy requires the use of raw materials. Raw materials are most often non-renewable resources. In the end, buying goods that will last helps to save the planet.</td>
</tr>
<tr>
<td>Brad:</td>
<td>My purchases reflect who I am. I don’t like sticking out like a sore thumb. I want to look and behave like I belong.</td>
</tr>
<tr>
<td>Elaine:</td>
<td>What’s the number one thing I look for when deciding what to buy? Functionality – will it do what I want it to do? Then I look at price. I want things that won’t harm my family in any way. Quality of life does not just mean and more and better things, it has more to do more with having a happy, healthy and safe life.</td>
</tr>
<tr>
<td>Fred:</td>
<td>When I see something new advertised in a magazine or newspaper, man, I just have to have it. I like to be the first one to have something. I guess I look at myself as somewhat of a trendsetter. I will sacrifice a lot of things to buy the latest.</td>
</tr>
</tbody>
</table>

a. Which of the above would you say sees him/herself most as a belonging to a group?  
   ____________

b. Who is probably most conscious of the environment when making consumer choices?  
   ____________

c. Who is most conscious of job creation when buying goods/services? ____________

d. If you were a marketer for a new product or service, whom would you target?  
   ____________

e. Who seems most likely to emphasize product safety? ____________

f. Which of the following would be the best title for the information in the box?
   - We Are All Unique
   - Factors That Guide Consumer Choices
   - Foolish and Wise Consumers
   - Perspectives on Department Stores
4. Examine the political cartoons below. Then answer the questions on the next page.

Political Cartoon I

Political Cartoon II

Political Cartoon III
a. Which of the following best expresses the message of Political Cartoon I?

- Consumerism often leads to valuing material goods over relationships with family and friends.
- A benefit of consumerism is that individuals are more prone to working harder and being more creative.
- The more people have, the happier they are.
- Consumerism raises a country's standard of living.

b. Which of the following best expresses the message of Political Cartoon II?

- Drug addition is a very expensive habit.
- The amount of crime in the country is climbing steadily.
- Consumerism has led to more people becoming drug abusers.
- The desire to make money has led to selfishness and disregard for others.

c. Examine Political Cartoon III. It's message is

- "Buy while you still have the money."
- "Evil comes from buying things you really do not need."
- similar to that of Political Cartoon I.
- similar to that of Political Cartoon II.

d. A common theme of all three political cartoons is

- consumerism is a good indicator of quality of life.
- economic growth due to increased consumer spending is a positive sign.
- consumerism has its pluses and minuses.
- there is a negative side to promoting consumerism as a way to improve prosperity.

e. What kind of message would a political cartoon have that had the opposite message from these political cartoons?

- The more we all spend, the better off we will all be.
- No one's goal should be just to make more and more money.
- Money leads to happiness.
- Buy, but only what you can afford.
5. List six techniques that advertisers use in the marketing campaigns.

6. Examine *Issues for Canadians*, pages 248 and 249. Government plays a significant role in helping consumers make choices. Many say there should be more government regulations regarding health and safety. Others say there are too many. Fill in the chart with reasons for and against more government regulation with respect to product/service health and safety.

<table>
<thead>
<tr>
<th>Reasons for More Government Regulation</th>
<th>Reasons Against More Government Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Complete the chart to show the positive and negative views of consumerism.

<table>
<thead>
<tr>
<th>Positive Views of Consumerism</th>
<th>Negative Views of Consumerism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What is the relationship between prosperity and consumerism?

- The more prosperous people are, the less they will spend.
- Prosperity has nothing to do with the amount people will spend.
- The more prosperous people are, the more they will spend.
- Prosperity is not related to consumerism.

9. How is gross domestic product (GDP) related to consumerism?

- GDP has nothing to do with consumerism.
- GDP is a measure of how much people spend on products only.
- GDP is a measure of how much people spend on services only.
- GDP is an indicator of the amount that consumerism adds to the economy.

10. Define *boycott*.
11. **Short Answer Questions** (You will be asked to answer any two.)

a. How does identity affect consumer behaviour?

b. How are jobs affected by consumerism? Give an example from the student book or from class.

c. How can boycotts empower groups?

d. How does government intervention in food product labelling affect consumer choice?

e. Why do views on consumerism differ regionally in North America?

12. **Essay Questions** (You will be asked to answer one.)

a. Marketers use a variety of techniques to get consumers to buy their products and services. Name and explain these techniques and give examples.

b. What are the advantages and disadvantages of an economy relying heavily on consumerism?

c. What is the connection between consumerism and the environment? Be sure to support your response with specific examples.
Chapter Seven
What role does consumerism play in our economy?

Review

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>consumerism</th>
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<th>gross domestic product</th>
<th>prosperity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>marketing</strong></td>
<td>the activities a business carries out with the aim of getting consumers to buy its products and services.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>prosperity</strong></td>
<td>how well off an individual or group is</td>
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<tr>
<td><strong>boycott</strong></td>
<td>decision by a group of consumers not to buy a certain product</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>gross domestic product</strong></td>
<td>a way to estimate how well off people are in a country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>consumerism</strong></td>
<td>economic theory that links consumer demand for goods and services with prosperity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Answer true or false.

a. **true**  Some degree of consumerism is central to any market economy.

b. **true**  Consumer choice is important in mixed and market economies.

c. **true**  The greater the gross domestic product of a country, generally, the higher its standard of living.

d. **false**  Consumerism guaranteed that the wealth of a country will be spread evenly among its citizens.

e. **true**  Consumerism can lead to waste.

f. **false**  The greater emphasis a society has on consumerism, the more likely it will emphasize relationships among family and friends.

g. **false**  Governments have no meaningful role to play in consumer choice.

h. **true**  Boycotts are most effective when large groups of people support the boycott.
3. Read the following information. Then answer the questions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Todd</td>
<td>When I choose a product, I look to see where it is made. If there are two similar products of similar quality, I buy the one that is made in Canada. Why? It’s good for employment.</td>
</tr>
<tr>
<td>Belinda</td>
<td>I don’t like to buy junk. You’re crazy if you think you are doing anybody any good if you buy something that is only going to last a couple weeks. You’re much better off getting something that will last, even if you have to pay more. Anything you buy requires the use of raw materials. Raw materials are most often non-renewable resources. In the end, buying goods that will last helps to save the planet.</td>
</tr>
<tr>
<td>Brad</td>
<td>My purchases reflect who I am. I don’t like sticking out like a sore thumb. I want to look and behave like I belong.</td>
</tr>
<tr>
<td>Elaine</td>
<td>What’s the number one thing I look for when deciding what to buy? Functionality – will it do what I want it to do? Then I look at price. I want things that won’t harm my family in any way. Quality of life does not just mean and more and better things, it has more to do more with having a happy, healthy and safe life.</td>
</tr>
<tr>
<td>Fred</td>
<td>When I see something new advertised in a magazine or newspaper, man, I just have to have it. I like to be the first one to have something. I guess I look at myself as somewhat of a trendsetter. I will sacrifice a lot of things to buy the latest.</td>
</tr>
</tbody>
</table>

a. Which of the above would you say sees him/herself most as a belonging to a group? **Brad**

b. Who is probably most conscious of the environment when making consumer choices? **Belinda**

c. Who is most conscious of job creation when buying goods/services? **Todd**

d. If you were a marketer for a new product or service, whom would you target? **Fred**

e. Who seems most likely to emphasize product safety? **Elaine**

f. Which of the following would be the best title for the information in the box?

- We Are All Unique
- Factors That Guide Consumer Choices
- Foolish and Wise Consumers
- Perspectives on Department Stores
4. Examine the political cartoons below. Then answer the questions on the next page.

Political Cartoon I

Political Cartoon II

Political Cartoon III

'Spot the Addict...
Lies, steals, ruins other people's lives... Anything to get hold of more.'

'Lies, steals, ruins other people's lives... Anything to get hold of more.'

'This dining set can be yours with no payments until next year, at which point we charge you double and dump you in boiling oil! Great! We'll take it!'
a. Which of the following best expresses the message of Political Cartoon I?

- Consumerism often leads to valuing material goods over relationships with family and friends.
- A benefit of consumerism is that individuals are more prone to working harder and being more creative.
- The more people have, the happier they are.
- Consumerism raises a country's standard of living.

b. Which of the following best expresses the message of Political Cartoon II?

- Drug addiction is a very expensive habit.
- The amount of crime in the country is climbing steadily.
- Consumerism has led to more people becoming drug abusers.
- The desire to make money has led to selfishness and disregard for others.

c. Examine Political Cartoon III. It’s message is

- "Buy while you still have the money."
- "Evil comes from buying things you really do not need."
- similar to that of Political Cartoon I.
- similar to that of Political Cartoon II.

d. A common theme of all three political cartoons is

- consumerism is a good indicator of quality of life.
- economic growth due to increased consumer spending is a positive sign.
- consumerism has its pluses and minuses.
- there is a negative side to promoting consumerism as a way to improve prosperity.

e. What kind of message would a political cartoon have that had the opposite message from these political cartoons?

- The more we all spend, the better off we will all be.
- No one's goal should be just to make more and more money.
- Money leads to happiness.
- Buy, but only what you can afford.
5. List six techniques that advertisers use in the marketing campaigns.

- **Bandwagon effect** - buy because everyone else is
- **Emotional appeal** - buy because of fear or strong desire
- **Glittering generalities** - relate product to words/images that promise everything but do not deliver
- **Plain folk appeal** - relate to everyday people
- **Testimonials** - use experts/celebrities to speak for product/service
- **Scientific appeal** - use scientific data

6. Examine Issues for Canadians, pages 248 and 249. Government plays a significant role in helping consumers make choices. Many say there should be more government regulations regarding health and safety. Others say there are too many. Fill in the chart with reasons for and against more government regulation with respect to product/service health and safety.

<table>
<thead>
<tr>
<th>Reasons for More Government Regulation</th>
<th>Reasons Against More Government Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• improves product knowledge for consumers</td>
<td>• government should not interfere with the marketplace</td>
</tr>
<tr>
<td>• protects citizens from harm</td>
<td>• consumers should take responsibility for their choices, not government</td>
</tr>
<tr>
<td>• governments have resources and power to stand up to businesses</td>
<td>“Freedom of choice”</td>
</tr>
</tbody>
</table>

7. Complete the chart to show the positive and negative views of consumerism.

<table>
<thead>
<tr>
<th>Positive Views of Consumerism</th>
<th>Negative Views of Consumerism</th>
</tr>
</thead>
<tbody>
<tr>
<td>• leads to prosperity</td>
<td>• places attainment of material goods over relationships</td>
</tr>
<tr>
<td>• fosters work ethic, creativity</td>
<td>• can lead to greed and self-absorption</td>
</tr>
</tbody>
</table>
8. What is the relationship between prosperity and consumerism?

- The more prosperous people are, the less they will spend.
- Prosperity has nothing to do with the amount people will spend.
- The more prosperous people are, the more they will spend.
- Prosperity is not related to consumerism.

9. How is gross domestic product (GDP) related to consumerism?

- GDP has nothing to do with consumerism.
- GDP is a measure of how much people spend on products only.
- GDP is a measure of how much people spend on services only.
- GDP is an indicator of the amount that consumerism adds to the economy.

10. Define *boycott*.

A *decision by a group of consumers not to buy a certain product or service.*
Lesson 7.8

Concept: Chapter Seven Assessment

Resources/Materials: Chapter Seven Test

Teachers can choose from a variety of student work as an assessment of Chapter 7.

- Chapter Task
- Chapter Seven Test
- Daily Work
Grade Nine Social Studies

Chapter Seven
What role does consumerism play in our economy?

Test

Part A

Write the letter of the correct answer to each question on the answer sheet. **Do not write in this booklet.**

Match the words and phrases in the box to their meanings.

<table>
<thead>
<tr>
<th>a. boycott</th>
<th>b. consumerism</th>
<th>c. gross domestic product</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. marketing</td>
<td>e. prosperity</td>
<td></td>
</tr>
</tbody>
</table>

1. economic theory that links prosperity to consumer demand for goods and services, and that makes consumer behaviour central to economic decision making.

2. how well off a person or group is

3. the activities a business undertakes in order to get consumers to buy its products

4. decision by consumers to stop buying a product or service as a way to bring about change

5. a measure of the amount of wealth a country’s economy generates.

Write **T** for true and **F** for false.

6. There is no relationship between marketing and consumerism.

7. A fundamental characteristic that guides market economies is that consumers have choice in what they buy.

8. If a country has a high gross domestic product, it means that all its citizens' basic needs are being met.

9. Generally, in a market economy, when a business creates environmentally friendly products it is because of consumer demand.

10. Boycotts are effective, even if only a handful of people are part of it.
Write the letter of the best answer to each question.

Use the following information to answer question 11.

North America’s auto industry used to depend on consumers purchasing new cars every two or three years. Because of consumer pressure and foreign competition, today’s cars are better built, safer and have longer warranties. So, consumers use their cars longer and don’t buy new cars as frequently. When they do buy cars, they may choose one made in Asia or Europe. This has been a big adjustment for the North American automobile companies and the labour unions representing their workers.

11. From the information above you can infer that changes in the North American automobile industry have an impact on

   a. automobile style.
   b. jobs.
   c. government regulations.
   d. foreign investment.

Use the following information to answer questions 12 – 14.

Blaine: When I buy furniture, I look for things that are unique. I don’t want the same thing that all my friends and neighbours have. I also want to make sure that what I buy is eco-friendly. Of course if it’s not comfortable, I’m not buying it.

Lily: It doesn’t matter what I buy, I want it to be the best quality. There is no use buying something, and then three months later it’s no good. For me, that means buying brand names. Sure the other stuff may less expensive, but it’s probably no good. Also if you want to be in style, you’ve got to follow the trends.

Blake: I’d say my friends are the biggest influence on what I buy. What I really don’t like is when everyone else has one kind of thing and I have another. It makes me feel out of place. I guess you could say that I like conformity.

Sandy: I’d like to have a lot of things, but I simply cannot afford to buy everything that I would like. It is just reality. Brand names are important; sometimes I have to settle for a little less quality. I have also come to realize that if you buy brand-named items, you are paying for the name too.

12. The person who would most likely be least influenced by peer pressure would be

   a. Blaine.
   b. Lily.
   c. Blake.
   d. Sandy.
13. The person who is most likely to reflect the saying “You get what you pay for.” is
   a. Blaine.
   b. Lily.
   c. Blake.
   d. Sandy.

14. *Thrifty, sensible, kind, independent, group member* are most likely words to describe the identity of
   a. Blaine.
   b. Lily.
   c. Blake.
   d. Sandy.

*Use the information below to answer questions 15 and 16.*

![Diagram showing factors affecting consumer choice]
15. The political cartoon reflects the factor that completes the diagram. This factor is
   a. age.
   b. wealth.
   c. marketing.
   d. budgeting.

16. The Government of Canada requires that any foods sold must contain a list of ingredients. This practice is most related to
   a. identity.
   b. health and safety.
   c. environment
   d. jobs.

Use the information below to answer question 17.

17. What is the message of the political cartoon?
   a. Consumerism can lead to wasteful spending.
   b. Consumerism provides work for many.
   c. Consumerism is good for the economy.
   d. Consumerism helps citizens attain well-furnished rooms.

18. In advertising the use of testimonials
   a. means that experts offer scientific information about a product.
   b. is now banned by the Government of Canada.
   c. uses ordinary citizens to speak for the product.
   d. uses celebrities or experts to speak for a product.
Use the information below to answer question 19.

<table>
<thead>
<tr>
<th>Positive Views</th>
<th>Negative Views</th>
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<tbody>
<tr>
<td>• creates jobs</td>
<td></td>
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<tr>
<td>• raises the overall standard of living</td>
<td></td>
</tr>
<tr>
<td>• creates incentives for individuals to work hard and be creative</td>
<td></td>
</tr>
<tr>
<td>• places too much value on material goods</td>
<td></td>
</tr>
<tr>
<td>• leads to overspending</td>
<td></td>
</tr>
<tr>
<td>• leads to people borrowing too much</td>
<td></td>
</tr>
<tr>
<td>• people tend to focus more on themselves and less on the welfare of others</td>
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</tbody>
</table>

19. An appropriate name for this chart could be
   a. How does prosperity affect consumerism?
   b. How does consumerism affect quality of life?
   c. Factors that influence consumer spending.
   d. Standard of Living

Use the information below to answer question 20.

Animal rights groups decided not to buy products of some cosmetic companies in 2007, because the companies used animals to test their products. Some cosmetic companies view animal testing as the most effective way to determine the safety of the products for customers.

20. The action of the animal rights group in the above paragraph is called a

   a. walkout.
   b. strike.
   c. boycott.
   d. demonstration.
Use the information below to answer questions 21 and 22.

Source I

"What I do with my money is my business. I worked hard to get to where I am. All of that noise by environmentalists is a bunch of baloney, designed to cheat those of us who are successful out of more tax dollars."

- Businessman

Source II

"NO PLASTIC BAGS, PLEASE, I DON'T WANT TO CONTRIBUTE TO GLOBAL WARMING!"

Source III

I'M NOT SURE WHAT IT IS BUT IT WAS IN THE SALE SO WE THOUGHT WE'D BETTER GET ONE BEFORE THEY SOLD OUT

21. Which of the sources is/are most critical of the effects of consumerism?

a. Sources I and II  
b. Source II  
c. Source III  
d. Sources II and III

22. Which of the following sources most tries to emphasize that in a consumerist society, spending often becomes a goal in itself?

a. Source I  
b. Source II  
c. Source III  
d. Sources II and III
23. **Short Answer Questions** (Answer any two.)

a. How does identity affect consumer behaviour?

b. How are jobs affected by consumerism? Give an example from the student book or from class.

c. How can boycotts empower groups?

d. How does government intervention in food product labelling affect consumer choice?

e. Why do views on consumerism differ regionally in North America?

24. **Essay Questions** (Answer one.)

a. Marketers use a variety of techniques to get consumers to buy their products and services. Name and explain these techniques.

b. What are the advantages and disadvantages of an economy relying heavily on consumerism?

c. What is the connection between consumerism and the environment? Be sure to support your response with specific examples.
Grade Nine Social Studies

Chapter Seven
What role should consumerism play in our economy?

Test
Answer Sheet

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<td>17.</td>
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<td>3.</td>
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<td>11.</td>
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<td>7.</td>
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<td>15.</td>
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</table>

Score: _______

Name: ____________________________
Grade Nine Social Studies

Chapter Seven
What role should consumerism play in our economy?

Test
Answer Sheet

1. b
2. e
3. d
4. a
5. c
6. F
7. T
8. F
9. T
10. F
11. b
12. a
13. b
14. d
15. c
16. b
17. a
18. d
19. b
20. c
21. c
22. c
Chapter Eight

To what extent should Canadians support social programs and taxation?

Focus Questions

How do decisions about social programs and taxation in Canada and the U.S. attempt to meet the needs of citizens?

What values shape the economic policies of political parties on social programs and taxation?
Grade Nine Social Studies
Issues for Canadians

Grade 9 Social Studies

Chapter Eight

Table of Contents

Lesson 8.1  Introduction and the Chapter Task  3
Lesson 8.2  Social Programs: Canada and the U.S.  4
Lesson 8.3  Health Care as a Social Program  5
Lesson 8.4  Chapter Task: Building Consensus in a Group  6
Lesson 8.5  The Connection Between Taxation and Social Programs  7
Lesson 8.6  Political Platforms  8
Lesson 8.7  Political Parties and Social Programs  9
Lesson 8.8  The Chapter Task  10
Lesson 8.9  Chapter Eight Review  11
Lesson 8.10  Chapter Eight Assessment  12
Lesson 8.1

Concept: Introduction and the Chapter Task

Resources/Materials: Issues for Canadians, pages 266 – 269
Handouts 8-3, 8-4, 8-5 and 8-6 (student copies)
Worksheets #9.8.1a and #9.8.1b (harder) (student copies)
Worksheets #9.8.1c and #9.8.1d (easier) (student copies)

Introduction: Write the number $68,600 on the board. Have students speculate as to what this figure represents. Explain that the median household income in Canada in 2008 was that amount.

Then write 20% on the board. This was the average amount that Canadians paid in income taxes. Income taxes are taxes you pay on what you make. Have students calculate 20% of $68,600. ($13,720) Ask students to speculate about how the governments of Canada and Alberta spend our tax dollars.

Procedure:

1. Ask students to recall the founding principle of Canada from Chapter 6, p. 206: peace, order and good government. Recall that Canada has traditionally tried to promote diverse peoples getting along and using government to foster that process. Although Canada has a lot of market economy characteristics, Canadians favour using tax dollars to ensure that all Canadians have basic needs met.

2. Have students turn to textbook, page 266. Guide the reading of pages 266 and 267. Emphasize the concept of social programs.

3. Then have students turn to textbook, pages 268 and 269. With students go over the Chapter Task. Note that the presentation is to be verbal with support from graphics which can be on chart paper, etc.

4. Distribute Handouts 8-3 to 8-6. Students can keep these for use as needed as work on the Chapter Task progresses.

5. Distribute Worksheets #9.8.1a and #9.8.1b. The purpose of these sheets is to help clarify the meaning of social programs. OR Worksheets #9.8.1c and #9.8.1d. The purpose of these worksheet is to familiarize students with the general chapter contents.

Assignments:

1. Read Issues for Canadians, pages 266 – 269.
2. Do Worksheets #9.8.1a and #9.8.1b OR Worksheets #9.8.1c and #9.8.1d.
Directions: Use Issues for Canadians, pages 266 and 267 to help you with these questions.

The primary goals of social programs are to reduce economic inequalities and promote the well-being of citizens. Tell how each of the following would help governments achieve the goals of social programs. The information at the bottom of the next page may help you.

1. equality of women

2. child care

3. employment insurance

4. income assistance

5. health care

Worksheet #9.8.1a
6. senior citizens pensions

7. education

8. affordable housing

9. child protection services

**equality of women**: equal pay and working conditions regardless of gender

**child care**: care for children

**employment insurance**: income for the unemployed

**income assistance**: income for those unable to work

**health care**: medical care

**senior citizens pensions**: income for seniors

**education**: schooling

**affordable housing**: low-cost homes

**child protection services**: keep children safe from abusive situations
Directions: Use Issues for Canadians, pages 266 and 267 to help you with these questions.

The primary goals of social programs are to reduce economic inequalities and promote the well-being of citizens. Tell how each of the following would help governments achieve the goals of social programs. The information at the bottom of the next page may help you.

1. equality of women promotes putting women on par with

   men

   

2. child care would make care of children affordable for

   situations where child care is needed, most often outside

   the home

   

3. employment insurance individuals still able to meet basic

   needs until they are able to find employment

   

4. income assistance all individuals able to meet their basic

   needs, even if they are unable to be functionally employed

   

5. health care all citizens entitled to have medical care, regardless

   of income

   

Worksheet #9.8.1a
6. senior citizens pensions  Individuals able to meet basic needs in their retirement years

7. education  Assures equitable quality of education for all

8. affordable housing  Low income earners able to live in housing that is of good standard

9. child protection services  Children are removed from homes if they are physically, psychologically or emotionally being abused

equality of women: equal pay and working conditions regardless of gender
child care: care for children
employment insurance: income for the unemployed
income assistance: income for those unable to work
health care: medical care
senior citizens pensions: income for seniors
education: schooling
affordable housing: low-cost homes
child protection services: keep children safe from abusive situations
Directions: Look through Chapter Eight to find the answers to these questions.

1. Besides health care, name two other social programs we have in Canada.

2. What are the five principles set out in the Canada Health Act?

3. How are senior citizens' pensions provided in the United States?

4. What U.S. law provides income assistance for its citizens who are unable to provide for their own basic needs?

5. On page 277, what is “The trouble with public health care?”

6. How do governments raise money to pay for social programs?

7. How is it that even grade nine students who usually do not earn any income, pay taxes?

8. How much of the federal government’s budget goes to pay for health and social services?
9. What is a political party’s platform?

10. In a strict market economy, what would be the government’s policy on social programs?

11. How many political parties are there in Canada in 2007? ____________

12. How many political parties are there in the United States? ____________

13. Who was the “father of Canada’s health care system?” __________________________

14. What does URL stand for? __________________________

15. How old do citizens have to be to join most political parties in Canada? ____________
Directions: Look through Chapter Eight to find the answers to these questions.

1. Besides health care, name two other social programs we have in Canada.
   - pensions for senior citizens
   - income assistance

2. What are the five principles set out in the Canada Health Act?
   - publicly administered
   - comprehensive
   - universal
   - portable
   - accessible

3. How are senior citizens’ pensions provided in the United States?
   - generally individuals support themselves through personal savings and pension plans

4. What U.S. law provides income assistance for its citizens who are unable to provide for their own basic needs?
   - Social Security Act

5. On page 277, what is “The trouble with public health care?”
   - becoming unaffordable

6. How do governments raise money to pay for social programs?
   - taxes

7. How is it that even grade nine students who usually do not earn any income, pay taxes?
   - pay GST

8. How much of the federal government’s budget goes to pay for health and social services?
   - 42%
9. What is a political party’s platform?
   - its official policies

10. In a strict market economy, what would be the government’s policy on social programs?
    - government provides no social programs

11. How many political parties are there in Canada in 2007? 5 (as listed in text)

12. How many political parties are there in the United States? 2

13. Who was the “father of Canada’s health care system”? Tommy Douglas


15. How old do citizens have to be to join most political parties in Canada? 14
Lesson 8.2

Concept: Social Programs: Canada and the U.S.

Resources/Materials: Issues for Canadians, pages 270 – 275
   Handout 8-8 (student copies)
   Handout 8-9 (harder) (student copies)
   Worksheet #9.8.2a and #9.8.2b (easier) (student copies)

Introduction: Review that taxes are a government’s way of collecting money so that it can provide services to its citizens. For most governments social programs use up one of the largest, if not the largest portion of the taxes they take in. The aim of social programs is to provide for the basic needs of all citizens.

Procedure:

1. Have students turn to textbook, page 270. Guide the reading. Emphasize that our values as a country determine the amount of resources we will direct towards social programs.

2. Guide textbook, pages 271. Be sure to clarify the meanings of “health care”, “pensions for senior citizens” and “income assistance”.

3. Explain that there are some similarities between the social programs delivered by Canada and the United States, but there are some important differences as well. These similarities and differences stem from our collective values. (If necessary, review that United States values individualism whereas Canada values individualism, but at the same time a concern for the well-being of others.)


5. Distribute Handout 8-8. Go over the directions.

6. Distribute Handout 8-9 or Worksheets #9.8.2a and #9.8.2b. Go over the directions.

Assignments:

2. Do Handout 8-8.
3. Do either Handout 8-9 or Worksheets #9.8.2a and #9.8.2b.
Directions: Use Issues for Canadians, pages 270 – 275 to help you with the questions.

1. Fill in the spaces with the missing words.

What are social programs?

- Social programs aim to reduce economic ________________ in society and promote the well-being of all citizens.
- Social programs can include health care, pensions for ______________ citizens, income assistance, education, affordable ________________, child protection services, ______________ insurance, child care, and other programs administered by the government.
- The decision by a government to provide, or not provide, social programs comes from different economic ________________ and different ________________.
- In Canada, governments generally ________________ the idea of using taxes to provide services to citizens. In the U.S., governments support this ________________ less.
- Canada has ________________ ________________ ________________ while the U.S. has private health care.
- With public health care, ________________ pay for the costs.
- With private health care, ________________ pay for the costs.
- In the U.S., many people buy ________________ ________________ to cover the costs of care.

2. Write Canada if the statement applies to social programs in Canada. Write U.S. if the statement applies to social programs in the United States. Write both, if it applies to both Canada and the United States.

a. ___________ Almost all social programs are funded with tax dollars.

b. ___________ Some social programs are funded with tax dollars.

c. ___________ Social programs are based on the underlying values that stress the importance of individuality and freedom of choice.

d. ___________ Social programs are based on the belief that all citizens should have their basic needs met by government. One of government’s roles is to help diverse peoples live in harmony.
e. _________ Health care is publicly funded.

f. _________ Health care is privately funded, except for those with low incomes. Their health care is funded with tax dollars.

g. _________ In general, federal laws determine principles regarding social programs.

h. _________ The federal government can pass laws that affect the way that provinces carry out their responsibilities where social programs are concerned.

i. _________ The federal and provincial governments fund the health care system.

j. _________ The Canada Health Act outlines how the health care system should operate.

k. _________ All citizens aged 65 and older receive a pension, if they have lived in Canada for at least ten years.

l. _________ Income assistance is provided to citizens who are unable to meet their basic needs. Both federal and provincial governments fund this through tax dollars.

m. _________ Senior citizens and their families are responsible, for the most part, for providing for the needs of seniors.

n. _________ Seniors generally support themselves through personal savings and private pension plans.

o. _________ Each province decides what services will be paid for by taxes.

p. _________ The Old Age Security Act outlines regulations having to do with pensions for senior citizens.

q. _________ The founding principle upon which social program funding is based is “peace, order and good government.”

r. _________ The founding principle upon which social program funding is based is “life, liberty and the pursuit of happiness.”

s. _________ The constitution does not identify particular federal and state responsibilities where social programs are concerned

t. _________ Federal taxes tend to be lower because less is spent on social programs.

u. _________ Federal taxes tend to be higher because more is spent on social programs.
Directions: Use Issues for Canadians, pages 270 – 275 to help you with the questions.

1. Fill in the spaces with the missing words.

What are social programs?

- Social programs aim to reduce economic inequalities in society and promote the well-being of all citizens.
- Social programs can include health care, pensions for senior citizens, income assistance, education, affordable housing, child protection services, employment insurance, child care, and other programs administered by the government.
- The decision by a government to provide, or not provide, social programs comes from different economic philosophies and different values.
- In Canada, governments generally support the idea of using taxes to provide services to citizens. In the U.S., governments support this idea less.
- Canada has public health care while the U.S. has private health care.
- With public health care, taxes pay for the costs.
- With private health care, individuals pay for the costs.
- In the U.S., many people buy health insurance to cover the costs of care.

2. Write Canada if the statement applies to social programs in Canada. Write U.S. if the statement applies to social programs in the United States. Write both, if it applies to both Canada and the United States.

a. Canada Almost all social programs are funded with tax dollars.

b. U.S. Some social programs are funded with tax dollars.

c. U.S. Social programs are based on the underlying values that stress the importance of individuality and freedom of choice.

d. Canada Social programs are based on the belief that all citizens should have their basic needs met by government. One of government’s roles is to help diverse peoples live in harmony.
e. **Canada** Health care is publicly funded.

f. **U.S.** Health care is privately funded, except for those with low incomes. Their health care is funded with tax dollars.

g. **U.S.** In general, federal laws determine principles regarding social programs.

h. **Canada** The federal government can pass laws that affect the way that provinces carry out their responsibilities where social programs are concerned.

i. **Canada** The federal and provincial governments fund the health care system.

j. **Canada** The Canada Health Act outlines how the health care system should operate.

k. **Canada** All citizens aged 65 and older receive a pension, if they have lived in Canada for at least ten years.

l. **Canada** or Both Income assistance is provided to citizens who are unable to meet their basic needs. Both federal and provincial governments fund this through tax dollars.

m. **U.S.** Senior citizens and their families are responsible, for the most part, for providing for the needs of seniors.

n. **U.S.** Seniors generally support themselves through personal savings and private pension plans.

o. **Canada** Each province decides what services will be paid for by taxes.

p. **Canada** The Old Age Security Act outlines regulations having to do with pensions for senior citizens.

q. **Canada** The founding principle upon which social program funding is based is “peace, order and good government.”

r. **U.S.** The founding principle upon which social program funding is based is “life, liberty and the pursuit of happiness.”

s. **U.S.** The constitution does not identify particular federal and state responsibilities where social programs are concerned.

t. **U.S.** Federal taxes tend to be lower because less is spent on social programs.

u. **Canada** Federal taxes tend to be higher because more is spent on social programs.
Lesson 8.3

Concept: Health Care as a Social Program

Resources/Materials: Issues for Canadians, pages 276 – 278
Worksheet #9.8.3a (harder) (student copies)
Worksheet #9.8.3b (easier) (student copies)

Introduction: Review that in Canada, health care is largely publicly funded; in the U.S. it is largely privately funded. What is common to health care in both countries is that the cost of health care is rising at a very high rate. People in both countries are called for reforms to the way health care is delivered.

Discuss how high costs would be handled in a privately funded system. (Wealthier people could pay the higher costs, but lower income people would have to do without health care.)
Discuss how high costs would be handled in a publicly funded system. (More funding would have to be injected into the system. Wait times would increase. Quality of care could be affected.)

Procedure:

1. Have students turn to textbook, page 276. With students read the opening paragraph.
3. If you like, assign some or all students to do question #2 on textbook, page 278.
4. Distribute either Worksheet #9.8.3a or Worksheet #9.8.3b. Go over the directions.

Assignments:

1. Read Issues for Canadians, pages 276 and 277.
2. Do Worksheet #9.8.3a or #9.8.3b.
**Grade Nine Social Studies**  
**Issues for Canadians**  

**Health Care**

**Directions:** Use *Issues for Canadians*, pages 276 and 277 to complete this page. Examine the views expressed on these pages. Then complete the chart.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>How these Problems Should be Addressed</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Worksheet #9.8.3a
### Health Care

**Directions:** Use *Issues for Canadians*, pages 276 and 277 to complete this page. Examine the views expressed on these pages. Then complete the chart.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rising costs</td>
<td>long wait-times</td>
<td>public health care becoming unaffordable</td>
<td>long wait times</td>
</tr>
<tr>
<td></td>
<td>number of citizens without health insurance</td>
<td>cost</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How these Problems Should be Addressed</th>
<th>rising costs → computerize health records and eliminate lawsuits against doctors</th>
<th>must be consistent with principles of universality and equitable health care system</th>
<th>make health care into a business</th>
<th>better communication and coordination among hospitals</th>
</tr>
</thead>
</table>
Directions: Use Issues for Canadians, pages 276 and 277 to help you with these questions.

A word or phrase in each of these sentences is incorrect. Cross out the incorrect words and phrases and write the correct words and phrases.

   - The first problem with the Canadian health care system is rising costs.
   - In order to reduce costs we have to computerize health records and maintain wasteful lawsuits against doctors.
   - The second problem is the number of Americans without health care providers.
   - Private health care insurance needs to be made more costly.

   - Canadians have paid their taxes to support our system of private health care.
   - One of the problems with the present system is they are waiting too long for unnecessary procedures.
   - The health care system needs innovation. Any innovation will have to be consistent with the principles of elitist accessible and equitable public health care system embodied in the Canada Health Act.

3. Fraser Institute (2007)
   - Rising public health care will mean decreased taxes, as governments attempt to cover spiralling health care costs.
   - Government funding leads to efficiencies, such as high costs and long wait times.
   - Health care would improve if it were made into a business. Health care providers would then compete for patients and profits, creating an incentive to provide the worst care at the lowest prices.

   - In the public health care system, wait times are not a problem.
   - Wait times can be improved with better communication and coordination among hospitals. Privatizing health care will benefit those would cannot afford to pay.
Directions: Use Issues for Canadians, pages 276 and 277 to help you with these questions.

A word or phrase in each of these sentences is incorrect. Cross out the incorrect words and phrases and write the correct words and phrases.

   - The first problem with the Canadian health care system is rising costs.
   - In order to reduce costs we have to computerize health records and maintain wasteful lawsuits against doctors.
   - The second problem is the number of Americans without health care providers.
   - Private health care insurance needs to be made more costly.

   - Canadians have paid their taxes to support our system of public health care.
   - One of the problems with the present system is they are waiting too long for unnecessary procedures.
   - The health care system needs innovation. Any innovation will have to be consistent with the principles of access to affordable and equitable public health care system embodied in the Canada Health Act.

3. Fraser Institute (2007)
   - Rising public health care will mean decreased taxes, as governments attempt to cover spiralling health care costs.
   - Government funding leads to efficiencies, such as high costs and long wait times.
   - Health care would improve if it were made into a business. Health care providers would then compete for patients and profits, creating an incentive to provide the best care at the lowest prices.

   - In the public health care system, wait times are not a problem.
   - Wait times can be improved with better communication and coordination among hospitals. Privatizing health care will benefit those who can afford to pay.
Lesson 8.4

Concept: Chapter Task: Building Consensus in a Group

Resources/Materials: Issues for Canadians, pages 279 and 280
Handouts 8-3 and 8-4 (students may already have these)

Introduction: Discuss that in a democratic society, many decisions are made by voting. One of the problems with this system is that there is often a winner and a loser.

Another system of decision making is called consensus. It was used extensively by one of Canada’s First Nations, the Haudenosaunee.

Procedure:


2. If you like, Handouts 8-3 and 8-4 may help with the “Try this!” activity outlined on textbook, page 280.

Assignments:

1. Read Issues for Canadians, page 279 and 280.
2. Do the “Try this!” activity on textbook, page 280. Use Handout 8-3 AND/OR 8-4, if desired.
Lesson 8.5

Concept: The Connection Between Taxation and Social Programs

Handout 8-10 (student copies)
AND/OR Worksheets #9.8.5a and #9.8.5b (harder) (student copies)
Worksheets #9.8.5c and #9.8.5d (easier) (student copies)

Introduction: Explain that in general, taxes in Canada are higher than in the United States. Ask students to speculate as to why. One reason is because Canada’s social programs are more extensive than those in the United States.

The result is that in Canada, citizens have less money to spend as they choose, because a certain amount of their earnings goes to taxes. On the other hand, in the U.S., citizens have more money to spend as they choose.

Procedure:


2. Explain that an individual or business is required to tell the federal government how much money he or she made during any calendar year. The provincial and federal governments then take that information and determine how much income tax is owed based on earnings.

Some people try to get away from paying as much tax as they should be not declaring all of their income. This is called tax evasion. Tax evasion is against the law. It can be done in several ways.

Tax evasion is a concern with respect to social programs because if people are not paying all the taxes they should, this impacts the amount of tax money that governments can spend on social programs.

3. Have students turn to textbook, pages 282 – 285. Have them read these pages to find out how the federal and Alberta governments spend tax revenues and learn more about tax evasion.

4. You might want students to do the “Connect the big ideas” activity at the bottom of textbook, page 285.

5. Distribute Handout 8-10. Go over the directions.

6. OR Distribute Worksheets #9.8.5a and #9.8.5b or Worksheets #9.8.5c and #9.8.5d.

Assignments:

2. Do the “Connect the big ideas” activity, page 285.
3. Do Handout 8-10
4. OR. Do either Worksheets #9.8.5a and #9.8.5b or Worksheets #9.8.5c and #9.8.5d.
Taxes and Social Programs

Directions: Use Issues for Canadians, pages 281 – 285 to answer the questions.

1. Governments have two sources of tax revenues. What are they and on what are they based?

_____________________________________________________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________________________________________________

2. From the circle graphs on textbook, page 282, determine what portion of tax revenues were spent by the federal government and by the Alberta government in 2007.

_____________________________________________________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________________________________________________________

3. Based on your understanding of taxation and social programs, do you believe the distribution of tax dollars indicated in these graphs is appropriate? Does the distribution reflect values you support? Give reasons for your responses.

_____________________________________________________________________________________________________________________________________________________________________

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Worksheet #9.8.5a
4. Sometimes governments raise tax rates in order to gain more revenues to pay for more social programs. This can have positive and negative consequences with respect to quality of life. Tell about one of each.

Positive Consequence: __________________________________________

______________________________________________________________

Negative Consequence: _________________________________________

______________________________________________________________

5. What impact does tax evasion have on social programs?

________________________________________________________________

________________________________________________________________


________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Directions: Use Issues for Canadians, pages 281 – 285 to answer the questions.

1. Governments have two sources of tax revenues. What are they and on what are they based?

   - **income tax** - based on what you earn
   - **sales tax** - based on what you spend on products and services

2. From the circle graphs on textbook, page 282, determine what portion of tax revenues were spent by the federal government and by the Alberta government in 2007.

   - **federal** 42.4%
   - **Alberta** 48.6%

3. Based on your understanding of taxation and social programs, do you believe the distribution of tax dollars indicated in these graphs is appropriate? Does the distribution reflect values you support? Give reasons for your responses.

   Answers will vary.
4. Sometimes governments raise tax rates in order to gain more revenues to pay for more social programs. This can have positive and negative consequences with respect to quality of life. Tell about one of each.

Positive Consequence: more money goes into social programs → better care for all

Negative Consequence: less after-tax income for individuals

5. What impact does tax evasion have on social programs?

not as much money can go to support social programs.


Answers will vary.
Grade Nine Social Studies
Issues for Canadians
Taxes and Social Programs

Directions: Use Issues for Canadians, pages 281 – 285 to answer the questions.

1. What is the connection between taxation and social programs?

2. What are the two kinds of tax that individual Canadians pay to the federal and provincial governments, and on what are they based?

3. Since Alberta collects no provincial sales tax, it only collects revenues from individual citizens through _____________ tax.

4. If a family earned $67 000 per year, how much of those earning would the family be expected to pay in income taxes?

5. In 2009 the GST was calculated on purchases at a rate of 5%. If a family spent $30 000 a year for goods and services, how much GST would it pay?


<table>
<thead>
<tr>
<th>Fraction Spent</th>
<th>Canadian Government</th>
<th>Alberta Government</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Worksheet #9.8.5c
7. What is meant by *tax evasion*?

8. How might earning income through the "black market" improve the quality of life for that individual?

How might earning income through the "black market" affect the quality of life for the Canadian population as a whole?

Directions: Use Issues for Canadians, pages 281 – 285 to answer the questions.

1. What is the connection between taxation and social programs?
   "taxes are used to fund social programs"

2. What are the two kinds of tax that individual Canadians pay to the federal and provincial governments, and on what are they based?
   income tax - based on what you earn
   sales tax - based on what you spend on goods/services

3. Since Alberta collects no provincial sales tax, it only collects revenues from individual citizens through sales tax.
   goods/services

4. If a family earned $67,000 per year, how much of those earnings would the family be expected to pay in income taxes?
   about $11,000

5. In 2009 the GST was calculated on purchases at a rate of 5%. If a family spent $30,000 a year for goods and services, how much GST would it pay?
   5% of $30,000 = $1500


<table>
<thead>
<tr>
<th>Fraction Spent</th>
<th>Canadian Government</th>
<th>Alberta Government</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>about ( \frac{2}{5} )</td>
<td>about ( \frac{1}{2} )</td>
</tr>
</tbody>
</table>
7. What is meant by *tax evasion*?
   - avoiding taxes you owe

8. How might earning income through the "black market" improve the quality of life for that individual?
   - more money to spend

   How might earning income through the "black market" affect the quality of life for the Canadian population as a whole?
   - less paid in taxes → less money goes to social programs

   - Answers will vary
Lesson 8.6

Concept: Political Platforms

Worksheet #9.8.6a and #9.8.6b (harder) (student copies)
Worksheet #9.8.6c and #9.8.6d (easier) (student copies)

Introduction: Write the term political party on the board. If students cannot recall the meaning of the term, you may want them to use the index to find the pages in the text where political party is discussed (p. 24).

Explain that members of a political party share common values. Ask students what relationship there might be between a political party and social programs.

Procedure:

1. Explain that in the U.S. there are only two political parties: the Democrats and the Republicans.

2. In Canada there are several. Most have representation in the House of Commons, but some do not.

3. Have students turn to textbook, page 286. Guide the reading.

4. Then, if possible, guide the reading of first section of textbook, page 287. Have students decide which issues for each political party have to do with social programs. (If necessary, have students look up the meaning of social programs again.) E.g., Bloc Québécois: child care, employment.

5. Then direct students to turn to textbook, page 288. Tell students to read the page independently, but CAREFULLY, as there is a lot of important information on the page.

6. Distribute either Worksheets #9.8.6a and #9.8.6b or Worksheets #9.8.6c and #9.8.6d. Go over the directions.

Assignments:

2. Do either Worksheets #9.8.6a and #9.8.6b or Worksheets #9.8.6c and #9.8.6d.
Directions: Use Issues for Canadians, pages 286 – 288 to do the questions.

1. Examine the three bulleted points that describe a political platform. Restate each of these points in your own words.

   •
   
   •
   
   •

2. Complete the chart to show the issues in the various political parties that have to do with social programs.

<table>
<thead>
<tr>
<th>Bloc Québécois</th>
<th>Conservative Party</th>
<th>Green Party</th>
<th>Liberal Party</th>
<th>New Democratic Party</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
3. Examine the chart on textbook, page 288. If a Hutterite colony government were one of the political parties, which of those described in the chart would it most resemble? Tell why.

4. Assume that a Hutterite colony government is represented by Political Party A, Canada’s government is represented by Political Party B, and the United States government is represented by Political Party C. From your personal experiences and from you have learned so far in this chapter, tell what social programs each provides.

<table>
<thead>
<tr>
<th>Political Party A</th>
<th>Political Party B</th>
<th>Political Party C</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Political Platforms**

**Directions:** Use *Issues for Canadians*, pages 286 – 288 to do the questions.

1. Examine the three bulleted points that describe a political platform. Restate each of these points in your own words. *Answers will vary. The exact textbook statements are:*
   - A political platform describes the official policies of a political party.
   - Political parties create platforms to reflect the values of their members.
   - Parties add and remove policies as issues become more or less important to their members and voters.

2. Complete the chart to show the issues in the various political parties that have to do with social programs.

<table>
<thead>
<tr>
<th>Bloc Québécois</th>
<th>Conservative Party</th>
<th>Green Party</th>
<th>Liberal Party</th>
<th>New Democratic Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>child care</td>
<td>child care</td>
<td>(equality for women)</td>
<td>(equality for women)</td>
<td>education</td>
</tr>
<tr>
<td>employment</td>
<td>health care</td>
<td>health care</td>
<td>(families)</td>
<td>(equality for women)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>health care</td>
<td>healthcare</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>poverty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>senior citizens</td>
</tr>
</tbody>
</table>
3. Examine the chart on textbook, page 288. If a Hutterite colony government were one of the political parties, which of those described in the chart would it most resemble? Tell why.

Political Party A: government provides extensive social programs

4. Assume that a Hutterite colony government is represented by Political Party A, Canada’s government is represented by Political Party B, and the United States government is represented by Political Party C. From your personal experiences and from you have learned so far in this chapter, tell what social programs each provides.

<table>
<thead>
<tr>
<th>Political Party A</th>
<th>Political Party B</th>
<th>Political Party C</th>
</tr>
</thead>
<tbody>
<tr>
<td>child care</td>
<td>universal health care</td>
<td>income assistance</td>
</tr>
<tr>
<td>equal sharing of all resources</td>
<td>income assistance</td>
<td></td>
</tr>
<tr>
<td>universal care regardless of age, ability</td>
<td>senior benefits</td>
<td>health care only for the needy</td>
</tr>
</tbody>
</table>
Political Platforms

Directions: Use Issues for Canadians, pages 286 – 288 to do the questions.

1. Unscramble the words to make sentences about political platforms.
   a. A platform describes of a political political party the official policies.

   _____________________________________________

   b. Political create platforms parties to reflect of their members the values.

   _____________________________________________

   c. Parties policies as issues become add or remove more or less important and to voters to the their members.

   _____________________________________________

2. Complete the chart to show the issues in the various political parties that have to do with social programs.

<table>
<thead>
<tr>
<th>Bloc Québécois</th>
<th>Conservative Party</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Examine the chart on textbook, page 288. The Canadian political parties from pages 286 and 287 would all be more or less similar to Political Party B. Match the community/country with the type of economy and then to the Political Party. Draw lines.

<table>
<thead>
<tr>
<th>United States</th>
<th>Planned Economy</th>
<th>Political Party B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>Mixed Economy</td>
<td>Political Party C</td>
</tr>
<tr>
<td>Hutterite Colony</td>
<td>Market Economy</td>
<td>Political Party A</td>
</tr>
</tbody>
</table>

4. Assume that a Hutterite colony government is represented by Political Party A; Canada’s government is represented by Political Party B; and the United States government is represented by Political Party C. From your personal experiences and from what you know from this chapter, write the phrases from the box under the correct heading or headings. You may use put some phrases under more than one heading.

- Kindergarten 2 ½ to 6 years provided free
- Health care free for all citizens
- Health care is privately funded
- Assistance is provided for the poor

- Income for the unemployed
- Everyone has work
- Senior citizens are provided for by government

<table>
<thead>
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</table>
Political Platforms

Directions: Use Issues for Canadians, pages 286 – 288 to do the questions.

1. Unscramble the words to make sentences about political platforms.
   
   a. A platform describes the official policies of a political party.
      
      **political**
      **platform describes the official policies of a political party.**
      
   b. Political parties create platforms to reflect the values of its members.
      
      **Political parties create platforms to reflect the values of its members.**
      
   c. Parties add and remove policies as issues become more or less important to their members and to voters.
      
      **Parties add and remove policies as issues become more or less important to their members and to voters.**

2. Complete the chart to show the issues in the various political parties that have to do with social programs.

<table>
<thead>
<tr>
<th>Bloc Québécois</th>
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<td><em>healthcare</em></td>
<td><em>(healthcare)</em></td>
<td><em>(families)</em></td>
<td><em>(healthcare)</em></td>
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<td></td>
<td></td>
<td></td>
<td><em>(healthcare)</em></td>
<td><em>(poverty)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>(seniorcitizen)</em></td>
</tr>
</tbody>
</table>

Worksheet #9 8.6c
3. Examine the chart on textbook, page 288. The Canadian political parties from pages 286 and 287 would all be more or less similar to Political Party B. Match the community/country with the type of economy and then to the Political Party. Draw lines.

United States → Planned Economy → Political Party B
Canada → Mixed Economy → Political Party C
Hutterite Colony → Market Economy → Political Party A

4. Assume that a Hutterite colony government is represented by Political Party A; Canada’s government is represented by Political Party B; and the United States government is represented by Political Party C. From your personal experiences and from what you know from this chapter, write the phrases from the box under the correct heading or headings. You may use put some phrases under more than one heading.

- Kindergarten 2½ to 6 years provided free
- Health care free for all citizens
- Health care is privately funded
- Assistance is provided for the poor

- Income for the unemployed
- Everyone has work
- Senior citizens are provided for by government

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<th>Political Party A</th>
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<th>Political Party C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten provided</td>
<td>Health care free</td>
<td>Health care privately funded</td>
</tr>
<tr>
<td>Everyone has work</td>
<td>Assistance is provided for the poor</td>
<td>Assistance is provided for the poor</td>
</tr>
<tr>
<td>Senior citizens are provided for by the government</td>
<td>Income for the unemployed</td>
<td>Senior citizens are provided for by the government</td>
</tr>
</tbody>
</table>
Lesson 8.7

Concept: Political Parties and Social Programs

Worksheets #9.8.7a, #9.8.7b and #9.8.7c (harder) (student copies)
Worksheets #9.8.7d and #9.8.7e (easier) (student copies)

Introduction: Write the term economic policy on the board. Discuss with students the meaning of the term. (Economic policy for a government outlines the goals for government spending. It includes which areas of government spending will receive higher priority than others.)

Discuss how the economic policy of a government can affect social programs. Explain that today’s lesson deals with the major federal political parties in Canada and United States and how their economic programs impact social programs.

Procedure:

1. Have students turn to textbook, page 289. With students, read the opening paragraph.

2. Remind students that if a political party values something, it will be willing to devote more money to it. Political parties vary as to how much public tax dollars should be directed to social programs.

3. Tell students to read all of textbook, pages 289 and 290 to find out more various political parties’ views on social programs.

4. Then tell students to read about the “father” of Canada’s health system, Tommy Douglas on textbook, page 291. Finally, tell students to read textbook, pages 294 and 295 to see how even fourteen year olds can participate in a political party.

5. Distribute either Worksheets #9.8.7a, #9.8.7b and #9.8.7c OR Worksheets #9.8.7d and #9.8.7e. Go over the directions.

Assignments:

2. Do either Worksheets #9.8.7a, #9.8.7b and#9.8.7c OR Worksheets #9.8.7d and #9.8.7e.
Directions: Use *Issues for Canadians*, pages 289 – 290 to help with these questions.

1. Examine the policies outlined for the various Canadian and U.S. political parties. Briefly describe the policy; then tell what underlying value you think it reflects. The Bloc Québécois is done for you as an example.

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Policy</th>
<th>Underlying Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloc Québécois</td>
<td>• health care for all</td>
<td>• Everyone should have free health regardless on income, race, ethnic origin, age, religion</td>
</tr>
<tr>
<td></td>
<td>• income assistance for seniors in financial need</td>
<td>• seniors should be able live a healthy comfortable life</td>
</tr>
<tr>
<td>Conservative Party of Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green Party of Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Party</td>
<td>Social Program Policy</td>
<td>Underlying Value</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Liberal Party of Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Democratic Party of Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democratic Party (United States)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Republican Party (United States)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #9.8.7b
Directions: Use Issues for Canadians, pages 291, 294 and 295 to help you with these questions.

1. It was a struggle for Tommy Douglas to reach his goal of free health care for all. There were many who supported him, and many who did not. From what you read on textbook, page 291 who supported him and who did not.

<table>
<thead>
<tr>
<th>Supported Free Health Care</th>
<th>Did Not Support Free Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Today all of Canada’s political parties support universal health care. This is not necessarily the case in the United States. Which of the two U.S. political parties do you think would be most unlikely to agree with Tommy Douglas? Tell how you know.

__________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________

3. Would you qualify to join a political party in Canada? ____________________________
Which qualifications do you have?
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________

4. If you joined a political party, what changes, if any, would you like to see in Canada’s social programs? Explain your answer.
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
Directions: Use Issues for Canadians, pages 289 – 290 to help with these questions.

1. Examine the policies outlined for the various Canadian and U.S. political parties. Briefly describe the policy; then tell what underlying value you think it reflects. The Bloc Québécois is done for you as an example.

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<td></td>
<td>• income assistance for seniors in financial need</td>
<td>• seniors should be able live a healthy comfortable life</td>
</tr>
<tr>
<td>Conservative Party of Canada</td>
<td>• Improve health care system</td>
<td>• universal health care</td>
</tr>
<tr>
<td></td>
<td>• lower taxes</td>
<td>• individuals should have more choice on how to spend their incomes, market economy can be beneficial</td>
</tr>
<tr>
<td>Green Party of Canada</td>
<td>• opposed to private, for-profit health care</td>
<td>• universal health care, health care is a right</td>
</tr>
<tr>
<td></td>
<td>• Guaranteed Livable Income</td>
<td>• All people should have basic needs met</td>
</tr>
<tr>
<td>Political Party</td>
<td>Social Program Policy</td>
<td>Underlying Value</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Liberal Party of Canada</td>
<td>• will never abandon health care</td>
<td>• universal healthcare</td>
</tr>
<tr>
<td></td>
<td>• improve social programs</td>
<td>• All citizens deserve to have all basic needs met</td>
</tr>
<tr>
<td>New Democratic Party of Canada</td>
<td>• defend publicly funded health care</td>
<td>• universal healthcare</td>
</tr>
<tr>
<td></td>
<td>• confront poverty</td>
<td>• All citizens deserve to have all basic needs met</td>
</tr>
<tr>
<td>Democratic Party (United States)</td>
<td>• ensure everyone has health care insurance</td>
<td>• can attain universal health care through privately funded system</td>
</tr>
<tr>
<td></td>
<td>• income support for seniors who need it</td>
<td>• seniors should be respected and valued</td>
</tr>
<tr>
<td>Republican Party (United States)</td>
<td>• make privately funded health care more affordable by lowering taxes</td>
<td>• individual choice</td>
</tr>
<tr>
<td></td>
<td>• lower taxes</td>
<td>• private health care is better quality and more affordable</td>
</tr>
<tr>
<td></td>
<td>• changes to income support for seniors that reduce taxes</td>
<td>• individuals better off with more disposable income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• individuals have responsibility to save for retirement</td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, pages 291, 294 and 295 to help you with these questions.

1. It was a struggle for Tommy Douglas to reach his goal of free health care for all. There were many who supported him, and many who did not. From what you read on textbook, page 291 who supported him and who did not.

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<tr>
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<th>Did Not Support Free Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Diefenbaker</td>
<td>Saskatchewan doctor</td>
</tr>
<tr>
<td>Lester Pearson</td>
<td></td>
</tr>
</tbody>
</table>

2. Today all of Canada’s political parties support universal health care. This is not necessarily the case in the United States. Which of the two U.S. political parties do you think would be most unlikely to agree with Tommy Douglas? Tell how you know.

   Republican Party - think health care should be privately funded

3. Would you qualify to join a political party in Canada? 
   Answers will vary
   Which qualifications do you have?

4. If you joined a political party, what changes, if any, would you like to see in Canada’s social programs? Explain your answer.
   Answers will vary
**Political Parties and Social Programs**

**Directions:** Use *Issues for Canadians*, pages 289 – 290 to help with these questions.

1. Examine the policies of the five Canadian political parties and the two U.S. political parties. Then answer the questions.

   a. Place a check mark (√) if the policy applies to the political party in 2007.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Universal publicly funded health care</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Help make health care universal by assisting with insurance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Make health care more affordable by lowering taxes</td>
<td></td>
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<td></td>
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<tr>
<td>Income assistance for senior citizens</td>
<td></td>
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<td></td>
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<tr>
<td>Support seniors by reducing taxes</td>
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<td></td>
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<tr>
<td>Improve social programs so all will have equal opportunity</td>
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<td>Tax cuts</td>
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</tbody>
</table>

Worksheet #9.8.7d
The Father of Canada’s Health Care System

Directions: Use Issues for Canadians, pages 291, 294 and 295 to help you with these questions.

1. Why is Tommy Douglas often referred to as the “father” of Canada’s health care system?

2. How did Saskatchewan doctors show they did not support universal health care?

3. Under what legislation was Canada’s health care system established?

4. Which U.S. political party would most likely agree with having universal health care? Tell how you know.

5. Would you qualify to join a political party in Canada? ____________________________
   Which qualifications do you have? ____________________________________________
   ____________________________________________
Political Parties and Social Programs

Directions: Use Issues for Canadians, pages 289 – 290 to help with these questions.

1. Examine the policies of the five Canadian political parties and the two U.S. political parties. Then answer the questions.

   a. Place a check mark (✓) if the policy applies to the political party in 2007.

<table>
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<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal publicly funded health care</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help make health care universal by assisting with insurance</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make health care more affordable by lowering taxes</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Income assistance for senior citizens</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support seniors by reducing taxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Improve social programs so all will have equal opportunity</td>
<td></td>
<td>✓</td>
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<td>✓</td>
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</tr>
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<td>Tax cuts</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #9.8.7d
Grade Nine Social Studies
Issues for Canadians
The Father of Canada’s Health Care System

Directions: Use Issues for Canadians, pages 291, 294 and 295 to help you with these questions.

1. Why is Tommy Douglas often referred to as the “father” of Canada’s health care system? 
   championed the idea of a health care system available to all and paid for by taxes

2. How did Saskatchewan doctors show they did not support universal health care? 
   went on strike

3. Under what legislation was Canada’s health care system established? 
   Medical Care Act 1966

4. Which U.S. political party would most likely agree with having universal health care? Tell how you know.
   Democratic Party - want health care to be available to every citizen

5. Would you qualify to join a political party in Canada? Answers will vary
   Which qualifications do you have?

Worksheet #9.8.7c
Lesson 8.8

Concept: The Chapter Task

Resources/Materials: Issues for Canadians, page 296
Handout 8-7 (student copies)

Introduction: If necessary, go back to textbook, pages 268 and 269 where the Chapter Task was first explained and assigned.

Procedure:


2. Give assistance to students, as necessary.

3. When students are finished the Chapter Task, distribute Handout 8-7. Go over the directions.

Assignments:

2. Complete the Chapter Task.
3. Do Handout 8-7.
Lesson 8.9

Concept: Chapter Eight Review

Resources/Materials: Issues for Canadians, page 297
        Chapter Eight Review sheets (student copies)

Introduction: Explain that now that Chapter 8 is completed, it is time to prepare for the chapter test.

Procedure:

1. Briefly and orally, go over the main topics and ideas of the chapter.
2. Have students do all or some of the Chapter 8 Review on textbook, page 297.
3. ALTERNATELY. Have students do all or some of the Chapter Eight Review sheets.

Assignments:

1. Do all or part of the Chapter 8 Review on textbook, page 297.
2. ALTERNATELY. Do all or part of the Chapter Eight Review sheets.
1. Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>underground economy</th>
<th>GST</th>
<th>health insurance</th>
<th>income tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>median sales tax</td>
<td>political platform</td>
<td>private health care</td>
<td>universal health care</td>
</tr>
<tr>
<td>social programs</td>
<td>taxation model</td>
<td></td>
<td>tax base</td>
</tr>
</tbody>
</table>

- services provided by government to reduce economic inequalities and promote the well-being of citizens
- an agreement by a company to pay for your health services, in exchange for a fee that you pay each month or each year
- health care paid for by individuals
- health care that is available to all citizens, and is usually publicly funded
- a federal sales tax in Canada
- tax based on a percentage of a person’s income
- the middle number in a set of data arranged in order from least to greatest
- tax paid at the time of purchasing a product or service, and based on a percentage of the price of the product or service
- economic activity based on buying and selling products and services illegally; also referred to as the black market
- all the economic activity in a society, taxed by government to pay for services
- a policy of a political party or government about what to tax, how much to tax and how to spend taxes
- the official policies of a political party
2. Examine the following chart, which lists the values of three different political parties.

<table>
<thead>
<tr>
<th>Political Party I</th>
<th>Political Party II</th>
<th>Political Party III</th>
</tr>
</thead>
<tbody>
<tr>
<td>• economic inequalities are unjust</td>
<td>• individuals should have the freedom to better their own incomes</td>
<td>• individuals should be responsible for their own well-being</td>
</tr>
<tr>
<td>• government should strive to eliminate economic inequalities</td>
<td>• no one should live in poverty</td>
<td>• assisting individuals reduces their motivation to solve their own problems</td>
</tr>
<tr>
<td>• the public good comes from cooperation: acting on what is best for society</td>
<td>• the public good comes from individualism and cooperation. Society needs to cooperate to assist those in need</td>
<td>• the public good comes from individualism: people acting without interference from society</td>
</tr>
<tr>
<td>• government should play a central role in ensuring the well-being of individuals</td>
<td>• government should play some role in ensuring the well-being of individuals</td>
<td>• government should play no role in ensuring the well-being of individuals</td>
</tr>
</tbody>
</table>

From the information in the chart, tell which political party or parties would most likely have the following in their political platforms.

a. _______ There should be health care available for all citizens. Most services should be publicly funded, but some can be privately funded.

b. _______ All seniors should receive government assistance so that they will be able to meet their basic needs including health care, dental care and vision care.

c. _______ Individuals should access private health care providers. Those who can afford more can get better care.

d. _______ The government should provide a basic level of support for all seniors. Those who are the poorest can qualify for extra funds.

e. _______ It is society’s responsibility that all citizens have a comfortable life. We need to provide income assistance to help eliminate poverty.

f. _______ Lowering taxes will mean that individuals will have more money to spend as they wish.

g. _______ If citizens want to ensure they will be able to live comfortably in their senior years, they should start planning for retirement at an early age.

h. _______ Governments must have social programs that are publicly funded to ensure that the gap between rich and poor does not get too wide.
3. Examine the political cartoon below about health care reform and long waiting lists.

Which of the following best expresses the message of the cartoon?

- There really are no long waiting lists.
- Health care should be a mixture of private and public funding.
- Politicians are blind.
- There seems to be no clear solution to the problem of long waiting lists.

A government of country with a market economy would most likely address the issue of long waiting lists by

- ensuring that only tax dollars are used to reduce waiting times.
- directing more tax dollars at the health care system while allowing some private businesses to take part.
- increase significantly the amount of public money that goes into health care.
- encouraging citizens to work hard and get a good-paying job, so they can pay for health insurance.
4. Refer to pages 271 and 272 in *Issues for Canadians*. Answer true or false.

_______ Social programs try to lessen the gap between rich and poor.

_______ There are differences among countries as to what social programs governments sponsor.

_______ Compared to the U.S., health care is more like a business in Canada.

_______ All U.S. citizens are required to have health insurance.

_______ In Canada there is no cost related to health care.

5. What are the five principles set out by the Canada Health Act?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

6. Examine the articles on pages 276 and 277 of *Issues for Canadians*. Match the sentences below to the individual or group.

a. George W. Bush  
b. Canada’s Conservative Government  
c. Fraser Institute  
d. Canadian Health Care Coalition and the Council of Canadians

_______ Health care costs for citizens can be reduced by making record keeping more efficient, eliminating law suits against doctors and make health insurance less expensive for those less able to pay.

_______ Publicly funded health care is inefficient. It is time to introduce more for-profit businesses.

_______ There are problems with our health care system, and changes are needed. But we are committed to keeping a universal and equitable system.

_______ The way to deal with long wait times is not privatization. We need to make the present system more efficient with better communication and coordination.
7. **Name and describe the two main types of ways that governments raise money to provide services.**


What is the GST?


What is the relationship between taxation and social programs?


8. **Not counting education, what portion of its budget does the federal government spend on social programs?**


What portion does Alberta spend on social programs?


How does the black market affect social programs?


9. **Not reporting your income to government is called**

   a. tax resistance.
   b. tax avoidance.
   c. corruption.
   d. tax evasion.

10. **Which is another word for equity?**

    a. injustice
    b. bias
    c. fairness
    d. inequality
11. Which of the following is not a key issue for the Conservative Party of Canada?

a. lower taxes  
b. Québec within Confederation  
c. crime  
d. health care

12. Who is known as the “father of Canada’s health care system”?

a. Wayne Gretzky  
b. Tommy Douglas  
c. Terry Fox  
d. John A. Macdonald

13. Under Canada’s constitution, who is responsible for health care?

a. the Health minister  
b. the provinces  
c. the federal government  
d. individual citizens

14. Health care in Canada must be publicly administered, comprehensive, portable, universal and

a. free.  
b. inclusive.  
c. remote.  
d. accessible.

15. Which of the following is not a requirement for membership in a political party in Canada?

a. must be a resident of Canada  
b. must be at least 16 years old  
c. must not be a member of another political party  
d. must have a relative that is already a member of the party.
16. **Short Answer Questions**  (You will be asked to answer any two.)

a. Based on Canada's social programs, what do you think Canadians value?

b. Those who support private health care say that individual citizens have more choice with private health care. Explain how.

c. If a Hutterite colony were to set up its own health care system, describe what it would be like.

d. Explain how the underground economy influences social programs.

e. Describe the social program platform of one of Canada's political parties.

17. **Essay Questions**  (You will be asked to answer one.)

a. What role should governments play in ensuring the health and well-being of its citizens?

b. Should there be a national, publicly funded child care program? Be sure to support your view.

c. Should education be considered a social program? Be sure to support your view.
11. Which of the following is **not** a key issue for the Conservative Party of Canada?

a. lower taxes  
b. Québec within Confederation  
c. crime  
d. health care

12. Who is known as the “father of Canada’s health care system”?

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Chapter Eight
To what extent should Canadians support social programs and taxation?

Review

1. Match the words and phrases to their meanings.

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<td>median</td>
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<td>sales tax</td>
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- **social programs**: services provided by government to reduce economic inequalities and promote the well-being of citizens
- **health insurance**: an agreement by a company to pay for your health services, in exchange for a fee that you pay each month or each year
- **private health care**: health care paid for by individuals
- **universal health care**: health care that is available to all citizens, and is usually publicly funded
- **GST**: a federal sales tax in Canada
- **income tax**: tax based on a percentage of a person's income
- **median**: the middle number in a set of data arranged in order from least to greatest
- **sales tax**: tax paid at the time of purchasing a product or service, and based on a percentage of the price of the product or service
- **underground economy**: economic activity based on buying and selling products and services illegally; also referred to as the *black market*
- **tax base**: all the economic activity in a society, taxed by government to pay for services
- **taxation model**: a policy of a political party or government about what to tax, how much to tax and how to spend taxes
- **political platform**: the official policies of a political party
2. Examine the following chart, which lists the values of three different political parties.

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</tr>
</tbody>
</table>

From the information in the chart, tell which political party or parties would most likely have the following in their political platforms.

a. [II] There should be health care available for all citizens. Most services should be publicly funded, but some can be privately funded.

b. [I (II)] All seniors should receive government assistance so that they will be able to meet their basic needs including health care, dental care and vision care.

c. [II] Individuals should access private health care providers. Those who can afford more can get better care.

d. [II] The government should provide a basic level of support for all seniors. Those who are the poorest can qualify for extra funds.

e. [I (II)] It is society’s responsibility that all citizens have a comfortable life. We need to provide income assistance to help eliminate poverty.

f. [III (II)] Lowering taxes will mean that individuals will have more money to spend as they wish.

g. [III (II)] If citizens want to ensure they will be able to live comfortably in their senior years, they should start planning for retirement at an early age.

h. [I (II)] Governments must have social programs that are publicly funded to ensure that the gap between rich and poor does not get too wide.
3. Examine the political cartoon below about health care reform and long waiting lists.

Which of the following best expresses the message of the cartoon?

- There really are no long waiting lists.
- Health care should be a mixture of private and public funding.
- Politicians are blind.
- There seems to be no clear solution to the problem of long waiting lists.

A government of country with a market economy would most likely address the issue of long waiting lists by

- ensuring that only tax dollars are used to reduce waiting times.
- directing more tax dollars at the health care system while allowing some private businesses to take part.
- increase significantly the amount of public money that goes into health care.
- encouraging citizens to work hard and get a good-paying job, so they can pay for health insurance.
4. Refer to pages 271 and 272 in *Issues for Canadians*. Answer true or false.

   - true  Social programs try to lessen the gap between rich and poor.
   - true  There are differences among countries as to what social programs governments sponsor.
   - false  Compared to the U.S., health care is more like a business in Canada.
   - false  All U.S. citizens are required to have health insurance.
   - false  In Canada there is no cost related to health care.

5. What are the five principles set out by the Canada Health Act?

   - publicly administered
   - comprehensive
   - universal
   - portable
   - accessible

6. Examine the articles on pages 276 and 277 of *Issues for Canadians*. Match the sentences below to the individual or group.

   a. George W. Bush  
   b. Canada’s Conservative Government  
   c. Fraser Institute  
   d. Canadian Health Care Coalition and the Council of Canadians

   a. Health care costs for citizens can be reduced by making record keeping more efficient, eliminating law suits against doctors and make health insurance less expensive for those less able to pay.

   c. Publicly funded health care is inefficient. It is time to introduce more for-profit businesses.

   b. There are problems with our health care system, and changes are needed. But we are committed to keeping a universal and equitable system.

   d. The way to deal with long wait times is not privatization. We need to make the present system more efficient with better communication and coordination.
7. Name and describe the two main types of ways that governments raise money to provide services.

- Income tax - based on what you earn
- Sales tax - based on what you spend on products and services

What is the GST? Goods and Services Tax

What is the relationship between taxation and social programs?

Social programs are all or partially funded through taxation.

8. Not counting education, what portion of its budget does the federal government spend on social programs?

42.5%

What portion does Alberta spend on social programs?

48%

How does the black market affect social programs?

Earnings acquired through the black market are not taxed. This means there are fewer dollars to fund social programs.

9. Not reporting your income to government is called

- tax resistance.
- tax avoidance.
- corruption.
- **tax evasion.**

10. Which is another word for equity?

- injustice
- bias
- fairness
- inequality
Lesson 8.10

Concept: Chapter Eight Assessment

Resources/Materials: Chapter Eight Test (student copies)

Use some or all of:

- Student performance on the Chapter Task
- All or part of the Chapter Eight Test
Grade Nine Social Studies

Chapter Eight
To what extent should Canadians support social programs and taxation?

Test

Part A

Write the letter of the best answer to each question on the answer sheet. Do not write in this booklet.

Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>a. black market</th>
<th>b. Goods and Services Tax</th>
<th>c. health insurance</th>
<th>d. income tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. median</td>
<td>f. political platform</td>
<td>g. private health care</td>
<td>h. public health care</td>
</tr>
<tr>
<td>i. sales tax</td>
<td>j. social programs</td>
<td>k. taxation model</td>
<td>l. tax base</td>
</tr>
</tbody>
</table>

1. services provided by government to reduce economic inequalities and promote the well-being of citizens
2. an agreement by a company to pay for your health services, in exchange for a fee that you pay each month or each year.
3. health care paid for by individuals
4. health care paid for by taxes
5. a federal sales tax in Canada
6. tax based on a percentage of a person’s income
7. the middle number in a set of data organized from least to greatest
8. tax paid at the time of buying a product or service, and based on a percentage of the price of the product or service
9. a policy about taxation that describes what to tax, how much to tax and how to spend taxes
10. all the economic activity in a society, taxed by government to pay for services
11. economic activity based on buying and selling products and services illegally
12. the official policies of a political party
Answer T for true and F for false.

13. Generally, countries with mixed economies have fewer social programs than those with market economies.

14. The type and number of social programs a country has reflect the values of the country.

15. All countries agree that health care, pension for senior citizens, income assistance, education, affordable housing, child protection services, employment insurance and child care are programs considered to be social programs.

16. In the U.S. free health care is not provided for any of its citizens.

17. In Canada, all senior citizens who have lived in Canada for at least ten years automatically qualify for a monthly pension, paid for by taxes.

18. The Canada Health Act is legislation that outlines rules and regulations regarding health care in Canada.

19. No organizations or groups in Canada want any or part of the health care system in Canada to be privatized.

20. The final step in consensus is taking a vote by secret ballot.

21. Governments pay for social programs through money collected by taxation.

22. Although tax evasion is discouraged, it is not against the law.

23. In general, U.S. political parties support having more social programs than do Canadian political parties.

24. To belong to a political party in Canada, you must be at least sixteen years of age.

Write the letter of the best answer to each question.

Use the following information to answer question 25.

In Canada we have many social programs. They are free to all its citizens.

25. Which of the following is true about the above information?

a. Canada has more publicly funded social programs than the United States.

b. Social programs are not really free because they are funded by taxes.

c. Canada does not have social programs that all its citizens can use.

d. Canada’s social programs cannot change, even if a different political party forms the government.
Use the following information to answer questions 26, 27 and 28.

**Source I**

Child Care Advocacy Association of Canada

- Child care is a cornerstone of today’s families.
- All children have the right to access a child care system supported by public funds.
- Canada’s child care system must be comprehensive and affordable.
- A child care system must be inclusive, of excellent quality and not for profit.
- There should be a range of services for young and school-age children.

**Source II**

Government of Canada, 2007

When it comes to child care, the best role for the government is to trust parents and let them choose what’s right for their children. **Canada’s Universal Child Care Plan** provides parents with resources to help balance work and family as they see fit; a plan that supports families regardless of where they live, whatever circumstances and preferences.

The Government of Canada will provide one hundred dollars per child per month to all parents who have children up to six years of age. Parents can choose to use this money in any way they choose, including placing their children in non-profit centres, private for-profit centres and using relatives and friends.

**Source III**

Gordon Cleveland and Michael Krashinsky, Economists – The University of Toronto (2007)

- Did a study of the quality of care in non-profit and for-profit day cares across Canada
- Found that the quality of care in non-profit centres was 10% better than those in for-profit centres
- Examined 42 components of child care including such things as the quality of the child care workers and the type of diapers used
- The top-ranked day cares were mostly non-profit and the bottom-ranked were privately owned.


a. favoured publicly funded child care nationwide.
b. favoured privately owned child care centres nationwide.
c. showed that it disapproved of parents sending their children outside the home for care.
d. showed that it believed that child care should be operated using the principles of a market economy.
27. From the three sources you can infer that

a. Sources I and II believe that all child care should be publicly funded and regulated.
b. Sources I and III believe that all child care should be publicly funded and regulated.
c. all three sources believe that all child care should be publicly funded and regulated.
d. the economists from Source III believe that presently child care is affordable for all parents.

28. You can infer that The Child Care Advocacy Association of Canada feels that

a. Canada’s Universal Child Care Plan is addressing Canada’s child care needs very well.
b. the Government of Canada needs to address the child care for students in their teens.
c. the Government of Canada needs to make a shift left in its child care policy.
d. the Government of Canada needs to make a shift right in its child care policy.

Use the information below to answer question 29.

29. Which statement best tells how a government with a planned economy would address the situation in the political cartoon?

a. The health care system can be improved if health providers increase the cost of health insurance.
b. The health care system can be improved if we increase the funding for the health care system.
c. The health care system can be improved if we use more private health care providers.
d. The health care system would improve if we use a mixture of publicly funded and privately funded organizations.
Use the following information to answer question 30.

In every province and territory, health care must be:
- **Publicly administered**: run by government for no profit.
- **Comprehensive**: for care provided by hospitals, physicians and surgeons.
- **Universal**: available to everyone.
- **Portable**: available everywhere in Canada, no matter where you make your home in Canada.
- **Accessible**: available within reasonable time and distance.

These principles apply to services provided by hospitals, physicians and surgeons. They do not apply to other health services, such as dental care and eye care.

30. The above describe the principles in

b. Health Care for the People of California.
c. Public Law 94-142.
d. The Canada Health Act.

Use the information below to answer question 31.

1. Choose a leader and a recorder.
2. Identify the issue question.
4. Negotiate and compromise.
5. Come to an agreement that is supported by all.

31. The above are the steps

a. to follow in building consensus in a group.
b. to follow when leading up to an election.
c. used in any group decision making system.
d. to follow when voting on an issue that affects all Canadians.

32. What are two ways that governments use to fund social programs?

a. income tax and sales tax
b. income tax and day care fees
c. sales tax and recreation expenses
d. income tax and transportation costs
33. In Canada the portion of the federal government’s spending that goes toward funding social programs is approximately

a. 30%.
b. 10%.
c. 40%.
d. 60%.

Use the following information to answer question 34.

Ruth is an excellent seamstress. Her sewing skills are famous all over the district. People prefer to take their sewing projects to her than to anyone else. She charges a lot for her services, but people feel it is worth every penny. Ruth asks that her customers pay her in cash only because then she will not have to pay tax on the money she makes. She has done this for ten years and no one has ever questioned her. Her husband John is not comfortable with this practice.

34. John is most likely worried that

a. Ruth will make more money than he.
b. Ruth will not give him a share of what she earns.
c. Ruth could make more if she accepted cheques and credit cards.
d. Ruth could be charged with tax evasion.

35. Joining a political party can influence a country’s future because

a. those who join can take part in political party gatherings where party platforms are established.
b. all party members can vote in federal elections.
c. you will be forming the government.
d. most laws are created in political party meetings.

36. Tommy Douglas was influential in the history of social programs in Canada because

a. he was a leader in the area of child care.
b. it was under his leadership that old age security began in Canada.
c. he was effective in introducing and promoting the idea of universal health care.
d. he pointed out the need for income assistance for the unemployed.
### Policies Connected to Social Programs

<table>
<thead>
<tr>
<th>Conservative Party of Canada</th>
<th>Liberal Party of Canada</th>
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<tbody>
<tr>
<td>• Improve health care system to make it stronger, safer and better.</td>
<td>• Will ensure that our health care system will continue to be there when Canadians need it, no matter where they live, and no matter what their income</td>
</tr>
<tr>
<td>• Put in funding to decrease wait times at clinics and hospitals</td>
<td>• Improve social programs and help Canadians across the country experience equality of opportunity</td>
</tr>
<tr>
<td>• Decrease taxes</td>
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</table>

<table>
<thead>
<tr>
<th>New Democratic Party of Canada</th>
<th>Republican Party (U.S.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Canadians want quality, reliable health care for everyone, not just those who can afford to buy it.</td>
<td>• Make private health care insurance more affordable to more citizens by offering tax cuts</td>
</tr>
<tr>
<td>• Poverty denies us freedom and hope. Confronting poverty means recognizing the human dignity in everyone – and our responsibility to help those neighbours who fall through the cracks.</td>
<td>• Support lowering taxes</td>
</tr>
<tr>
<td></td>
<td>• Support changes in income support for senior citizens that reduce taxes in the long term</td>
</tr>
</tbody>
</table>

37. From the information above which party or parties support the idea of free universal health care?

a. The Conservative Party of Canada  
b. The New Democratic Party of Canada and the Liberal Party of Canada  
c. The Republican Party  
d. The Conservative Party of Canada and the Liberal Party of Canada

38. Which political party most values individual freedom to choose and less government involvement?

a. The Conservative Party of Canada  
b. The Liberal Party of Canada  
c. The New Democratic Party of Canada  
d. The Republican Party

39. Which political party **most** feels that economic equalities are unjust and that government's role is to eliminate these inequalities?

a. The Conservative Party of Canada  
b. The Liberal Party of Canada  
c. The New Democratic Party of Canada  
d. The Republican Party
40. **Short Answer Questions** (Answer any two.)

a. Based on Canada’s social programs, what do you think Canadians value?

b. Those who support private health care say that individual citizens have more choice with private health care. Explain how.

c. If a Hutterite colony were to set up its own health care system, describe what it would be like.

d. Explain how the underground economy influences social programs.

e. Describe the social program platform of one of Canada’s political parties.

41. **Essay Questions** (Answer one.)

a. What role should governments play in ensuring the health and well-being of its citizens?

b. Should there be a national, publicly funded child care program? Be sure to support your view.

c. Should education be considered a social program? Be sure to support your view.
**Grade Nine Social Studies**

**Chapter Eight**

To what extent should Canadians support social programs and taxation?

**Test Answer Sheet**

| 1. _______ | 14. _______ | 27. _______ |
| 2. _______ | 15. _______ | 28. _______ |
| 3. _______ | 16. _______ | 29. _______ |
| 4. _______ | 17. _______ | 30. _______ |
| 5. _______ | 18. _______ | 31. _______ |
| 6. _______ | 19. _______ | 32. _______ |
| 7. _______ | 20. _______ | 33. _______ |
| 8. _______ | 21. _______ | 34. _______ |
| 9. _______ | 22. _______ | 35. _______ |
| 10. _______ | 23. _______ | 36. _______ |
| 11. _______ | 24. _______ | 37. _______ |
| 12. _______ | 25. _______ | 38. _______ |
| 13. _______ | 26. _______ | 39. _______ |
Grade Nine Social Studies

Chapter Eight
To what extent should Canadians support social programs and taxation?

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<th>Test Answer Sheet</th>
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<td>11.</td>
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<td>12.</td>
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</table>
Chapter Nine

How should governments in Canada respond to political and economic issues?

Focus Questions

How do environmental issues involve political and economic decision making?
What political and economic decisions should Canadians make to respond to climate change?
What political and economic decisions should Canadians make to protect biodiversity?
## Grade 9 Social Studies

### Chapter 9

**How should governments in Canada respond to political and economic issues?**

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 9.1  Introduction and the Chapter Task</td>
<td>3</td>
</tr>
<tr>
<td>Lesson 9.2  Environmental Issues and Political and Economic Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>Lesson 9.3  Climate Change</td>
<td>5</td>
</tr>
<tr>
<td>Lesson 9.4  Analyzing Thematic Maps</td>
<td>6</td>
</tr>
<tr>
<td>Lesson 9.5  The Kyoto Protocol</td>
<td>7</td>
</tr>
<tr>
<td>Lesson 9.6  Case Study: What impacts do economic and political decisions about the oil sands have on climate change and quality of life?</td>
<td>8</td>
</tr>
<tr>
<td>Lesson 9.7  Steps in Social Involvement: Chapter Task</td>
<td>9</td>
</tr>
<tr>
<td>Lesson 9.8  Issues about Biodiversity</td>
<td>10</td>
</tr>
<tr>
<td>Lesson 9.9  The Chapter Task</td>
<td>11</td>
</tr>
<tr>
<td>Lesson 9.10 Chapter Nine Review</td>
<td>12</td>
</tr>
<tr>
<td>Lesson 9.11 Chapter Nine Assessment</td>
<td>13</td>
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</table>
Lesson 9.1

Concept: Introduction and the Chapter Task

Resources/Materials: Issues for Canadians, pages 298 – 301
Handouts 9-3, 9-4 and 9-5 (student copies)
Worksheets #9.9.1a and #9.9.1b (student copies)

Introduction: Ask students to think about differences between how Canada sees the role of its government compared to how Americans see the role of their government. (Although there are similarities; in general, Canadians want their government to do things that will help its citizens coexist in a peaceful manner. On the other hand, Americans generally do not favour too much government involvement. They believe that individual initiative and private enterprise will lead to a better country.)

When it comes to issues about the environment, the same differences seem to be present. Canadians want the government to take a lead and to work with other nations to address environmental issues. On the other hand, the Americans look to the market place to address environmental issues, and say they do not want to work with other nations; they would prefer to “do their own thing”.

Procedure:

1. Explain that the final chapter is about how Canada responds to political and economic issues, in particular those having to do with the environment.

2. Have students turn to textbook, pages 298 and 300. Guide the reading.

3. Then introduce the Chapter Task on textbook, pages 300 and 301.

4. Distribute Handouts 9-3, 9-4 and 9-5. They will help guide students while they are working on the Chapter Task.

5. Distribute Worksheets #9.9.1a and #9.9.1b. Go over the directions.

Assignments:

1. Read Issues for Canadians, pages 298 – 301.
2. Do Worksheets #9.9.1a and #9.9.1b.
**Environmental Issues**

**Directions:** Use Issues for Canadians, pages 298 and 299 to help you with these questions.

The vast majority of Canadians agree that activities that help to improve our environment are necessary. These activities are not without controversy, however. It seems that the decisions we make with regard to the environment have their advantages and disadvantages.

For each of the changes, try to think of at least one advantage and one disadvantage. The first one is done for you as an example.

<table>
<thead>
<tr>
<th>Activity or Issue</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| Governments have regulated that automobile fuel consumption must be drastically reduced. | • *Automobiles will release fewer pollutants into the atmosphere.*  
• *Consumers will spend less on fuel.* | • *With less fuel being consumed, some gasoline stations may close, resulting in job losses.*  
• *To make cars use less fuel automobile manufacturers will make cars smaller.* |
<p>| Many feel that coal-fired generators should be totally replaced with generators that use renewable resources like wind, solar, hydro and atomic energy. |                                                                                   |                                                                               |
| There is a movement in Canada to ban all chemical weed killers. This not only applies to those weeds you find in lawns, but also those that farmers try to get rid of in their fields. |                                                                                   |                                                                               |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>Any farmer who wants to build a new hog barn or expand a new one must ensure that none of the waste materials will leach into a nearby canal, reservoir or well.</td>
<td></td>
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<tr>
<td>Many feel that people should use public transit to get to work or ride their bicycles. This will reduce the carbon emissions into the air caused by automobiles.</td>
<td></td>
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<tr>
<td>There is a movement to immediately stop the practice of clear cutting of our forests. Clear cutting is a method used by forestry companies whereby all the trees in a particular location are cut down. The company then uses the trees of various sizes and type to make different products.</td>
<td></td>
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</tr>
<tr>
<td>It takes a lot of energy to extract the crude oil out of the oil sands. There is a movement afoot to ban the use of oil sands crude oil because of the amount of damage it is doing to the air, land and water.</td>
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</table>

Worksheet #9.9.1b
**Directions:** Use *Issues for Canadians*, pages 298 and 299 to help you with these questions.

The vast majority of Canadians agree that activities that help to improve our environment are necessary. These activities are not without controversy, however. It seems that the decisions we make with regard to the environment have their advantages and disadvantages.

For each of the changes, try to think of at least one advantage and one disadvantage. The first one is done for you as an example.

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• *Consumers will spend less on fuel.*               | • *With less fuel being consumed, some gasoline stations may close, resulting in job losses.*  
• *To make cars use less fuel, automobile manufacturers will make cars smaller.* |
| Many feel that coal-fired generators should be totally replaced with generators that use renewable resources like wind, solar, hydro and atomic energy. | • *Fewer pollutants in air.*  
• *Coal is a non-renewable resource.*  
• *Employment for those who work with renewable energy sources.* | • *Miners may be out of work.* |
| There is a movement in Canada to ban all chemical weed killers. This not only applies to those weeds you find in lawns, but also those that farmers try to get rid of in their fields. | • *Fewer pollutants in the air and water → safer.* | • *Lawns will not look as nice.*  
• *Farm crop production will be lower.*  
• *Some workers will be out of work.* |
<table>
<thead>
<tr>
<th>Activity or Issue</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any farmer who wants to build a new hog barn or expand a new one must ensure that none of the waste materials will leach into a nearby canal, reservoir or well.</td>
<td>- soaker water</td>
<td>- more expensive to build hog barn and lagoon</td>
</tr>
<tr>
<td>Many feel that people should use public transit to get to work or ride their bicycles. This will reduce the carbon emissions into the air caused by automobiles.</td>
<td>- fewer greenhouse gases emitted → slows climate change</td>
<td>- bicycles not good in poor weather</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- public transit not as convenient</td>
</tr>
<tr>
<td></td>
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<td>- fewer private vehicles needed means less work for some</td>
</tr>
<tr>
<td>There is a movement to immediately stop the practice of clear cutting of our forests. Clear cutting is a method used by forestry companies whereby all the trees in a particular location are cut down. The company then uses the trees of various sizes and type to make different products.</td>
<td>- animal homes protected</td>
<td>- companies will not make as much money</td>
</tr>
<tr>
<td></td>
<td>- fewer problems regarding soil erosion</td>
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<td></td>
<td>- perhaps less waste</td>
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<td>It takes a lot of energy to extract the crude oil out of the oil sands. There is a movement afoot to ban the use of oil sands crude oil because of the amount of damage it is doing to the air, land and water.</td>
<td>- less damage to the environment</td>
<td>- world's oil supply will be lower → higher prices</td>
</tr>
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<td></td>
<td>- fewer greenhouse gases emitted</td>
<td>- many will be out of work</td>
</tr>
</tbody>
</table>
Lesson 9.2

Concept: Environmental Issues and Political and Economic Decision Making

Resources/Materials: Issues for Canadians, pages 302 – 306
Worksheets #9.9.2a, #9.9.2b and #9.9.2c (harder) (student copies)
Worksheets #9.9.2d and #9.9.2e (easier) (student copies)

Introduction: Explain that it is commonly agreed that large trucks, heavy machinery and farm machinery are all high users of fuel and emit large quantities of pollutants into the air.

Ask, “Why then, does government not require that trucks, heavy machinery and farm machinery have better fuel consumption?” (technology not yet developed, such machinery would be very costly to companies and farmers cannot expect these companies to change their machinery overnight, etc.)

Conclude that there is a lot of information about how human activity has led to environmental issues. However, when governments make decisions about how to deal with them, they must consider several different factors.

Procedure:


2. Then have students turn to textbook, page 304. Guide the reading, if you can as this page more or less expresses the main idea of the chapter.

3. Explain that on textbook, pages 305 and 306, there are views by three different people about environmental concerns.

4. Distribute Worksheets #9.9.2a, #9.9.2b and #9.9.2c or Worksheets #9.9.2d and #9.9.2e. Go over the directions.

Assignments:

2. Do either Worksheets #9.9.2a, #9.9.2b and #9.9.2c or Worksheets #9.9.2d and #9.9.2e.
Directions: Use Issues for Canadians, pages 302 – 306 to answer the questions.

1. Open pit mining has been used in Canada and around the world for several decades. It is not without controversy. What to do about open pit mining is a major environmental issue. Read the information below about open pit mining. Then fill in the web on the next page, telling what you feel the perspectives of each of the groups might be.

Open pit mining, also known as open-cast mining, open-cut mining and strip mining, refers to a method of extracting rock or minerals from the earth by their removal from an open pit or borrow. Many type of mining operations use open-pit mining such as oil sands, copper, gold and coal.

The term is used to differentiate this form of mining from extractive methods that require tunnelling into the earth. Open-pit mines are used when deposits of commercially useful minerals or rock are found near the surface; that is, where the overburden (surface material covering the valuable deposit) is relatively thin or the material of interest is structurally unsuitable for tunnelling (as would be the case for sand, cinder and gravel).

Open-pit mines are typically enlarged until either the mineral resource is exhausted, or an increasing ratio of overburden to ore makes further mining uneconomic. When this occurs, the exhausted mines are sometimes converted to landfills for disposal of solid wastes. However, some form of water control is usually required to keep the mine pit from becoming a lake.

Many companies favour open-pit mining because it is a relatively inexpensive way to get at the oil sands, coal or minerals. This makes the products made from these raw materials less expensive than if the raw materials were mining using other methods. Of course, it provides employment to hundreds of thousands, and companies using open-pit mining can make huge profits.

Many groups want to ban open-pit mining. Environmental groups are particularly concerned because of the damage this method does to the natural landscape. In effect, with open-pit mining, the natural vegetation is scraped away, leaving barren rock and earth exposed. Huge tracts of grassland and forest are destroyed, leaving many species of animal life without homes. Even when companies are required to replant the pit area once mining has finished, it takes several decades for it to get even close to what it was before.

Many open-pit operations take place on traditional Aboriginal hunting and fishing grounds. With open-pit mining, the fish and animals that Aboriginals rely on are gone.

Governments vary on how they view open-pit mining. Right wing governments are prone to let the market place decide whether consumers want products made from raw materials mined in this way. Left wing governments tend to be concerned with the environmental impact of open-pit operations.
Grade Nine Social Studies
Issues for Canadians

Workers

Companies

Environmental Organizations

Should open-pit mining be banned?

Aboriginal Peoples

Government

Consumers

Worksheet #9.9.2b
2. Think about the perspectives expressed by the grade nine students on textbook, pages 305 and 306. Where do you think they would fit on the mind map (page 304)? Decide if the perspective has to do with one, two, three or all of *Governance and Rights Issues*, *Individual and Collective Citizenship*, *Economic Systems Issues* or *Individual and Collective Identity*. Tell why.

<table>
<thead>
<tr>
<th>Graham Musat</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Michelle Swampy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cassandra Sahlen</th>
</tr>
</thead>
</table>

Worksheet #9.9.2c
Workers
Many are employed in open-pit mining operations.

Companies
Companies need to make a profit. Open-pit mining is the only way to get at some of the rock and soil.

Environmental Organizations
Open-pit mines destroy the natural environment. In most cases, once the mining operation ceases to exist, the land cannot be returned to its pre-mining condition.

Should open-pit mining be banned?

Aboriginal Peoples
Many open-pit mines are located on traditional Aboriginal hunting/fishing lands. Open-pit mining disrupts life for wild animals and plants hunted and gathered by Aboriginals.

Government
Government must try to balance the economic needs of the citizens today with the impact on the environment.

Consumers
Banning open-pit mining may create a shortage of some commodities. Consumers will have to decide if it is worth paying more for products not made from open-pit mining operations.
2. Think about the perspectives expressed by the grade nine students on textbook, pages 305 and 306. Where do you think they would fit on the mind map (page 304)? Decide if the perspective has to do with one, two, three or all of Governance and Rights Issues, Individual and Collective Citizenship, Economic Systems Issues or Individual and Collective Identity. Tell why.

<table>
<thead>
<tr>
<th><strong>Graham Musat</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship</strong></td>
<td>wants lower pollutants in the environment because they affect our lives.</td>
</tr>
<tr>
<td><strong>Identity</strong></td>
<td>thinks of Canada as a country with a conscience, but is limited in power because of small population.</td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td>feels government should be setting higher standards to control air and water pollution.</td>
</tr>
<tr>
<td><strong>Economic Issues</strong></td>
<td>happy to see auto companies respond to consumer demand for more environmentally friendly autos.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Michelle Swampy</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship</strong></td>
<td>wants to ensure wildlife is respected/ litter is not strewn about.</td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td>feels government should show leadership.</td>
</tr>
<tr>
<td><strong>Identity</strong></td>
<td>feels that abusing environment goes contrary to a people who have traditionally thought of themselves as part of nature.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cassandra Sahlen</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship</strong></td>
<td>wants people to help keep environment clean.</td>
</tr>
<tr>
<td><strong>Identity</strong></td>
<td>sees herself and fellow club members as environmentally responsible.</td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td>feels government needs to regulate unnecessary waste.</td>
</tr>
</tbody>
</table>
Directions: Use Issues for Canadians, pages 302 – 306 to answer the questions.

1. Think: As you read on page 302, a federal law bans traditional incandescent light bulbs and makes energy efficient light bulbs mandatory. What might be the perspective of each of the groups shown on the mind map on textbook, page 303?

- Government

- Consumers

- Environmental Organizations

- Companies

- Workers

- Aboriginal Peoples
2. Examine the mind map on textbook, page 304. Then read about the perspectives of each of the grade nine students. Each paragraph written by each of the students has to do with part of the mind map. Decide which part.

a. Graham Musat

Paragraph 1: 

Paragraph 2: 

Paragraph 3: 

Paragraph 4: 

b. Michelle Swampy

Paragraph 1: 

Paragraph 2: 

Paragraph 3: 

c. Cassandra Sahlen

Paragraph 1: 

Paragraph 2: 

Paragraph 3: 

Worksheet #9.9.2e
**Directions:** Use *Issues for Canadians*, pages 302 – 306 to answer the questions.

1. Think: As you read on page 302, a federal law bans traditional incandescent light bulbs and makes energy efficient light bulbs mandatory. What might be the perspective of each of the groups shown on the mind map on textbook, page 303?

<table>
<thead>
<tr>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Energy saving to consumers</td>
</tr>
<tr>
<td>- Will mean fewer new power plants will have to be built</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consumers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Will benefit from lower energy bills</td>
</tr>
<tr>
<td>- New style of bulb may not work in some light fixtures</td>
</tr>
<tr>
<td>- Some of the new bulb styles do not look attractive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Low energy consumption means less harm to the environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Companies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Power plant owners and traditional incandescent light bulb manufacturers will suffer</td>
</tr>
<tr>
<td>- Manufacturers of the new bulbs will benefit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Workers at incandescent bulb factories may be out of work</td>
</tr>
<tr>
<td>- Workers at factories that make new bulbs will be happy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aboriginal Peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>If power plant occupy their lands they may benefit with less demand for electricity</td>
</tr>
</tbody>
</table>
2. Examine the mind map on textbook, page 304. Then read about the perspectives of each of the grade nine students. Each paragraph written by each of the students has to do with part of the mind map. Decide which part.

a. **Graham Musat**

   Paragraph 1: **Citizenship**
   
   Paragraph 2: **Economist**
   
   Paragraph 3: **Citizenship Identity**
   
   Paragraph 4: **Governance**

b. **Michelle Swampy**

   Paragraph 1: **Identity Citizenship**
   
   Paragraph 2: **Governance Citizenship**
   
   Paragraph 3: **Identity**

c. **Cassandra Sahlen**

   Paragraph 1: **Citizenship**
   
   Paragraph 2: **Identity Citizenship**
   
   Paragraph 3: **Governance**
Lesson 9.3

Concept: Climate Change

Resources/Materials: Issues for Canadians, pages 307 and 308
Worksheets #9.9.3a and #9.9.3b (harder) (student copies)
Worksheets #9.9.3c and #9.9.3d (easier) (student copies)

Introduction: Explain that scientists the world over say that our climate is changing, and that if it continues to do so, life as we know it today, will no longer be the same. Cite different examples: more severe weather, the melting of ice caps in the polar regions, rising ocean levels less precipitation in some areas and more in others.

Most scientists agree that the biggest contributor of this climate change is what are known as greenhouse gases. Today’s lesson gives some information about GHGs.

Procedure:


2. Note that environmentalists, scientists and most governments are eager to address the GHG issue, but some individuals and groups are not. Discuss why. (companies and individuals that produce and consume products that produce high levels of GHGs are affected)

3. Distribute Worksheets #9.9.3a and #9.9.3b or Worksheets #9.9.3c and #9.9.3d.

Assignments:

1. Read Issues for Canadians, pages 307 and 308.
2. Do either Worksheets #9.9.3a and #9.9.3b or Worksheets #9.9.3c and #9.9.3d.
Greenhouse Gases

Directions: Use Issues for Canadians, pages 307 and 308 to help you with the questions.

Read the following excerpts that express perspectives on greenhouse gases.

Much like the glass of a greenhouse, gases in our atmosphere sustain life on earth by trapping the sun’s heat. These gases allow the sun’s rays to pass through and warm the earth, but prevent this warmth from escaping our atmosphere into space. Without naturally occurring, heat-trapping gases – mainly water vapour, carbon dioxide and methane – Earth would be too cold to sustain life, as we know it.

The danger lies in the rapid increase of carbon dioxide and other greenhouse gases that intensify this natural greenhouse effect. For thousands of years, the global carbon supply was essentially stable as natural processes removed as much carbon as they released. Modern human activity – burning fossil fuels, deforestation, intensive agriculture – has added huge quantities of carbon dioxide and other greenhouse gases.

Today’s atmosphere contains 32 percent more carbon dioxide than it did at the start of the industrial era. Levels of methane and carbon dioxide are the highest they have been in nearly half a million years.

- from the David Suzuki Foundation, an environmentalist group

EPA moves to curb greenhouse gas emissions

Industry group questions legality of proposal that would affect big plants

Proposed regulations would require power plants, factories and refineries to reduce greenhouse gases by installing the best available technology and improving energy efficiency whenever a facility is significantly changed or built.

The Environmental Protection Agency (EPA) proposal announced Wednesday applies to any industrial plant that emits at least 24,970 tonnes of greenhouse gases a year. EPA administrator Lisa Jackson said, “By using the power and authority of the Clean Air Act, we can begin reducing emissions from the nation’s largest greenhouse gas-emitting facilities without placing an undue burden on the businesses that make up the vast majority of our economy.”

Industry groups immediately questioned the proposal. “This proposal incorrectly assumes that one industry’s greenhouse gas emissions are worse than another’s,” said Charles T. Drevna, president of the National Petrochemical and Refiners Association.

Jeff Holmstead, a former top EPA air pollution official who is now a lobbyist for the energy industry, said the agency was trying to “fit a square peg into a round hole.”

- from MSNBC.com, Internet news organization
The excerpts above represent two different perspectives on the issue of greenhouse gases and climate change. However, they are missing information about how the rise in GHGs and the resulting climate change affect our quality of life.

From what you read on textbook, page 308, what information can you add about how climate change is affecting and will affect our quality of life?
The excerpts above represent two different perspectives on the issue of greenhouse gases and climate change. However, they are missing information about how the rise in GHGs and the resulting climate change affect our quality of life.

From what you read on textbook, page 308, what information can you add about how climate change is affecting and will affect our quality of life?

- Climate change will mean rising sea levels, more severe weather, and disruption of ecosystems and fresh water supplies.

- Lowering GHG emissions means we must find alternatives to burning fossil fuels.

- Regions that emit GHGs in large amounts might not experience the full effects of climate change, but other parts of the globe will.
Directions: Use Issues for Canadians, pages 307 and 308 to help you with the questions.

1. What are greenhouse gases?

2. How do GHGs cause climate change?

3. What are, and will be, some of the effects that climate change will have on the world?

4. Read the following:

Modern human activity such as burning fossil fuels, deforestation and intensive agriculture has added huge quantities of carbon dioxide and other greenhouse gases into our atmosphere.

Today’s atmosphere contains 32 percent more carbon dioxide that it did at the start of the industrial era. Levels of methane and carbon dioxide are the highest they have been in nearly half a million years.

Six of the most common GHGs are carbon dioxide, methane, nitrous oxide, hydrofluorocarbons, perfluorocarbons and sulphur hexafluoride. Of these six gases, three are of primary concern because they are closely related to human activities.

- **Carbon dioxide** is the main contributor to climate change, especially through the burning of fossil fuels.
- **Methane** is produced naturally when vegetation is burned, digested or rotted without the presence of oxygen. Large amounts of methane are released by cattle farming, waste dumps, rice farming and the production of oil and gas.
- **Nitrous oxide**, released by chemical fertilizers and burning fossil fuels, has a global warming potential of 310 times that of carbon dioxide.
Which of the following can you infer from what you read in your textbook on page 308 and the information in the article? Underline all correct answers.

- The creation of GHGs has been going on for thousands of years.
- There are more than six GHGs.
- Climate change will have a significant impact on the way we live.
- So far human activity has slowed the release of GHGs into the atmosphere.
- There is little anyone can do to slow down GHG emissions.
- We can only slow down climate change if we are willing to change some of the ways we do things.
- Big industries are the only ones that can make a difference where GHGs are concerned.
- Technology is and will play a big role in slowing down climate change.
1. What are greenhouse gases?

**GHGs capture heat generated by the Sun's rays.**

2. How do GHGs cause climate change?

* Cause Earth to warm because they do not allow heat to escape out of the atmosphere.

3. What are, and will some of the effects that climate change will have on the world?

* Rising sea levels
* More severe weather
* Disruption of ecosystems
* Lower freshwater supplies

4. Read the following:

Modern human activity such as burning fossil fuels, deforestation and intensive agriculture has added huge quantities of carbon dioxide and other greenhouse gases into our atmosphere.

Today's atmosphere contains 32 percent more carbon dioxide that it did at the start of the industrial era. Levels of methane and carbon dioxide are the highest they have been in nearly half a million years.

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- Technology is and will play a big role in slowing down climate change.
Lesson 9.4

Concept: Analyzing Thematic Maps

Handouts 9-7 and 9-8 (harder) (student copies)
Worksheets #9.9.4a and #9.9.4b (easier) (student copies)

Introduction: Review that we get a lot of valuable information from maps. Today we will examine a particular type of map called a “thematic map”.

Procedure:

1. Have students turn to textbook, page 309. Guide the reading of the introduction.

2. Have students flip through textbook, pages 310 – 315 to give them an idea of the section content.

3. Have students read these pages independently.

4. Distribute either Handouts 9-7 and 9-8 or Worksheets #9.9.4a and #9.9.4b. Go over the directions.

Assignments:

2. Do either Handouts 9-7 and 9-8 or Worksheets #9.9.4a and #9.9.4b.
The Connection between Climate Change and Citizenship

Directions: Use Issues for Canadians, pages 309 – 315 to answer the questions.

1. Briefly list five impacts that warmer weather will have for North America.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Examine textbook, pages 310 and 311. What impact will global warming have on the quality of life of the Inuit?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Examine textbook, pages 312 and 313. Why is it that Alberta, with one-third the population of Ontario, exceeds Ontario in the amount of carbon dioxide emitted into the atmosphere?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. If the Government of Alberta enacted legislation to greatly limit the amount of carbon dioxide its industries released into the atmosphere, how would this affect the following:

a. oil companies, farmers, factory owners

________________________________________________________________________

________________________________________________________________________

b. oil company, farm and factory workers

________________________________________________________________________

________________________________________________________________________

c. ordinary citizens

________________________________________________________________________

________________________________________________________________________

Worksheet #9.9.4a
d. Aboriginais


e. Environmental organizations


5. Examine textbook, pages 314 and 315.

a. In North America, what is the relationship between GDP per capita and CO₂ emissions?


b. Why is it that international negotiations on climate change have not focused as much on developing countries such as Mexico as they have on developed countries?


c. How is the United States' position on climate change reduction related to the fact that it is a market economy?


The Connection between Climate Change and Citizenship

Directions: Use Issues for Canadians, pages 309 – 315 to answer the questions.

1. Briefly list five impacts that warmer weather will have for North America.
   - Decline in abundance of freshwater
   - Loss of wildlife species
   - More extreme weather events
   - Longer growing seasons
   - Flooding along coastlines

2. Examine textbook, pages 310 and 311. What impact will global warming have on the quality of life of the Inuit?
   - Global warming will affect Inuit homelands the greatest
   - Will impact how they hunt and how they live
   - The wildlife they hunt may not survive global warming

3. Examine textbook, pages 312 and 313. Why is it that Alberta, with one-third the population of Ontario, exceeds Ontario in the amount of carbon dioxide emitted into the atmosphere?
   - Has oil industry and coal-fired power plants

4. If the Government of Alberta enacted legislation to greatly limit the amount of carbon dioxide its industries released into the atmosphere, how would this affect the following:
   a. oil companies, farmers, factory owners
      - Many could not afford to keep operating
      - Would have to look for better ways of running their operations
   b. oil company, farm and factory workers
      - Could have to look for different jobs
   c. ordinary citizens
      - Unemployment could rise
      - Air would be cleaner
      - Climate change would not be as severe
d. Aboriginals  Those who live on lands close to oilsands development may find there will be less effect on fishing/hunting/gathering.

e. environmental organizations will feel their efforts to lobby government have been worthwhile.

5. Examine textbook, pages 314 and 315.
   a. In North America, what is the relationship between GDP per capita and CO₂ emissions?
      higher the GDP/capita → higher CO₂ emissions.

   b. Why is it that international negotiations on climate change have not focused as much on developing countries such as Mexico as they have on developed countries?
      feel it might slow their economies, which goes against the needs and interest of developing countries.

   c. How is the United States’ position on climate change reduction related to the fact that it is a market economy?
      U.S. feels that individuals will demand lower GHG emissions. It is not up to the government to make regulations. Businesses will lower GHG emissions when consumers choose products made by companies that are environmentally responsible.
Lesson 9.5

Concept: The Kyoto Protocol

Worksheets #9.9.5a and #9.9.5b (harder) (student copies)
Worksheets #9.9.5c and #9.9.5d (easier) (student copies)
ALTERNATLEY. Do Handout 9-9 (student copies)
Wall Map of the World

Introduction: Point out the location of the city of Kyoto in central Japan on the wall map. Explain that in 2002 world leaders met to discuss how best to address the issue of climate change. At that meeting, almost all participating countries identified or targets as to by how much they would try to reduce the amount of GHGs their countries released into the air.

Unfortunately, the U.S. did not agree to these targets. The result was that because one of the highest GHG producers was not on board, the other countries efforts were not as enthusiastic.

Procedure:

1. Have students turn to textbook, page 316. Guide the reading. Discuss how the party platforms of the Liberal government affected its promises at Kyoto as compared to that of the Conservatives. (Liberals more likely to be left of centre – more likely to take steps where government enacts legislation regarding GHG emission than would the Conservatives who are right of centre.)

2. Have students turn to textbook, page 317. Explain that this page describes the effects that government legislation and policy has had on environmental concerns.

3. Have students read textbook, pages 317 – 321 independently to find out how the ordinary citizen can contribute to GHG reduction.

4. Distribute Worksheets #9.9.5a and #9.9.5b or Worksheets #9.9.5c and #9.9.5d. Go over the directions.

5. ALTERNATELY. Have students do Handout 9-9.

Assignments:

2. Do Worksheets #9.9.5a and #9.9.5b or Worksheets #9.9.5c and #9.9.5d.
3. ALTERNATELY. Have students do Handout 9-9.
Directions: Use *Issues for Canadians*, pages 316 – 321 to answer the questions.

1. Review the information on the Kyoto Protocol.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>planned</td>
<td>mixed</td>
<td></td>
<td>market</td>
<td></td>
<td></td>
</tr>
<tr>
<td>economy</td>
<td>economy</td>
<td></td>
<td>economy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From what you read, which letter most likely represents the

a. Liberals? ________

b. Conservatives? ________

c. United States? ________

2. At the meeting in Bali, Indonesia, developing countries stated they could not commit to doing a lot with regard to climate change. What is the cartoonist's view of this?

**REDUCE GREENHOUSE GAS EMISSIONS? WHO? US?**

- Brazil is [speech bubble]: [text]
- Ditto for China.
- India is [speech bubble]: [text]
- South Africa is [speech bubble]: [text]

CONFERENCE BALI-ACHERS
Directions: Use *Issues for Canadians*, pages 316 – 321 to answer the questions.

1. Review the information on the Kyoto Protocol.

   A | B | C | D | E | F
   ---|---|---|---|---|---
   planned economy | mixed economy | market economy

   From what you read, which letter most likely represents the
   a. Liberals?  C  
b. Conservatives?  D  
c. United States?  E

2. At the meeting in Bali, Indonesia, developing countries stated they could not commit to doing a lot with regard to climate change. What is the cartoonist’s view of this?

   **REDUCE GREENHOUSE GAS EMISSIONS? WHO? US?**

   **CONFERENCE BALI: ACHERS**

   Developing countries should do their part in addressing climate
   change

Worksheet #9.9.5a
3. How have these government decisions affected quality of life for citizens?

<table>
<thead>
<tr>
<th>Government Decision</th>
<th>Affect on Quality of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal government reduced taxes for those who bought transit passes.</td>
<td></td>
</tr>
<tr>
<td>Federal government funds the production of biofuel.</td>
<td></td>
</tr>
<tr>
<td>Federal government provides funds to develop renewable energy technologies.</td>
<td></td>
</tr>
<tr>
<td>The Clean Air Act set new emission standards for most plants and industries.</td>
<td></td>
</tr>
<tr>
<td>The U.S. government provides tax breaks on energy-efficient products and services.</td>
<td></td>
</tr>
<tr>
<td>B.C.’s government created a carbon tax on fossil fuels.</td>
<td></td>
</tr>
</tbody>
</table>

4. From what you read on textbook, pages 318 – 321 what are five ways in which individuals and groups can do their part to reduce GHG emissions?
3. How have these government decisions affected quality of life for citizens?

<table>
<thead>
<tr>
<th>Government Decision</th>
<th>Affect on Quality of Life</th>
</tr>
</thead>
</table>
| Federal government reduced taxes for those who bought transit passes.                | • more people use transit  
|                                                                                      | • less air pollution     
|                                                                                      | • not as convenient      |
| Federal government funds the production of biofuel.                                  | • fewer GHGs emitted     
|                                                                                      | • food supply affected   |
| Federal government provides funds to develop renewable energy technologies.          | • fewer GHGs             
|                                                                                      | • can be job losses in industries with coal-fired electricity generation |
| The Clean Air Act set new emission standards for most plants and industries.          | • cleaner air            
|                                                                                      | • costs of production in the affected plant have risen and passed on to consumer |
| The U.S. government provides tax breaks on energy-efficient products and services.    | • lowers prices of products |
|                                                                                      | • less pollution         |
| B.C.'s government created a carbon tax on fossil fuels.                              | • lower GHG emissions    
|                                                                                      | • higher product costs   |

4. From what you read on textbook, pages 318 – 321 what are five ways in which individuals and groups can do their part to reduce GHG emissions?

• Do dishes by hand
• Hang clothes to dry
• Keep shower time to a minimum
• Ride bike or use public transit or car pool
• Don't open refrigerator any longer than you need to
• Use solar panels to help dependency on conventional power generation
• Help inform others of more environmentally friendly ways
Government Decisions and the Environment

Directions: Use Issues for Canadians, pages 316 – 321 to answer the questions.

1. Examine the information on the Kyoto Protocol and the meeting at Bali, Indonesia on page 316.

From what you read, where would you place each of the following on the continuum?

Liberal Party ________  Conservative Party ________
United States ________  Environmental Groups ________

2. Explain how each of these government decisions can reduce GHG emissions?

<table>
<thead>
<tr>
<th>Government Decision</th>
<th>How It Helps Reduce GHG Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing taxes for those who use public transit.</td>
<td></td>
</tr>
<tr>
<td>Providing funds for projects that develop renewable energy technologies.</td>
<td></td>
</tr>
<tr>
<td>Funding the production of biofuels.</td>
<td></td>
</tr>
<tr>
<td>Passing the Clean Air Act, which sets new GHG emission standards for most plants and industries.</td>
<td></td>
</tr>
<tr>
<td>The B.C. government’s decision to place a carbon tax on fossil fuels.</td>
<td></td>
</tr>
</tbody>
</table>
3. Think about the comic on pages 318 and 319. Then answer the questions.

a. If the supply of some foods went down because they were being used to produce biofuels, what would most likely happen to the price of those foods?


b. What could the boy do to save energy?

Instead of cleaning dishes in this dishwasher, he could ____________________________

Instead of putting clothes in the clothes dryer, he could ____________________________

Instead of taking a long hot shower, he could ____________________________

Instead of having his father drive him to school, he could ____________________________

Instead of having his father drive him to his guitar lessons, he could ____________________________

4. Read about the Students for Environmental and Social Advocacy on pages 320 and 321. Where would they fit on the mind map on page 303?

What might be the perspective of the companies that produce electricity by burning coal?

What might be the perspective of consumers?
Government Decisions and the Environment

Directions: Use Issues for Canadians, pages 316 – 321 to answer the questions.

1. Examine the information on the Kyoto Protocol and the meeting at Bali, Indonesia on page 316.

From what you read, where would you place each of the following on the continuum?

Liberal Party ______ B ______  Conservative Party ______ C ______
United States ______ D ______  Environmental Groups ______ A ______

2. Explain how each of these government decisions can reduce GHG emissions?

<table>
<thead>
<tr>
<th>Government Decision</th>
<th>How It Helps Reduce GHG Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing taxes for those who use public transit.</td>
<td>fewer private cars on the roads</td>
</tr>
<tr>
<td>Providing funds for projects that develop renewable energy technologies.</td>
<td>less reliance on technologies that require burning of fossil fuels</td>
</tr>
<tr>
<td>Funding the production of biofuels.</td>
<td>less use of burning oil-based fuels</td>
</tr>
<tr>
<td>Passing the Clean Air Act, which sets new GHG emission standards for most plants and industries.</td>
<td>require industries to lower GHG emission</td>
</tr>
<tr>
<td>The B.C. government’s decision to place a carbon tax on fossil fuels.</td>
<td>consumers will try to choose options that burn less fossil fuels</td>
</tr>
</tbody>
</table>
3. Think about the comic on pages 318 and 319. Then answer the questions.

a. If the supply of some foods went down because they were being used to produce biofuels, what would most likely happen to the price of those foods?

   Increase

b. What could the boy do to save energy?

   Instead of cleaning dishes in this dishwasher, he could wash dishes himself.

   Instead of putting clothes in the clothes dryer, he could hang them to dry.

   Instead of taking a long hot shower, he could take a shorter shower.

   Instead of having his father drive him to school, he could bike or ride public transit.

   Instead of having his father drive him to his guitar lessons, he could bike or use public transit.

4. Read about the Students for Environmental and Social Advocacy on pages 320 and 321. Where would they fit on the mind map on page 303?

   Environmental Organizations
   Consumers

   What might be the perspective of the companies that produce electricity by burning coal?
   It is the way the company generates income.

   What might be the perspective of consumers?
   • Coal-fired electricity is relatively inexpensive.
   • Benefit from cleaner air and fewer GHG emissions if renewable energy resources are used.
Lesson 9.6

Concept: Case Study: What impacts do economic and political decisions about the oil sands have on climate change and quality of life?

Resources/Materials: Issues for Canadians, pages 303 and 323 – 326.
Worksheet #9.9.6 (student copies)

Introduction: Explain that one of the reasons that Alberta has many excellent social programs is because of the presence of crude oil and natural gas. The Alberta government sells the oil and natural gas that is in the ground to private companies. These private companies then take the oil and natural gas out of the ground and refine it so that consumers can use it. The money received is called royalties.

The presence of these huge reserves of oil and natural gas is a double-edged sword. On one hand, they provide Alberta with huge revenues. On the other hand, oil and natural gas are big contributors to GHGs.

Procedure:

1. Explain that today, the class will explore more about the issue of effect that oil sands development has on climate change and quality of life.


3. With students review the different individuals views and perspectives on environmental issues (page 303).

4. Direct students to read textbook, pages 323 – 326 to find out about some of these view and perspectives.

5. Distribute Worksheets #9.9.6a and #9.9.6b. Go over the directions.

Assignments:

1. Read Issues for Canadians, pages 323 – 326.
2. Do Worksheets #9.9.6a and #9.9.6b.
### Perspective on Oil Sands Development

**Directions:** Use *Issues for Canadians*, pages 323 – 326 to answer the questions.

<table>
<thead>
<tr>
<th>Workers</th>
<th>Companies</th>
<th>Consumers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Organizations</td>
<td>Aboriginal Peoples</td>
<td>Governments</td>
</tr>
</tbody>
</table>

1. Examine each view and perspective. Then identify the group from the box above. Briefly, explain the view or perspective and how it might affect quality of life.

<table>
<thead>
<tr>
<th>Article</th>
<th>Whose View/Perspective?</th>
<th>What is the View/Perspective?</th>
<th>How it affects quality of life?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government Lets Alberta Oil Sands Off the Hook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scotford Upgrader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Premier Rejects Calls to Slow Oil Sands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article/Side Bar/Ad</td>
<td>Whose View/Perspective?</td>
<td>What is the View/Perspective?</td>
<td>How it affects quality of life?</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Coalition urges slowdown on oil sands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s time to STOP and THINK!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Cartoon</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Reread the news article entitled “Premier Rejects Calls to Slow Oil Sands”. Where would you locate the premier’s position on the economic continuum? Tell why.

**THE ECONOMIC CONTINUUM**

<table>
<thead>
<tr>
<th>Planned Economy</th>
<th>Mixed Economy</th>
<th>Market Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- more government involvement
- less government involvement

Worksheet #9.9.6b
# Perspective on Oil Sands Development

**Directions:** Use *Issues for Canadians*, pages 323 – 326 to answer the questions.

<table>
<thead>
<tr>
<th>Workers</th>
<th>Companies</th>
<th>Consumers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Organizations</td>
<td>Aboriginal Peoples</td>
<td>Governments</td>
</tr>
</tbody>
</table>

1. Examine each view and perspective. Then identify the group from the box above. Briefly, explain the view or perspective and how it might affect quality of life.

<table>
<thead>
<tr>
<th>Article</th>
<th>Whose View/Perspective?</th>
<th>What is the View/Perspective?</th>
<th>How it affects quality of life?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government Lets Alberta Oil Sands Off the Hook</td>
<td>Governments</td>
<td>hope this will result in rapid expansion of oil sands development</td>
<td>supplies of oil-based fuels will remain plentiful and relatively inexpensive, oil sands oil development means more GHGs.</td>
</tr>
<tr>
<td>Scotford Upgrader</td>
<td>Environmental Organizations or Consumers</td>
<td>Scotford Upgrader is part of an industry that is one of Canada’s top GHG emitters.</td>
<td>employs people, emits high level of GHG.</td>
</tr>
<tr>
<td>Premier Rejects Calls to Slow Oil Sands</td>
<td>Governments Companies</td>
<td>Oil sands development has led to high employment, resulting in more funds put into infrastructure and public services.</td>
<td>better schools, roads, hospitals, more people working, population growth, more GHGs.</td>
</tr>
<tr>
<td>Article/Side Bar/Ad</td>
<td>Whose View/Perspective?</td>
<td>What is the View/Perspective?</td>
<td>How it affects quality of life?</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Coalition urges slowdown on oil sands</td>
<td>Environmental Organizations, Aboriginal Peoples</td>
<td>Government should stop approving any more oil sands projects</td>
<td>Poor air and land quality, oil sands development has negative impact on health</td>
</tr>
<tr>
<td>It's time to STOP and THINK!</td>
<td>Environmental Organizations, Aboriginal Peoples</td>
<td>Oil sands development has made Alberta the leading source of GHGs</td>
<td>Affects health, Abignals not consulted, Forest destroyed, oil sands extraction uses much natural gas, strain on existing infrastructure</td>
</tr>
<tr>
<td>Political Cartoon</td>
<td>Consumers</td>
<td>North American car makers not responding to need for more fuel efficient autos</td>
<td>Less demand for North American autos, less work for workers at N.A. auto plants, some people stay loyal to N.A. autos in spite of their high GHG emissions</td>
</tr>
</tbody>
</table>

2. Reread the news article entitled “Premier Rejects Calls to Slow Oil Sands”. Where would you locate the premier’s position on the economic continuum? Tell why.

**THE ECONOMIC CONTINUUM**

<table>
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<th>Market Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>more government involvement</td>
<td>premier</td>
<td>less government involvement</td>
</tr>
</tbody>
</table>

He stated that government believes producers and consumers, acting freely, make the best economic decisions.
Lesson 9.7

Concept: Steps in Social Involvement: Chapter Task

Resources/Materials: Issues for Canadians, pages 327 and 328

Introduction: Review the Chapter Task as outlined on textbook, page 300.

Procedure:

1. Have students turn to textbook, pages 327 and 328. Guide the reading.

2. Have student select an issue to investigate. (NOTE: To make it simple, perhaps you could have group decide on one issue.)

3. You will have to use your home computer to find appropriate articles. It is best if you can find articles that represent a variety of perspectives. Print them off and distribute them to your students.

4. Once students have had the chance to review the articles, have them complete the Try this! activity on textbook, page 328.

Assignment:

1. Read Issues for Canadians, pages 327 and 328.

2. Do the “Try this!” activity on page 328.
Lesson 9.8

Concept: Issues about Biodiversity

Resources/Materials: Issues for Canadians, pages 329 – 335
Worksheets #9.9.8a and #9.9.8b (easier) (student copies)

Introduction: Explain that hundreds of species of organisms become extinct each year. This is mainly due to the fact that the organisms are unable to adapt to some kind of change in the environment.

Most scientists agree that the greater the number and variety of living things there are on earth, the healthier the earth is. The term biodiversity refers to the variety and number of living things on Earth.

Procedure:


2. Have students turn to textbook, page 330. Explain that the next few pages have to do with how the woodland caribou is being threatened by human activity.

3. Note that the purpose of these pages is to give students a procedure they can follow on an issue of their own choice.

4. With students identify the steps involved:

   Learn about the issue.
   Build a network.
   Look for levers.

5. Have students read textbook, pages 330 – 335.

6. Have students do some or all of the “Connect the big ideas” activities on page 335 or distribute Worksheets #9.9.8a and #9.9.8b.

Assignments:

2. Do either some or all of the “Connect the big ideas” activities on page 335 of Worksheets #9.9.8a and #9.9.8b.
**Directions:** Use *Issues for Canadians*, pages 329 – 335 to answer the questions.

1. Define *biodiversity*.

2. Why is biodiversity important?

3. Think about the steps that Cliff Wallis suggests. Then complete the chart. (The chart is started to so you can get the idea.)

<table>
<thead>
<tr>
<th>Step</th>
<th>What Is Involved in the Step</th>
<th>How the Step Relates to the Woodland Caribou</th>
</tr>
</thead>
</table>
| Learn about the issue. | • *Research to find out more about the topic*  
                      • *Become familiar with different perspectives and views* |                                             |
<table>
<thead>
<tr>
<th>Step</th>
<th>What Is Involved in the Step</th>
<th>How the Step Relates to the Woodland Caribou</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a Network</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look for Levers</td>
<td></td>
<td>Lever 1:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lever 2:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lever 3:</td>
</tr>
</tbody>
</table>
**Protecting Biodiversity**

**Directions:** Use *Issues for Canadians*, pages 329 – 335 to answer the questions.

1. Define *biodiversity*.
   - refer to the variety and number of living things on Earth, and to the ecosystems living things shape and depend on

2. Why is biodiversity important?
   - connect to quality of life in ways such as availability of clean air and water and climate control

3. Think about the steps that Cliff Wallis suggests. Then complete the chart. (The chart is started to so you can get the idea.)

<table>
<thead>
<tr>
<th>Step</th>
<th>What Is Involved in the Step</th>
<th>How the Step Relates to the Woodland Caribou</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about the issue</td>
<td><em>Research to find out more about the topic</em></td>
<td><em>do not tolerate human activity well</em></td>
</tr>
<tr>
<td></td>
<td><em>Become familiar with different perspectives and views</em></td>
<td><em>eat lichens in old-growth forests</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>logging operations and oil and gas activity have disturbed their habitat</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>wolves find woodland caribou easy prey</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Woodland caribou listed as a threatened species</em></td>
</tr>
</tbody>
</table>

**Worksheet #9.9.8a**
<table>
<thead>
<tr>
<th>Step</th>
<th>What Is Involved in the Step</th>
<th>How the Step Relates to the Woodland Caribou</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a Network</td>
<td>think of individuals and organizations who are concerned</td>
<td>Maintaining forests is important for survival of woodland caribou. Aboriginal peoples who hunt caribou occupy traditional hunting grounds. Business - forestry companies need healthy forests. Environment Group - want to protect ecosystems. Governments - have responsibility of developing forests wisely. Unions - many jobs come from forests.</td>
</tr>
<tr>
<td>Look for Levers</td>
<td>ways to apply pressure that will get people to act</td>
<td>Lever 1: Markets. Companies can claim they use only FSC certified products in their marketing campaigns - a move that helps protect woodland caribou habitat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lever 2: Laws. Government has obligation to protect woodland caribou under the Species at Risk Act.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lever 3: International Agreements. The International Convention on Biological Diversity: importance of biodiversity, biodiversity common concern of humanity, biodiversity critical to meeting food, health and other needs of the growing world population. These all apply to woodland caribou.</td>
</tr>
</tbody>
</table>
Lesson 9.9

Concept: The Chapter Task

Resources/Materials: Issues for Canadians, page 336
Handout 9-6 (student copies)

Introduction: Briefly touch base with students on their choice of issue for the Chapter Task.

Procedure:

2. Once students have completed the Chapter Task, distribute Handout 9-6. Go over the directions.

Assignments:

2. Complete the Chapter Task.
Lesson 9.10

Concept: Chapter Nine Review

Resources/Materials: Issues for Canadians, pages 337
Chapter Nine Review Sheets (student copies)

Introduction: Explain that it is time to prepare for the Chapter Nine test.

Procedure:

1. Briefly go over the skills and content of Chapter Nine. Be sure to explain that students are expected to use the ideas covered in the chapter and apply that knowledge and the skills to new situations.

2. Assign students all or part of the activities on the Chapter 9 Review on textbook, page 337.

3. OR. Have students do the Chapter Nine Review sheets.

Assignments:

1. Do all or part of the Chapter 9 Review on page 337 of Issues for Canadians.
2. OR. Do all or part of the Chapter Nine Review Sheets.
Chapter Nine
How should governments in Canada respond to political and economic issues?

Review

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>biodiversity</th>
<th>biofuel</th>
<th>citizenship</th>
<th>climate change</th>
</tr>
</thead>
<tbody>
<tr>
<td>emissions</td>
<td>fossil fuels</td>
<td>GDP per capita</td>
<td>GHGs</td>
</tr>
<tr>
<td>Kyoto Protocol</td>
<td>lever</td>
<td>SARA</td>
<td>thematic maps</td>
</tr>
</tbody>
</table>

a. _____________ the number and variety of plant and animal species on Earth

b. _____________ the rise in the average temperature of the Earth

c. _____________ gases that allow the Sun’s light and heat into the Earth’s atmosphere, but do not let heat out

d. _____________ substances that are released into the atmosphere

e. _____________ a measure of how well-off the people of a country are

f. _____________ the first climate-change plan that countries of the world negotiated

g. _____________ substances that burn and that were formed from once living organisms

h. _____________ representations of the Earth that show information related to a specific topic

i. _____________ activities related to building a society that includes everyone

j. _____________ a means of accomplishing something; a way to apply pressure

k. _____________ fuel made from grain, vegetable oil and sugar

l. _____________ law that was created to protect wildlife species from becoming extinct
2. Make each sentence true by crossing out the incorrect words and phrases and replacing them with correct ones.

a. Environmental issues arise when wildlife activities change the natural world.

b. When addressing environmental issues, workers can lose their jobs when businesses are forced to close down because of eco-friendly practices.

c. Aboriginal groups are particularly unconcerned about environmental issues because their collective rights include rights to land and resources.

d. The Inuit are affected because thematic maps show that climate change will affect their homelands the least.

e. Studies show that of the Canadian provinces and territories, Québec and British Columbia are the greatest emitters of carbon dioxide.

f. Of the three largest North American countries, the United States has the largest population, but emits the least amount of GHGs.

gh. In 2008 President George W. Bush of the United States stated that the U.S. would be willing to enter into international agreements in an effort to reduce global GHG emissions.

h. GHG emissions started to rapidly increase at the beginning of the stone age.

i. During meetings in Kyoto, Japan in 2002, the Canadian government, formed by the Conservative government, agreed to GHG emission reduction targets.

j. In 2007 Premier Ed Stelmach of Alberta accepted the idea that oil sands development should be slowed.

k. The woodland caribou connects to the quality of life of everyone because it has to do with clean air, water and climate control.

3. Examine the three sources of information below and on the next page. Then answer the questions.

Source A

A carbon footprint is “the total set of GHG emissions” caused directly and indirectly by an individual, organization, event or product. An individual, nation or organization’s carbon footprint is measured by undertaking a GHG emissions statement.

(United Kingdom Carbon Trust, 2008)
a. According to the information, which country has the largest carbon footprint in North America?

- Canada
- Mexico
- United States
- Nicaragua

b. We can infer from the three sources of information together that

- North American countries as a group contribute significantly to climate change.
- of the three countries Mexico has the strictest environmental regulations.
- per person, Canada’s carbon footprint is less than that of the U.S.
- the U.S. has no regulations where GHGs are concerned.

c. The message of Source B is that in the U.S.

- there has been significant progress in reducing the carbon footprint.
- environmental groups are waiting for Canada to make more of a commitment to reduce its carbon footprint.
- the amount that has been done regarding reducing the carbon footprint is very small compared to what needs to be done.
- reducing the carbon footprint is a priority.
4. Use Issues for Canadians, page 308 to help decide which words go in the spaces.

Climate change refers to a rise in the average ________________ of Earth due to the build up of greenhouse gases (GHGs) in the atmosphere. The United Nations Intergovernmental Panel on Climate Change predicts that climate change will result in rising __________ levels, more severe _______________, and disruption of ________________ and freshwater supplies.

GHGs primarily come from burning ________________, ________________, such as natural gas, gasoline, coal and oil. Most economies of the world rely on fossil fuels to produce ________________, such as metals and foods, and to ________________ and transport goods and services. Individual consumers also use fossil fuels.

GHGs in the atmosphere affect the whole world. A region or country that ________________ more GHGs will not experience “worse” global warming. Different regions, however, will experience different impacts. For example, ________________ land – such as New Orleans, and the country of Bangladesh – face severe ________________ from rising sea levels.

5. The federal government has provided funds to develop renewable energy technologies, such as wind turbines and solar panels. It hopes that electricity generation will be less reliant on GHG producing coal-fired power plants. Tell how each of the following might be affected by the federal government’s decision to fund these projects.

a. wind turbine and solar panel producers

b. coal miners

c. consumers

d. landowners
6. Examine the political cartoon and the excerpt. Then answer the questions.

Excerpt

May 2007
The federal government has decided that Alberta would be exempt from its new clean air regulations for another three years. The regulations were designed to decrease Canada’s carbon footprint. Alberta’s premier, Ed Stelmach agreed with the federal government. He noted that oil sands development is responsible for twenty-five percent of the new jobs created in Canada. He emphasized that Alberta is playing a key role helping the Canadian economy to grow.

Stelmach argues that it is not up to government to slow down oil sands development. “I believe that producers and consumers, acting freely, make the best economic decisions,” stated Stelmach. “Governments should not be involved in manipulating the economy.”

In reaction to Stelmach’s comments, a Green Peace quipped, “I thought for a moment that Stelmach was the president of the United States!”

In what way are the messages in the political cartoon and the excerpt alike?
- Both feel that government involvement is necessary to address environmental issues.
- Both do not feel that oil sands development should be halted.
- Both acknowledge that environmental issues do exist.
- Both feel that it is up to the companies to address issues about the environment.
The political cartoon and the excerpt have differing viewpoints when it comes to

- the best way to deal with GHG emissions.
- the role of government in addressing environment issues.
- the need for government to be responsible when it comes to oil sands development.
- the role of the individual citizen in choosing alternative energy sources.

Think about what the comments made by Rob Grant on page 320 of Issues for Canadians. In what way are his views similar to those of Ed Stelmach?

- Both are worried about the effects of oil sands development on climate change.
- Both feel that using renewable energy resources will benefit Canadians in the long run.
- Both feel that Alberta would be better off if there was a slow-down in oil activity.
- Both feel that consumer choice is a powerful force in the economy.

In the final paragraph of the excerpt, the Green Peace activist’s comments were most likely made because

- the United States president in 2007 felt that environmental issues should be addressed once consumers demand it.
- Ed Stelmach has stated he would someday like to be the U.S. president.
- the U.S. president has the power to decide how oil sands development should proceed.
- American companies have a large presence in oil sands development.

7. Explain how the “threatened” status of the woodland caribou affects each of the following:

a. The Forest Stewardship Council

b. The Red River Cree Nation

c. Alberta Pacific

d. The Energy and Paper Workers Union
8. Briefly describe three levers that Cliff Wallis writes about that can help with his efforts to save the woodland caribou.
9. **Short Answer Questions** (You will be asked to answer any two.)
   a. What role do consumers play when it comes to environmental issues?
   b. Explain how Aboriginal peoples are connected to environmental issues.
   c. Explain the connection between greenhouse gases and climate change.
   d. How are Ontario and Alberta responsible for close to sixty percent of Canada’s carbon dioxide emissions?
   e. Explain how human activity has threatened the woodland caribou.

10. **Essay Questions** (You will be asked to answer one.)
    a. Was the Kyoto Protocol as success? Support your answer.
    b. Compare and contrast Canada’s and the U.S.’s approach to climate control.
    c. What steps should be taken to protect biodiversity?
Chapter Nine
How should governments in Canada respond to political and economic issues?

Review

1. Match the words and phrases with their meanings.

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<td>fossil fuels</td>
<td>GDP per capita</td>
<td>GHGs</td>
</tr>
<tr>
<td>Kyoto Protocol</td>
<td>lever</td>
<td>SARA</td>
<td>thematic maps</td>
</tr>
</tbody>
</table>

a. biodiversity — the number and variety of plant and animal species on Earth
b. climate change — the rise in the average temperature of the Earth
c. GHGs — gases that allow the Sun’s light and heat into the Earth’s atmosphere, but do not let heat out
d. emissions — substances that are released into the atmosphere
e. GDP per capita — a measure of how well-off the people of a country are
f. Kyoto Protocol — the first climate-change plan that countries of the world negotiated
g. fossil fuels — substances that burn and that were formed from once living organisms
h. thematic maps — representations of the Earth that show information related to a specific topic
i. citizenship — activities related to building a society that includes everyone
j. lever — a means of accomplishing something; a way to apply pressure
k. biofuel — fuel made from grain, vegetable oil and sugar
l. SARA — law that was created to protect wildlife species from becoming extinct
2. Make each sentence true by crossing out the incorrect words and phrases and replacing them with correct ones.

a. Environmental issues arise when wildlife activities change the natural world.

b. When addressing environmental issues, workers can lose their jobs when businesses are forced to close down because of eco-friendly practices.

c. Aboriginal groups are particularly unconcerned about environmental issues because their collective rights include rights to land and resources.

d. The Inuit are affected because thematic maps show that climate change will affect their homelands the least.

e. Studies show that of the Canadian provinces and territories, Quebec and British Columbia are the greatest emitters of carbon dioxide.

f. Of the three largest North American countries, the United States has the largest population, but emits the least amount of GHGs.

g. In 2008 President George W. Bush of the United States stated that the U.S. would be willing to enter into international agreements in an effort to reduce global GHG emissions.

h. GHG emissions started to rapidly increase at the beginning of the stone age.

i. During meetings in Kyoto, Japan in 2002, the Canadian government, formed by the Liberal government, agreed to GHG emission reduction targets.

j. In 2007 Premier Ed Stelmach of Alberta accepted the idea that oil sands development should be slowed.

k. The woodland caribou connects to the quality of life of everyone because it has to do with clean air, water and climate control. Correct as is.

3. Examine the three sources of information below and on the next page. Then answer the questions.

Source A

A carbon footprint is “the total set of GHG emissions” caused directly and indirectly by an individual, organization, event or product. An individual, nation or organization’s carbon footprint is measured by undertaking a GHG emissions statement.

(United Kingdom Carbon Trust, 2008)
Source C

Country Comparison, 2007

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP per Capita</th>
<th>Estimated Population</th>
<th>Percentage of Global CO₂ Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>$33 000</td>
<td>33 million</td>
<td>2</td>
</tr>
<tr>
<td>Mexico</td>
<td>$12 500</td>
<td>109 million</td>
<td>1.5</td>
</tr>
<tr>
<td>U.S</td>
<td>$46 000</td>
<td>300 million</td>
<td>20</td>
</tr>
</tbody>
</table>

a. According to the information, which country has the largest carbon footprint in North America?

- Canada
- Mexico
- United States
- Nicaragua

b. We can infer from the three sources of information together that

- North American countries as a group contribute significantly to climate change.
- of the three countries Mexico has the strictest environmental regulations.
- per person, Canada's carbon footprint is less than that of the U.S.
- the U.S. has no regulations where GHGs are concerned.

c. The message of Source B is that in the U.S.

- there has been significant progress in reducing the carbon footprint.
- environmental groups are waiting for Canada to make more of a commitment to reduce its carbon footprint.
- the amount that has been done regarding reducing the carbon footprint is very small compared to what needs to be done.
- reducing the carbon footprint is a priority.
4. Use Issues for Canadians, page 308 to help decide which words go in the spaces.

Climate change refers to a rise in the average temperature of Earth due to the build up of greenhouse gases (GHGs) in the atmosphere. The United Nations Intergovernmental Panel on Climate Change predicts that climate change will result in rising sea levels, more severe weather, and disruption of ecosystems and freshwater supplies.

GHGs primarily come from burning fossil fuels, such as natural gas, gasoline, coal and oil. Most economies of the world rely on fossil fuels to produce resources, such as metals and foods, and to manufacture and transport goods and services. Individual consumers also use fossil fuels.

GHGs in the atmosphere affect the whole world. A region or country that emits more GHGs will not experience “worse” global warming. Different regions, however, will experience different impacts. For example, low-lying land – such as New Orleans, and the country of Bangladesh – face severe impacts from rising sea levels.

5. The federal government has provided funds to develop renewable energy technologies, such as wind turbines and solar panels. It hopes that electricity generation will be less reliant on GHG producing coal-fired power plants. Tell how each of the following might be affected by the federal government’s decision to fund these projects.

a. wind turbine and solar panel producers more demand for their products

b. coal miners may be without employment

c. consumers know that the electricity and fuels they use are more environmentally friendly; perhaps cost of electricity, etc. may be higher

d. landowners wind turbines may impact their usual activity
6. Examine the political cartoon and the excerpt. Then answer the questions.

Excerpt

May 2007
The federal government has decided that Alberta would be exempt from its new clean air regulations for another three years. The regulations were designed to decrease Canada’s carbon footprint. Alberta’s premier, Ed Stelmach agreed with the federal government. He noted that oil sands development is responsible for twenty-five percent of the new jobs created in Canada. He emphasized that Alberta is playing a key role helping the Canadian economy to grow.

Stelmach argues that it is not up to government to slow down oil sands development. “I believe that producers and consumers, acting freely, make the best economic decisions,” stated Stelmach. “Governments should not be involved in manipulating the economy.”

In reaction to Stelmach’s comments, a Green Peace quipped, “I thought for a moment that Stelmach was the president of the United States!”

In what way are the messages in the political cartoon and the excerpt alike?

- Both feel that government involvement is necessary to address environmental issues.
- Both do not feel that oil sands development should be halted.
- Both acknowledge that environmental issues do exist.
- Both feel that it is up to the companies to address issues about the environment.
The political cartoon and the excerpt have differing viewpoints when it comes to

- the best way to deal with GHG emissions.
- the role of government in addressing environment issues.
- the need for government to be responsible when it comes to oil sands development.
- the role of the individual citizen in choosing alternative energy sources.

Think about what the comments made by Rob Grant on page 320 of *Issues for Canadians*. In what way are his views similar to those of Ed Stelmach?

- Both are worried about the effects of oil sands development on climate change.
- Both feel that using renewable energy resources will benefit Canadians in the long run.
- Both feel that Alberta would be better off if there was a slow-down in oil activity.
- Both feel that consumer choice is a powerful force in the economy.

In the final paragraph of the excerpt, the Green Peace activist’s comments were most likely made because

- the United States president in 2007 felt that environmental issues should be addressed once consumers demand it.
- Ed Stelmach has stated he would someday like to be the U.S. president.
- the U.S. president has the power to decide how oil sands development should proceed.
- American companies have a large presence in oil sands development.

7. Explain how the “threatened” status of the woodland caribou affects each of the following:

   All: woodland caribou thrives in old growth forests
   a. The Forest Stewardship Council _sets standards for using forests_ → _wants to ensure forests are used appropriately_
   
   b. The Red River Cree Nation _most likely want forests to be left in tact_ so that traditional hunting is not impacted
   
   c. Alberta Pacific _want to ensure forests are used sustainably_
   
   d. The Energy and Paper Workers Union _want to ensure their employers are using forests sustainably so they will have continued employment_
8. Briefly describe three levers that Cliff Wallis writes about that can help with his efforts to save the woodland caribou.

1. Markets - companies want to be able to market their goods as certified by FSC.

2. Laws - federal government has obligation to protect woodland caribou under Species at Risk Act (SARA).

3. International Agreements - Canada signed the Convention on Biological Diversity in 1992, and it helped create an agreement on forests under the U.N. Forum on Forests in 2007.
Lesson 9.11

Concept: Chapter Nine Assessment

Resources/Materials: Chapter Nine Test

Teachers can use a variety of assessment measures:

Classroom work: See rubrics for Chapter 9
The Chapter Task
Chapter Nine Test
Grade Nine Social Studies

Chapter Nine
How should governments in Canada respond to political and social issues?

Test

Part A

Directions: Write the letter to the best answer to each question on the answer sheet. Do not write in this booklet.

Match the words and phrases in the box to their meanings.

<table>
<thead>
<tr>
<th>a. biodiversity</th>
<th>b. biofuel</th>
<th>c. citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. climate change</td>
<td>e. emissions</td>
<td>f. fossil fuels</td>
</tr>
<tr>
<td>g. GDP per capita</td>
<td>h. GHGs</td>
<td>i. Kyoto Protocol</td>
</tr>
<tr>
<td>j. thematic maps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. the number and variety of plant and animal species on Earth

2. the rise in the average temperature of the Earth, primarily caused by emissions from burning fossil fuels

3. refers to the building of a society that includes everyone – individuals and groups

4. maps that show information related to a specific topic

5. a measure of how well-off the people of a country are

6. the first-climate change plan the countries of the world negotiated

7. gases that allow the Sun’s light to enter the atmosphere, but trap heat in, causing the Earth to warm

8. substances given off into the atmosphere

9. substances that can be burned and that are formed from once living organisms.

10. fuel made from grain, vegetable oil and sugar
Answer T for true and F for false.

11. Environmental improvement always leads to a better standard of living for everyone.

12. Aboriginal peoples have collective rights connected to the land.

13. Experts agree that climate change will affect all parts of the land equally.

14. Most economies of the world presently rely on fossil fuels to produce resources.

15. Thematic maps show that the Inuit will be some of the least affected by global warming.

16. Both Alberta and Ontario emit large amounts of carbon dioxide gas into the atmosphere, primarily because of oil sands development and coal-fired generators.

17. The U.S. took a stand against international negotiations on climate change partly because President George W. Bush did not believe human actions were causing climate change.

18. The Kyoto Protocol exempted developing countries from restricting GHG emissions because it was felt their economies would be affected too greatly.

19. Governments in Canada have taken steps to encourage the use of renewable energy sources.

20. Oil sands development is being criticized because it employs more people from out of the province than Albertans themselves.

21. Biodiversity is considered to be important by scientists and environmentalists because it connects to quality of life of everyone.

Write the letter of the best answer to each question.

22. Generally, environmental issues arise because

   a. of human activities that change the natural world.
   b. scientists are concerned that humans do not consume enough.
   c. politicians like to get attention.
   d. Aboriginals no longer have the respect for nature they once did.

23. Consumerism makes consumers a powerful force in environmental issues because

   a. governments can make laws that limit the use of certain products.
   b. they can demand that products are eco-friendly.
   c. manufacturers like to set up their plants where the costs of labour are least expensive.
   d. politicians rarely listen to what consumers have to say.
Source I

My biggest concern is pollution from big industries. I think companies take the easy way out when they put wastes into rivers and the air. They should dispose of wastes properly – including carbon emissions.

I’m glad to see car companies taking action to put limits on carbon emissions – like putting hybrid cars on the market. Some companies are looking into hydrogen fuel cells, too.

It’s important to solve environmental problems because they affect our lives – how we live and how well we live.

I think Canada’s government needs to set higher standards to control air and water pollution. But Canada has a small population. The governments of countries with large populations – like the U.S., China and India – need to step it up, too.

(Graham Musat, grade 9, Edmonton)

Source II

I worry about global warming and what will happen to the animals – wildlife – because of it. Litter is also a problem. I see plastic bags and cans strewn around. Some people just don’t respect what we have.

I think government should help with environmental problems, because it’s going to take more than just the people who care about the environment to save it. It’s going to take everybody. It’s everybody’s world, and we all need to show respect for the place we’re in. Government can help make people take care of the world.

I heard an Elder in my community talking one time. He said he loves where he is, and he hates to see how people are destroying where he is. He said it breaks his heart. This is his home and he wants to protect it. I feel the same way.

(Michelle Swampy, grade 9, Gift Lake Métis Settlement)

Source III

I’m concerned about how much we throw out and the way landfills are filling up. Some people throw away useful stuff that shouldn’t go to the landfill. We should be recycling it and giving it away.

I’m part of the Environmental Action Club at my school. We do a bulletin board about environmental issues, and I do the paper recycling and container recycling for my entire school. I think every school should recycle, but I know that many don’t

We only have one planet, and we’re kind of destroying it.

It would be good if government would put a limit on what people can throw away, or on how much they can throw away – like no more than two bags a week. And we need to do something about plastic. Everything is wrapped in plastic! Like sour Nerds – they come in a box and they’re wrapped in cellophane. They don’t need to be. I think the government might have a role there – putting limits on over-packaging.

(Cassandra Sahlen, grade nine, Calgary)
24. Which of the sources **most** feels that individuals should take responsibility for improving the environment?
   a. Source I
   b. Source II
   c. Source III
   d. Sources I and III

25. Which of the sources is **least** specific about the role of government?
   a. Source I
   b. Source II
   c. Source III
   d. Sources I and III

26. Which of the following is **not** true about greenhouse gases?
   a. Climate change is a result of greenhouse gas emissions.
   b. Greenhouse gases primarily come from burning fossil fuels.
   c. Greenhouse gases in the atmosphere affect the whole world, but different regions will experience different impacts.
   d. The higher the population of a country, the more greenhouses gases it emits.

*Use the following information to answer question 27.*

In 2008, in the State of the Union address, President George Bush said the U.S. would take action on its own to reduce its GHG emission, without entering into international agreements. He also said actions on climate change had to respect the American belief in the “power of individuals” and in the “ability of free peoples to make wise decisions.”

27. From the above information you can infer that the U.S. position on dealing with climate change in 2008 was to
   a. cooperate with other industrialized nations.
   b. allow the principles of a market economy to decide how and when climate change would be addressed.
   c. ignore the consequences of climate change.
   d. allow other countries to take the lead in addressing climate change.
28. Which of the following sayings sums up Canada’s views on President Obama’s concerns regarding America’s use of oil sands oil?

a. “United we stand. Divided we fall.”
b. “A stitch in time saves nine.”
c. “People who live in glass houses shouldn’t throw stones.”
d. “A bird in the hand is worth two in the bush.”

29. To address the issue of carbon dioxide emission the British Columbia government

a. is trying to change its citizens spending habits.
b. is providing incentives to big business to find alternatives to fossil fuels.
c. is using taxes to fund social programs.
d. sees taxing fossil fuels as a way to generate more income.
Source I

Federal Government Lets Alberta Oil Sands Off the Hook
May 8, 2007

OTTAWA — The federal government today issued clean-air regulations that exempt Alberta’s oil sands from new pollution limits. Under the regulations, oil sands plants will not need to cut back on smog-forming emissions such as volatile organic compounds and nitrous oxide. In addition, oil sands plants will not have to cut greenhouse-gas emissions for three years — a move the government hopes will result in a rapid expansion of oil sands development.

— Based on research into events, views and perspectives.

Source II

Premier Rejects Calls to Slow Oil Sands
June 19, 2007

CALGARY — In a speech to the Canadian Association of Petroleum Producers, Alberta’s premier Ed Stelmach said continued growth of the oil industry was key to Alberta’s economic future. He noted that, in 2006, one in every four new jobs in Canada was created in Alberta and that unemployment was the lowest in any Canadian province in the last 30 years.

The premier acknowledged that the rapid growth of the oil sands had put pressures on Alberta’s infrastructure and public services. But he rejected the idea of slowing oil sands development.

He said that some people have suggested his government “touch the brakes” on oil sands development. He stated that his government rejects that idea, because it believes producers and consumers, acting freely, make the best economic decisions. He said government should not be involved in manipulating the economy.

— Based on research into events, views and perspectives.

Source III

Coalition urges slowdown on oil sands

A coalition of groups in Alberta called on the provincial government today to stop approving any more oil sands projects.

The groups represent a wide variety of interests: First Nations communities, environmental organizations, scientists, health care sector employees, labour, faith communities and social justice groups.

All of them feel the rapid pace of oil sands development has put too much strain on the quality of air, land, health and the economy in Alberta’s communities.

They are running ads in newspapers in Vegreville, Medicine Hat and Grande Prairie. “It’s time to stop and think!” read the ads, which then go on to list nine reasons to halt development.

— Adapted from an article by Hanneke Brooymans in the Edmonton Journal, February 1, 2008.
30. Which of the sources advocates market economy principles?
   a. Source I
   b. Source II
   c. Source III
   d. Sources II and III

31. Which of the sources most feels that citizenship is most related to non-economic factors?
   a. Source I
   b. Source II
   c. Source III
   d. Sources II and III

32. Which of the following is true about biodiversity?
   a. Biodiversity is connected to the quality of life of everyone.
   b. Biodiversity refers specifically to the number and variety of animal life.
   c. Contrary to popular belief, biodiversity is actually increasing on a global scale.
   d. Biodiversity issues usually affect only forested areas.

33. When attempting to increase or maintain biodiversity, you should
   a. build a network consisting of those who have a stake in the issue.
   b. contact only environmentalists because they are the only ones who truly have an appreciation of the issue.
   c. avoid talks with industry leaders as their job is use nature, not preserve it.
   d. be wary of government officials.

34. In the context of society, a lever is
   a. a simple machine.
   b. a device that lets you apply a little pressure on one end so that you are able to move a larger object on the other.
   c. another name for a threat.
   d. a way to apply pressure that will get people to act.

35. The protection of biodiversity usually involves
   a. government agencies undertaking all the efforts.
   b. the coordinated efforts of environmentalists, governments, consumers and businesses.
   c. The Green Peace Foundation.
   d. large businesses providing funding to investigate the issue.
36. SARA was created

a. to protect wildlife species from becoming extinct.
b. the nickname given to a woodland caribou by Cliff Wallis.
c. to ensure that the woodland caribou’s ecosystem was not damaged.
d. to make sure that an ecosystem does not become overpopulated.
37. **Short Answer Questions** (Answer any two.)

a. What role do consumers play when it comes to environmental issues?

b. Explain how Aboriginal peoples are connected to environmental issues.

c. Explain the connection between greenhouse gases and climate change.

d. How are Ontario and Alberta responsible for close to sixty percent of Canada’s carbon dioxide emissions?

e. Explain how human activity has threatened the woodland caribou.

38. **Essay Questions** (Answer one.)

a. Was the Kyoto Protocol a success? Support your answer.

b. Compare and contrast Canada’s and the U.S.’s approach to climate control.

c. What steps should be taken to protect biodiversity?
Grade Nine Social Studies

Chapter Nine
How should governments in Canada respond to political and social issues?

Test
Answer Sheet

1. _______  
2. _______  
3. _______  
4. _______  
5. _______  
6. _______  
7. _______  
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10. _______  
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24. _______  
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26. _______  
27. _______  
28. _______  
29. _______  
30. _______  
31. _______  
32. _______  
33. _______  
34. _______  
35. _______  
36. _______
Grade Nine Social Studies

Chapter Nine
How should governments in Canada respond to political and social issues?

Test
Answer Sheet

1. a  
2. d  
3. c  
4. j  
5. y  
6. i  
7. h  
8. e  
9. f  
10. b 
11. F 
12. T 
13. F 
14. T 
15. F 
16. F 
17. T 
18. T 
19. T 
20. F 
21. T 
22. a 
23. b 
24. c 
25. b 
26. d 
27. b 
28. c 
29. a 
30. b 
31. c 
32. a 
33. a 
34. d 
35. b 
36. a
Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

Use the following information to answer questions 1 – 4.

<table>
<thead>
<tr>
<th>Part A</th>
<th>Part B</th>
<th>Part C</th>
</tr>
</thead>
<tbody>
<tr>
<td>- proposes most laws</td>
<td>- applies and interprets laws</td>
<td>- makes laws</td>
</tr>
<tr>
<td>- puts laws into action</td>
<td></td>
<td>- represents the interests</td>
</tr>
<tr>
<td>- runs the day-to-day</td>
<td></td>
<td>and rights of Canada’s regions</td>
</tr>
<tr>
<td>business of government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. A good heading for the above would be
   a. The Three Branches of Government
   b. Duties of the Governor General
   c. Looking at the House of Commons
   d. The Judicial System in Canada

2. The House of Commons and Senate make up
   a. Part A.
   b. Part B.
   c. Part C.
   d. Parts A and C.

3. The prime minister and the cabinet belong to
   a. Part A.
   b. Part B.
   c. Part C.
   d. Parts A and B.

4. The Governor General belongs to
   a. Part A.
   b. Part C.
   c. Part A and C.
   d. Parts A, B and C.
5. One of the main differences between the House of Commons and the Senate is

a. members of the Senate are elected while members of the House of Commons are appointed by the Governor General.
b. members of the House of Commons must be members of the government while members of the Senate do not need to be.
c. there are 105 members in the House of Commons and 308 members in the Senate.
d. members of the House of Commons are elected while members of the Senate are appointed by the Prime Minister.

Use the information below to answer question 6.

**Federal Election Results (2008)**

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Number of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloc Québécois</td>
<td>49</td>
</tr>
<tr>
<td>Conservative</td>
<td>143</td>
</tr>
<tr>
<td>Liberal</td>
<td>77</td>
</tr>
<tr>
<td>New Democratic</td>
<td>37</td>
</tr>
<tr>
<td>Independent</td>
<td>2</td>
</tr>
</tbody>
</table>

6. According to the election results, which of the following is true?

a. The Conservatives formed a minority government.
b. The Conservatives formed a majority government.
c. The Bloc Québécois and Liberals formed a coalition government.
d. The Bloc Québécois and New Democrats formed a coalition government.

Use the information below to answer question 7.

My job is to represent my region and to protect the interests of minority groups in Canada. We make sure that all voices are heard on the issues. We give a voice to citizens who may not have a voice. We bring balance. Many say we are illegitimate and ineffective, but we are highly respected and useful. We take our job seriously.

7. The above was most likely written by

a. a Member of Parliament.
b. the Governor General.
c. the Prime Minister.
d. a Senator.
8. Which of the following is **not** true of the Judicial Branch?

- a. It is mostly made up of the Supreme Court of Canada judges.
- b. Its role is to interpret and apply laws.
- c. Its members are elected.
- d. It is separate from the other branches of government.

*Use the information below to answer question 9.*

(i) debated by the Senate  
(ii) signed by the Governor General  
(iii) proposed by a cabinet minister  
(iv) debated by the House of Commons

9. Which of the following lists the correct order for a bill to become a law?

- a. (i), (ii), (iii), (iv)  
- b. (iii), (iv), (i), (ii)  
- c. (iii), (i), (iv), (ii)  
- d. (ii), (iii), (iv), (i)

*Use the following information to answer question 10.*

Aboriginal people did not play a role in designing the Canadian system of government, and they do not see themselves represented in its institutions… Aboriginal peoples need to see representation and inclusion of their leaders and their ceremonies, symbols and practices in the political processes and institutions of the Canadian state.


10. According to Anna Hunter

- a. Aboriginal peoples do not feel they are truly represented in government.
- b. People in government are not concerned about Aboriginal issues.
- c. Aboriginal peoples should be appointed to serve in government.
- d. There are no Aboriginals serving in the government.
11. News reporters are important in a democratic system of government because
a. they can get information about the private lives of people who serve in government.
b. they inform the public about the impact government is having on their lives.
c. they are hired by political parties to tell their side of the story.
d. they can help special interest groups get what they want.

Use the following information to answer question 12.

Without federal help oil companies say they cannot make enough money to drill for new wells. This year alone, fewer test wells have been dug compared to last year. If this keeps up, oil companies say they will have to move elsewhere, leaving many oil well workers unemployed. “We’d like to stay, but we may be forced to move unless the federal government is willing to subsidize us,” says Lloyd Crane, president of the Oil Well Diggers of Canada.

- Darcy Crowe, Oil Well Diggers of Canada

12. Which of the following best describes the above news article?
   a. It is well-written, giving a balanced point of view.
   b. It supported by specific data.
   c. It may be somewhat biased.
   d. It is written by someone who does not know the oil industry.

13. The main role of a lobbyist is
   a. to ensure that the entrance halls of Parliament are always kept in good order.
   b. to represent the views of particular groups on issues that affect their members.
   c. to ensure that Members of Parliament vote.
   d. to pay Members of Parliament for voting a certain way.

14. Which of the following is not one of the steps involved when a young person enters the justice system?
   a. Fingerprints and photograph are taken.
   b. There is a minimum six months jail sentence.
   c. He or she may appear before a judge in court.
   d. The Youth Justice Committee may decide on the consequences for the crime that was committed.
Use the following to answer question 15.

**Canada’s Justice System**

<table>
<thead>
<tr>
<th>Youth Criminal Justice Act</th>
<th>Criminal Code of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>• deals with 12- to 17-year olds</td>
<td>• deals with adults</td>
</tr>
<tr>
<td>• protects privacy of young offenders</td>
<td>• allows publication of offenders’ names</td>
</tr>
<tr>
<td>• allows some young offenders to face consequences such as counselling and community service</td>
<td>• creates criminal record for most offenders</td>
</tr>
<tr>
<td>• ?</td>
<td>• going to court is usual consequence for breaking the law</td>
</tr>
</tbody>
</table>

15. Which of the following would go in the missing space?

a. usually avoid criminal record  
b. can never be tried as an adult.  
c. always released into custody of parents.  
d. never appear before a judge

16. One of the primary goals of the Youth Criminal Justice Act is

a. to ensure that young offenders are punished so severely that they will not be tempted to repeat their crimes.  
b. to lighten the load of police departments across the country.  
c. to remove troubled youth from their homes.  
d. to rehabilitate young persons who commit offences and reintegrate them into society.

Use the following information to answer question 17.

<table>
<thead>
<tr>
<th>Title?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen to evidence</td>
</tr>
<tr>
<td>• Agree unanimously with other group members about the verdict</td>
</tr>
<tr>
<td>• Appear on time and make arrangements to take time off work</td>
</tr>
</tbody>
</table>

17. Which of the following would be an appropriate title for this list?

a. Duties of Court Workers  
b. Responsibilities of Jurors  
c. Role of Parents of Young Offenders  
d. Responsibilities of Peace Officers
Use the following information to answer questions 18 – 20.

**Source I**

February 5, 2007

The Conservative government plans to introduce a bill to treat young offenders more harshly. The planned changes to the Youth Criminal Justice Act aim “to hold young lawbreakers accountable to their victims and the community.”

Genevieve Breton, a spokeswoman for Justice Minister Rob Nicholson commented, “We were elected on a promise to strengthen our criminal justice system, including the Youth Criminal Justice Act.”

One change might make it automatic for youths aged 14 and over who are repeat or violent offenders to receive automatic adult sentences. Under the act now, judges decide this on a case-by-case basis.

Another proposed change could affect youths aged 16 and 17 who are charged with serious violent crimes. It would allow publication of their names and give them a permanent criminal record.

- Adapted from an article by Janice Tibbetts.

**Source II**

February 6, 2007

I cannot speak for what happens in courtrooms outside Drayton Valley because I’ve never been to one. But I have spend time covering courts in this town and the opinion that young offenders automatically get off easy is as bogus as a $3 bill.

A big complaint is that the justice system does not take the needs of the victim into account. But in a recent case in Drayton Valley, an offender was ordered to pay $25,000 to the victim. Again, I can only speak to what happens in Drayton Valley, but I’m here to tell you that victims’ needs appear to be the first priority of the court.

There’s no need to take my word for any of this. Courtrooms across the country are open so the public can go and watch the administration of justice. If you’re concerned about crime in the community, I’d encourage you to go and see for yourself.

- Adapted from an article by Graham Long.

**Source III**

- From an article by Graham Long.

**Source IV**

July 11, 2007

In a tragedy that defies understanding, a 13-year-old girl is convicted of three counts of murder. The details of the crime were deeply disturbing to hear.

But there’s one very basic, crucial fact that the public cannot know and that’s the name of the killer. Under the Youth Criminal Justice Act, the girl’s name cannot be published.

The act aims to protect young people from the full glare of publicity that would hurt their chances of returning to the community. That approach is especially appropriate where the crime is a single case of shoplifting or vandalism.

But the public is not well served when it cannot know the name of the convicted teen in cases of the worst violence. In those cases, the community has a lot at stake, including public safety.

Canada’s lawmakers should review the act.

- From the Edmonton Journal
18. Which of the following are least likely to find fault with the Youth Criminal Justice Act?

a. Sources I and II  
b. Sources II and IV  
c. Sources I and III  
d. Sources II and III

19. You can infer from Source I that the Conservative government feels that

a. many young offenders should be viewed as adult criminals.  
b. the YCJA is ineffective in dealing with all young offenders.  
c. judges are not interpreting the YCJA correctly.  
d. the YCJA can be made stronger by being less strict in some areas.

20. Which of the following sayings best expresses the message in Source II?

a. A stitch in time saves nine.  
b. United we stand. Divided we fall.  
c. Don’t throw the baby out with the bath water.  
d. A rolling stone gathers no moss.

21. The John Howard Society and the Elizabeth Fry Society are examples of

a. justice advocacy groups.  
b. Youth Justice Committees.  
c. juries.  
d. organizations for lawyers and judges.

*Use the following information to answer question 22.*

Traditional knowledge, language and culture are very important, especially for a young person who needs guidance and direction. We strive to show that person compassion. We strive for truth and honesty. We strive to make that person welcome and understand that they belong to our community. This is the key to our approach: our culture and most importantly our language. They are our own. They are part of belonging and identity, and they are part of the person who seeks our guidance.

22. The above reflects the ideas behind Youth Justice Committees, which are modeled after

a. Aboriginal sweat lodge rituals.  
b. the sun dance ceremony.  
c. the sentencing circle.  
d. the pow wow.
23. The Charter of Rights and Freedoms is part of

a. Canada’s constitution.
b. the British North America Act.
c. the Constitutional Act.
d. the Freedom Act.

24. The Charter of Rights and Freedoms gives every person in Canada the same rights, whether or not they are citizens, except for

a. the right to vote and the right to leave and enter Canada freely.
b. the freedom to express your own opinion.
c. the right to a fair and quick public trial by an impartial court.
d. the right to be free of discrimination based on religion.

Use the following information to answer question 25.

In 2001, Mary Kelly was one of four women who launched a Charter challenge. Traditionally, women had been underpaid for doing the same work as men. This was certainly the case for many women who worked for the Government of Ontario. In the end, the women’s lawyer and those representing the Government of Ontario agreed that the practice of underpaying women was not consistent with the Charter. Mary and the other three women won $414 million for women. The Ontario government had overlooked women’s rights.

25. Under which section of the Charter did the women win their case against the Ontario government?

a. Freedom of expression
b. Freedom to associate with any person or group
c. Equality rights
d. Legal rights.

Use the information below to answer question 26.

- The Indian Act (1876)
- The Elections Act (1867)
- Internment of Ukrainian and German Canadians (1914)
- Internment of Italian Canadians (1940)
- Internment of Japanese Canadians (1942)
26. Which of the following would be the most appropriate heading for the list?

a. Events in Times of War  
b. Wartime Elections  
c. Canada’s Treatment of Ethnic Minorities  
d. Events That Affected Individual Rights in Canada’s Past

Use the information below to answer questions 27 and 28.

**Supreme Courts says photo I.D. for Hutterites**
July 27, 2009

In a 4-3 decision, the judges of the Supreme Court of Canada ruled that the Alberta law requiring that all driver’s licenses must include a photograph of the license holder, should stand. Some members of a religious group called the Hutterian Brethren challenged this law under the freedom of religion clause of the Charter of Rights and Freedoms.

In 1974, when the government of Alberta introduced licenses with photographs, the Hutterites were exempted. But in 2003, the government insisted on photographs for its database as a deterrent to identity theft. The Hutterites took their case to the Alberta Court of Queen’s Bench, which ruled that the photo rules were unconstitutional. The Alberta Court of Appeal agreed.

The Alberta government then took its case against the Hutterites to the Supreme Court of Canada. On July 24, the ruling was made that upheld Alberta’s law requiring all driver’s licenses to include a digital photo. Chief Justice Beverley McLachlin said that a system whose aim is to reduce the risk of identity theft “is a pressing and important goal,” and that the universal photo requirement to achieve the goal “does not limit freedom of religion more than required to achieve it.”

Speaking for those Supreme Court judges who did not agree with the final decision, Judge Rosalie Abella argued that the mandatory photo requirement puts the Hutterites in the position of having to choose between following their religious beliefs or giving up the self-sufficiency of their community.

A spokesperson for the Canadian Civil Liberties Association called the judgement “a setback for religious beliefs in Canada.”

- Based on a news article by Barbara Kay

27. Which of the following best expresses the issue involved?

a. To what extent should laws be consistent with the Charter?  
b. Should freedom of religion be included in the Charter?  
c. Do digital photographs on driver’s licenses help deter identity theft?  
d. Should all judges of the Supreme Court of Canada have to agree?

28. From the above you can infer that when governments adopt laws they

a. must consult with the Hutterites first.  
b. must balance what is best for society with what is respectful of individual and collective rights and freedoms.  
c. must ask for the blessing of the Supreme Court of Canada.  
d. should not be concerned about how it will affect minority groups.
29. Which of the following is **not** true about collective rights?

a. Collective rights are rights held by group in Canadian society that are recognized and protected by Canada's constitution.
b. Collective rights are not necessarily the same as individual rights.
c. All Canadian citizens and permanent residents of Canada have collective rights.
d. Aboriginal peoples, Francophones and Anglophones have collective rights in Canada.

30. What do the Royal Proclamation (1763), the Indian Act (1876) and the Numbered Treaties have in common?

a. All were made in consultation with First Nations peoples.
b. All affected the collective rights of First Nations.
c. All were laws made specifically for First Nations peoples in western Canada.
d. None were supported by Canada's government.

*Use the following information to answer question 31.*

- Canada wanted to build a railway to link the province of British Columbia to the rest of Canada.
- First Nations and Canada wanted to avoid war.
- First Nations wanted to secure their future.
- The Royal Proclamation of 1763 recognized the rights of First Nations to their lands in parts of North America claimed by the British.

31. What do the above have in common?

a. They were reasons why Canada and the First Nations wanted to negotiate the Numbered Treaties.
b. All took place after Canada became a country independent of Britain.
c. All were done strictly to benefit the welfare of First Nations.
d. All were done to convince British Columbia to join Canada.
Use the following information to answer questions 32 and 33.

Residential schools allow “aggressive civilization” by separating the children from their parents...Residential schools make a certain degree of civilization within reach of Indians despite the deficiencies of their race...The Indians realize they will disappear.

-Nicholas Davin, MP (March 14, 1879)

32. You can infer from the above that Nicholas Davin

a. was one of the best Members of Parliament of the day.
b. viewed residential schools as a way to enhance First Nations cultures.
c. viewed residential schools as a way to enhance the quality of life of First Nations peoples.
d. admired the First Nations cultures.

33. The Canadian government’s goal in setting up residential schools was

a. to assimilate First Nations peoples into Canadian society.
b. to keep First Nations peoples separate and distinct.
c. to help First Nations peoples adapt to a more urban lifestyle.
d. to ensure that the First Nations people did not move to the United States.

34. One of the reasons the Canadian government and First Nations disagree on key aspects of the Numbered Treaties is because

a. First Nations recorded the Treaties in their oral histories in their own languages, and Canada’s government recorded them in writing in English.
b. The Canadian government purposely tried to trick the First Nations into signed the Treaties.
c. All the First Nations purposely tried to trick the Canadian government.
d. Neither side had the correct tools to actually write down what was agreed on.

Use the following information to answer questions 35 and 36.

Source A

The Indian Act demonstrated something important about the way Canada’s government understood Treaty rights. The Numbered Treaties confirmed the Canadian government’s duty to protect the collective rights of First Nations. The Indian Act was one way the government attempted to do this. Under the act, the federal government is able to develop specific policies and programs to administer Treaty rights to First Nations.
Source B

Ottawa unveils Indian Act replacement
June 14, 2002
OTTAWA – Ottawa has unveiled legislation to replace the Indian Act:  Bill C-61, the First Nations Governance Act.  Bill C-61 acknowledges First Nations rights as a group.

“This legislation puts the power to handle community governance affairs where it belongs, in the hands of First Nations people themselves,” said Indian Affairs Minister Bob Nault.

Among its many measures, the First Nations Governance Act would establish codes of conduct for First Nations officials and require First Nations to prepare budgets for public review.  As well, it would allow First Nations to make bylaws for their reserves.  Minister Nault says the new bill is needed because the 126-year-old Indian Act is outdated.

Source C

First Nations vow to battle bill
June 14, 2002
OTTAWA – Many First Nations say the government did not consult them adequately before drafting the Bill C-61.  They reject the bill in principle, because it does not recognize their status as nations with the right to make rules for themselves.

Assembly of First Nations Grand Chief Matthew Coon Come ripped up the bill in full view of hundreds of First Nations protestors on Parliament Hill.  He called the bill “the Indian Act, Part II.”

“I believe we as First Nations have a right to determine our own political institutions, to establish our own political societies.  We are not children.  We can manage, coordinate, administer and run our own affairs,” he said.

Roberta Jamieson, chief of the Six Nations of Grand River, describes the bill as a new form of colonialism. It’s “little more than a new rule book,” she says.

35. Sources A and B show that the Canadian government

a. would favour all First Nations adopting a more British way of life.
b. does not feel First Nations should have any power to govern themselves.
c. acknowledges First Nations collective rights.
d. would like to keep power regarding First Nations affairs from the First Nations.

36. From reading source C you can conclude that as a group, First Nations

a. appreciate the Canadians government’s efforts to improve the quality of life of First Nations peoples across Canada.
b. were upset with the First Nations Governance Act because they were not adequately consulted about it.
c. were looking for more money.
d. would have liked to see Treaty Rights removed from the act.
37. A group that speaks one of Canada's official languages and that does not make up the majority population of a province or territory is referred to as

a. an official language minority.
b. an official language majority.
c. a bilingual minority.
d. a Francophone.

38. Which of the following did not acknowledge Francophone rights in Canada?

a. The Québec Act (1774)
b. The British North America Act (1867)
c. The Haultain Resolution and North-West Territories Ordinance Number 22 (1892)
d. The Charter of Rights and Freedoms

*Use the following information to answer question 39.*

1982: The Charter of Rights and Freedoms becomes part of Canada’s constitution.

1983: Francophone parents begin to lobby for their minority language education rights.

1984: Alberta’s first two publicly funded Francophone schools open in Edmonton and Calgary.

Present: Alberta has 26 publicly funded Francophone schools.

39. From the above information, what can you infer about the future of Francophone education in Alberta?

a. The number of Francophone schools will keep increasing if Francophone communities demand it and there are enough Francophone students.
b. Francophones will soon lose their education rights.
c. Francophone schools will soon outnumber Anglophone schools.
d. The Alberta government will soon decide on a maximum number of Francophone schools for the province.


a. protected Métis collective rights.
b. took rights away from individual Métis citizens.
c. were designed to ensure that the Métis stayed on reserves.
d. made life for the Métis much more difficult than it did for other Aboriginals.
Use the following information to answer question 41.

The most important part for me is that the Métis are now recognized in the Canadian constitution as one of the Aboriginal peoples in Canada. Métis people are now proud of who we are. A lot of people did not identify themselves as Métis before, but you can see from the 2006 census of Canada that more people are coming forward as Métis. Over the past decade, the Métis population was the fastest growing Aboriginal group, up 72 percent in Alberta and more than 90 percent in Canada.

At the present time, the box labelled “Métis rights in Canada” only contains harvesting rights. Métis across the country have to work together to fill that box up and further define our Métis rights.

41. You can infer from the above that

a. more Métis babies were born than any other Aboriginal group.
b. the Métis feel that they will have to take the initiative to demand their rights from the Canadian government.
c. the Métis are good farmers and hunters.
d. many Métis would like to see more Métis settlements established across Canada.

Use the information below to answer question 42.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refugees</td>
<td>• escaping persecution, torture or cruel and unusual punishment</td>
<td>13</td>
</tr>
<tr>
<td>Economic Immigrants</td>
<td>• skilled workers and business people</td>
<td>55</td>
</tr>
<tr>
<td>?</td>
<td>• spouses, partners, children, parents and grandparents of people living in Canada</td>
<td>28</td>
</tr>
<tr>
<td>Other</td>
<td>• accepted as immigrants for humanitarian or compassionate reasons</td>
<td>4</td>
</tr>
</tbody>
</table>

42. The third immigrant category in the chart is

a. Reunification.
b. Relative Class.
c. Humanitarian Class.
d. Family Class.
Use the following information to answer questions 43 and 44.

<table>
<thead>
<tr>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pursue social, cultural and economic benefits for all Canadians.</td>
</tr>
<tr>
<td>2. Respect the bilingual and multicultural character of Canada.</td>
</tr>
<tr>
<td>4. Share the benefits of immigration and support a prosperous economy across all regions of Canada.</td>
</tr>
<tr>
<td>5. Reunite families in Canada.</td>
</tr>
<tr>
<td>6. Promote the successful integration of immigrants into Canadian society, recognizing that integration involves mutual obligations for new immigrants and Canadian society.</td>
</tr>
</tbody>
</table>

43. A good heading for this list would be

   a. A History of Immigration in Canada
   b. Objectives of the Immigration and Refugee Protection Act
   c. Citizenship in Canada
   d. The Point System

44. One of the ways that Canada’s government tries to promote point number 6 is by

   a. supporting English as a second language classes.
   b. giving highly educated doctors priority when it comes to immigration.
   c. allowing all immigrants to vote, even though they are not yet Canadian citizens.
   d. allowing only immigrants from certain countries.

45. One of the main reasons why Canada has recently encouraged people from around the world to immigrate to Canada is that

   a. it needs people to live in more sparsely populated areas such as the North.
   b. it is far behind the United States where immigration is concerned.
   c. it needs a larger skilled labour force.
   d. Queen Elizabeth II has ordered it.

46. With respect to immigration, the point system is

   a. a way to test the intelligence of potential immigrants.
   b. a measure of how much money an immigrant has.
   c. a measure of the time it takes for an application for immigration to be completed.
   d. a means of assessing the qualifications of an economic immigrant.
47. Which political cartoon or cartoons reflect Canada’s multicultural nature?
   a. 1 and 3
   b. 2
   c. 2 and 3
   d. 1 and 2

48. Which political cartoon reflects how health factors into qualifying as an immigrant?
   a. 1
   b. 2
   c. 3
   d. 1 or 3
49. Together political cartoons 1 and 2 illustrate
   a. how immigration’s impact on Canada’s identity has changed.
   b. how today’s immigration officials are much more strict than in past years.
   c. why Canada today prefers immigrants from Europe.
   d. how refugees are admitted into Canada.

Use the following information to answer question 50.

As World War I broke out, the United States expected all eligible men to serve in the army. However, the Hutterites refused, as this went against their religious beliefs. Their South Dakota neighbours humiliated and persecuted them. They would “capture” a young man and forcibly cut his beard into ridiculous shapes. At other times they smuggled glass into the flour mills of Hutterite colonies in order to accuse them of sabotage.

The list of cruelties and even death seemed like a return to the sixteenth century. All of these events culminated in a mass migration to Canada beginning in 1918.

50. Under today’s immigration laws, the Hutterites would most likely have been accepted into Canada under which immigration class?
   a. economic immigrant
   b. refugee
   c. family class
   d. other

51. In 2005 the Assembly of First Nations called for a freeze on immigration because
   a. it felt that immigrants were a risk to Canada’s security.
   b. too many immigrants were choosing to settle on reserves.
   c. all refugees were proving to be criminals.
   d. it felt the federal government should put more resources into improving conditions for First Nations peoples instead of into admitting and integrating immigrants.

52. How do provinces influence immigration laws and policies?
   a. Provinces can “nominate” a percentage of the immigrants Canada selects each year.
   b. Each province can set up its own immigration laws.
   c. Provinces can send undesirable immigrants back to their home countries, even if they have become citizens.
   d. The greater a province’s population, the more immigrants it is able to receive.
Use the following information to answer question 53.

Ten years ago, if you went to a Francophone school in Alberta, you wouldn’t see African children, or very, very few of them. Now, in Edmonton and Calgary, you see them in very large numbers. Their percentage is increasing every year.

-Frank McMahon

53. You can infer from the above that a major challenge for Franco-Albertan communities is

a. how to accept new students into Francophone schools.
b. how to keep African-born children from attending Francophone schools.
c. how to welcome and integrate Francophones from non-European cultures into Francophone schools.
d. to learn more of the African languages.

54. In 2008 there was a very high demand for iron ore which is used to make many consumers goods such as farm machinery. What was the most likely outcome of this high demand?

a. The supply of iron ore went up along with the price.
b. The demand for farm machinery went up and the supply went up as well.
c. The supply of iron ore went down along with the price.
d. The price of farm machinery went up because the supply of iron ore went down.

55. The three basic factors of production that interact to create scarcity are

a. land, labour and capital.
b. land, labour and supply.
c. capital, government and trade.
d. land, government and capital.

56. A Hutterite colony is an example of a

a. market economy.
b. mixed economy.
c. authoritarian economy.
d. planned economy.
57. How does Canada’s founding principle of “peace, order and good government” affect its economic system?

a. Above all, it values individualism and little involvement of government.
b. It emphasizes the role of the individual, versus the government in economic decision making.
c. The government makes all or most of the decision about how money is earned and spent.
d. The government makes many some decisions on behalf of all citizens.

*Use the following information to complete questions 58 and 59.*

**THE ECONOMIC CONTINUUM**

A B C D E F
more government involvement less government involvement

58. Which of the letters on the continuum would represent mixed economies?

a. A and B  
b. B and C  
c. C and D  
d. E and F

59. Between the years 1963 and 1968 the Liberal government passed legislation that provided for publicly funded health care and pensions for senior citizens. On this continuum this would represent

a. a shift from A to B.  
b. a shift from C to D.  
c. a shift from E to F.  
d. a shift from D to C.

60. When one producer controls all supply of a product or service, it is referred to as

a. a duopoly.  
b. a monopoly.  
c. a crown corporation.  
d. competition.
Use the following information to answer question 61.

- Provincial governments require that part of all tax dollars go towards funding public schools.
- Provincial governments require consumers pay a tax on all tires purchased and a recycling fee for bottles, cans, and milk cartons.
- Local governments assign part of the property taxes collected to pay for roads and sidewalks.
- The federal government requires that all meat be inspected by certified meat inspectors.

61. The above list reflects the idea that

   a. governments feel citizens make more money than they need.
   b. government’s role is to make sure everyone recycles.
   c. government’s role is to do things for the common good.
   d. a market economy works best.

Use the information below to answer question 62.

**Source I**

It has been the practice of the federal government to give millions of dollars in grants to community leaders who want to organize events that celebrate the multicultural nature of Canada. It is great that Canadians want to acknowledge that we are a mixture of cultures from all over the world. I think appreciating other people’s cultural backgrounds is important. But is it appropriate for the federal government to spend such a significant portion of our tax dollars on cultural events? I think not. If a particular group wants to put on a party to celebrate its heritage, that’s fine. Just don’t expect to pay for it with my money. Tax moneys should only be used to support activities and institutions that are absolutely necessary for us to survive economically as a country. Cultural celebrations do not fit into that category.

**Source II**

The money that the federal government gives to promote cultural events is some of the wisest use of tax dollars I can think of. The multicultural nature of Canada is one of the things that makes us unique. The more we learn about each other, our heritage, traditions and language, the stronger we will be as a nation. It is cultural events that help us to appreciate our differences, so we all realize that every culture brings something positive to the country. Canada’s history is rooted in the idea that cooperation makes us a better place. Those who say that government should concentrate only on making our economy stronger are missing the boat. Our economic well-being is important, but life is more than gathering material goods. It is about forming relationships so that we all enjoy a decent quality of life.
62. Which of the following best expresses the issue raised?

a. Is it important for Canadians to celebrate Canada's multicultural nature?

b. To what extent should taxpayer money be used to promote multiculturalism?

c. What is the best way to make Canada competitive in a global market?

d. To what extent should we continue to encourage immigration from around the globe?

Use the following information to answer question 63.

Canada to Help U.S. Automakers

December 17, 2008

Ontario Premier Dalton McGuinty announced today that the Ontario and Canadian governments would be contributing to the bailout of the three largest U.S. automakers, known as the “Big Three.”

The Big Three all have significant operations in Ontario. The Canadian government is expected to give the U.S. automakers approximately $3.4 billion. All three automakers are on the verge of going bankrupt. If that were allowed to occur, Canada could lose well over 580,000 jobs.

Canada has helped the automakers out before in building facilities and funding research in an effort to attract and keep jobs in Ontario. Ford and the federal government announced in September that they would be partnering to build a research centre for environmentally friendly technologies.

Meanwhile, the Big Three are asking the Canadian Auto Workers (CAW), the labour union, that represents the workers at the Big Three, to take a significant cut in pay to help the automakers stay in business. Ken Lewenza, president of the CAW, has stated that anything is possible, but first he would like to know that people in management positions at the Big Three are prepared to take wage cuts themselves.

63. What most likely would be the reaction of someone who strictly believed in a market economy?

a. Only the workers should be made to take a cut in their wages.

b. The governments of Ontario and Canada are doing the right thing.

c. Ford is the only company worth saving.

d. If the Big Three are not able to compete in the marketplace, they should be allowed to fail and go out of business.

64. How have all of Canada’s workers been affected by the presence of labour unions?

a. Canada has laws that protect the rights of workers and establishes standards for wages and working conditions.

b. Canada’s workers have lower wages than most other countries in the world.

c. None of them benefit from a pension plan.

d. Labour unions are now banned from forming in some towns and cities.
65. Which of the following is not true about consumerism?

a. It links prosperity to consumer demand.
b. Consumerism is an economic theory.
c. It links economic decision making to consumer choices.
d. It is mostly related to planned economies.

*Use the following information to answer questions 66 and 67.*

**Source I**

When I decide whether or not to use a particular business, I first want to know that the business treats its employees well. It does not matter if the employee is mopping the floor or is a highly paid executive. He or she should be treated with respect. If I go into a store and the manager is yelling at one of the clerks in front of all the customers, I turn around and leave. On the other hand, if I go into a store and the manager is explaining how and why an employee should do things differently in a respectful and professional manner, I am more apt to stick around and buy something. The way I see it is that if a store manager shows respect to the employees, he or she is more likely to be respectful of the customers.

**Source II**

One of my favourite places to shop is a little store called *Ten Thousand Villages*. It sells all kinds of interesting and unique things for your house. This store sells items made in third world countries. Most items are hand-crafted. I guess what really attracts me to this place is the fact that when I buy something, I am really helping some person in another part of the world get some of the basics in life. When I go to a department store or a big box store, I am just helping some rich guy get richer.

**Source III**

How do I choose what to buy? My first priority is to buy things that are made in Alberta, if I can. I don’t mind paying a little more for locally produced merchandise either. I think all of us should support our local growers and manufacturers. After all, it not only means jobs for those directly involved in producing the goods; but for every one of those jobs there are spin-off jobs. I want to do my part to keep Alberta’s economy strong.

66. The people in Sources I and II choose products based on

a. product quality.
b. emotional factors.
c. cost.
d. brand names.
67. The source(s) where consumer choice is based mostly on providing people with jobs is/are
   a. Source I.
   b. Sources I and II.
   c. Sources I and III.
   d. Sources II and III.

*Use the following to answer question 68.*

- Marketing
- Jobs
- Identity
- Health and safety
- Environment

68. A good name for the list above would be
   a. Factors That Influence Consumer Choice
   b. The Trouble with Consumerism
   c. Consumerism: How to Deal with It
   d. A Guide to Smart Shopping

69. An advertisement technique where celebrities or experts speak on behalf of a product is referred to as
   a. testimonial.
   b. bandwagon.
   c. plain folks.
   d. scientific appeal.

*Use the following information to answer question 70.*

Recently, it was determined that a well-known carpet dealer was importing its goods from a carpet manufacturer that used child labour. Upon learning this, many people were alarmed and upset.

70. The most effective way to convince the dealer to discontinue buying merchandise from the manufacturer is for the people to
   a. organize a boycott of products made by that manufacturer.
   b. write letters to the prime minister of Pakistan.
   c. write letters to the mayor of the town.
   d. contact the Alberta Federation of Labour.
Use the following information to answer question 71.

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<tr>
<th>GDP per Capita</th>
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<tr>
<td>Canada</td>
<td>$33,000</td>
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<td>Mexico</td>
<td>$12,500</td>
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<tr>
<td>U.S.</td>
<td>$46,000</td>
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</table>

71. From the information in the table you can conclude that
   a. Mexico has a planned economy.
   b. U.S. citizens are most likely to spend money on goods and services than Canadians or Mexicans.
   c. Canada has a market economy.
   d. U.S. citizens are not as happy in their daily lives as Canadians or Americans.

Use the following information to answer questions 72 and 73.

72. Which of the following best expresses the message of the cartoon?
   a. The faster the rise in consumer spending, the better off a country will be.
   b. Consumerism is one of the evils of a mixed economy.
   c. A country too wrapped up in consumerism will inevitably lead to disaster.
   d. Governments should have more input into consumer decisions.

73. The man falling off the edge of the graph represents the fact that
   a. in some countries consumers do not need any more material goods.
   b. spending more than they can afford can lead to consumers carrying too much debt.
   c. consumerism does not always mean more jobs.
   d. being a consumer has its ups and downs.
The United States may be the most prosperous nation in the world, but I do not believe they have the best quality of life. Why? They have decided that success is tied only to how many materials goods they can amass. You cannot disagree with the fact that having money can make your life more comfortable, but it does not necessarily make your life happier.

Canadians have it right, for the most part. They work hard to make their lives comfortable, but they have not forgotten that it is important to ensure that their fellow Canadians have their basic needs looked after. As a nation, Canadians are kinder and more sympathetic to the situations of their fellow citizens.

74. You can infer from the above that the writer believes
   
a. that consumerism is evil.
   b. Canada is a wealthier country than the U.S.
   c. that improving quality of life involves more than acquiring more material goods.
   d. all U.S. citizens are cold and unkind.

75. Countries that have mixed or planned economies are
   
a. likely to have more poor people than those that have market economies.
   b. likely to spend more on social programs than those that have market economies.
   c. less likely to spend tax money on social programs that those that have market economies.
   d. likely to spend about the same on social programs compared to those that have market economies.

76. Which of the following is a list of social programs available to all Canadians?
   
a. income assistance, pensions for senior citizens, health care
   b. pensions for senior citizens, health care, vision care
   c. income assistance, health care, dental care
   d. health care, pensions for senior citizens, health and car insurance

77. The main difference between publicly funded programs and privately funded programs is
   
a. publicly funded programs are paid for by companies and privately funded programs are paid for by individuals.
   b. publicly funded programs are sponsored by individuals and privately funded programs are sponsored by companies.
   c. publicly funded programs are sponsored by individuals and privately funded programs are sponsored by taxes.
   d. publicly funded programs are paid for by taxes and privately funded programs are sponsored by individuals and companies.
Use the following information to answer questions 78 and 79.

In 2009 President Barack Obama of the United States proposed that the U.S. adopt a universal health care system.

![Political Cartoon]

78. You can infer from the political cartoon that
   a. many Americans feel that government has no place in decisions regarding health care.
   b. Americans do not respect their presidents.
   c. Americans prefer physical fights to discussion.
   d. Americans should support their president.

79. Which of the following best expresses the main issue of the political cartoon?
   a. Is health care in the U.S. too expensive?
   b. Are social programs such as health care worthwhile?
   c. Do Americans really care about social programs?
   d. To what extent should governments sponsor social programs?

80. The number and types of social programs of a country are most rooted in
   a. the country’s GDP.
   b. the members in the legislative branch of government.
   c. the values of its citizens.
   d. the feelings of the country’s allies.
Use the following information to answer question 81.

- publicly administered
- comprehensive
- universal
- portable
- accessible

81. The best heading for the list is

a. Principles of Health Care in Canada  
b. Principles of Social Programs in the U.S.  
c. Principles of Child Care in Canada  
d. Principles of Senior Citizen Care in Canada

Use the following information to answer questions 82 – 84.

Source A
March 2009
Governments must improve social assistance programs in these tough times or we’re going to see more families in Canada living in harsh, desperate circumstances. Governments across the country must take immediate steps to increase social assistance rates to protect the health and living conditions of vulnerable families during the current economic recession.

As the recession gets worse, more people are going to be turning to provincial social assistance programs and services for help. Yet in recent years most governments have made social assistance much harder to access and benefit rates are totally inadequate.

Income assistance rates are woefully low. Strengthening the incomes of families in need will stimulate the economy through more spending in the short term. In the long term it will also help reduce poverty and provide social and economic returns for year to come.

-James Clancy, National Union of Public and General Employees

Source B
Increase income assistance rates? I don’t buy it. Providing income assistance only promotes laziness. If you really look at those who are collecting social assistance payments of any kind, all you see is a bunch of fat people too lazy to get off the couch and look for work.

People have to be smart enough to set aside money for a “rainy day”. That way, if they do lose their jobs, they will have something to fall back on. Why should the citizens of Canada have to pay for the bad choices of a few?

-Anonymous
82. According to the information, James Clancy (Source A) sees increasing income assistance as

a. bad, but necessary.
b. something that can be reduced when times are better.
c. a way to improve the economy.
d. a way for governments to improve the amount of tax dollars they collect.

83. The writer of Source B believes that

a. individuals should be totally responsible for the decisions they make.
b. income assistance is necessary, but abused.
c. governments should maintain their income assistance programs.
d. it is up to all citizens to look after the welfare of their fellow citizens.

84. The difference in opinions between Source A and Source B comes down to

a. a difference in the amount of education each has.
b. the values of each of the individuals.
c. the amount of income that each is presently earning.
d. the gender of the individuals.

85. When reaching a decision by consensus the members of a group

a. brainstorm for ideas; then negotiate and compromise.
b. brainstorm for ideas; then take a vote.
c. listen to all the ideas of the group leader; then vote.
d. set up a formal debate.

86. The two main ways that the federal government pays for social programs are

a. fees charged to used government facilities.
b. fees charged to users of social programs.
c. borrowing money from overseas lenders.
d. sales and income taxes.

87. Approximately what percentage of Canada’s federal government spending goes toward social programs?

a. 10%
b. 20%
c. 30%
d. 40%
Source I

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<th>Platform</th>
<th>Political Party A</th>
<th>Political Party B</th>
<th>Political Party C</th>
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<tr>
<td>Economic Policy</td>
<td>• government should play no role in the economy</td>
<td>• government should play a central role in the economy</td>
<td>• government should play some role in the economy</td>
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<td>Policy on Social Programs</td>
<td>• government provides no social programs</td>
<td>• government provides extensive social programs</td>
<td>• government provides some social programs</td>
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<tr>
<td>Taxation Model</td>
<td>• taxes are low and spent on a minimum of government programs and services</td>
<td>• taxes are high to pay for social programs and other government services for everybody</td>
<td>• taxes are moderate and spent to provide some social programs and other government services for everybody</td>
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Source II

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<td>• quality, reliable health care for everyone, not just those who can afford to buy it</td>
<td>• supports making private health care insurance more affordable to more citizens by offering tax cuts</td>
<td>• ensure that Canada’s health care system will continue to be there for all Canadians when they need it</td>
<td>• improve Canada’s health care system to build a stronger, safer, better Canada</td>
<td>• supports measures to provide health care insurance to every citizen, so that all citizens can afford medical care</td>
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<td></td>
<td>• giving all people freedom and hope by confronting poverty.</td>
<td>• supports lower taxes</td>
<td>• Canada has the capacity to improve its social programs and help Canadians across the country experience equality of opportunity.</td>
<td>• cut taxes for everyone to build a better Canada.</td>
<td>• supports continuation of income support for senior citizens who can’t meet their basic needs</td>
</tr>
</tbody>
</table>
88. Which of the following correctly matches the political parties from Source I to the economy model?

   Political Party B: mixed economy  Political Party B: market economy
   Political Party C: planned economy  Political Party C: planned economy


   Political Party B: mixed economy  Political Party B: planned economy
   Political Party C: market economy  Political Party C: mixed economy

89. When you compare the platforms of the Liberal Party of Canada with those of the Conservative of the Canada, which of the following would be true?

a. The Liberal Party is to the right of the Conservative Party.
b. The Liberal Party is to the left of the Conservative Party.
c. The Conservative Party is to the left of the Liberal Party.
d. Both parties would lie at about the same location on the economic continuum.

90. Which parties' social program platforms would place them the farthest apart on the economic continuum?

a. The Conservative Party of Canada and the New Democratic Party of Canada
b. The Liberal Party and the Democratic Party of the United States
c. The New Democratic Party of Canada and the Republican Party of the United States
d. The Liberal Party of Canada and the Conservative Party of Canada

Use the following to answer question 91.

91. The main message of the cartoon is

a. Most people are now concerned about environmental issues.
b. Eco-friendly practices are not yet part of most people's daily routine.
c. Most people feel that concerns about the environment are unfounded.
d. People tend to buy cars that are gas guzzlers.
92. Which of the following is true about climate change?

a. Climate change is occurring because of an increase in the amount of greenhouse gas emissions.
b. Climate change is affecting all parts of the globe equally.
c. Greenhouse gases are primarily formed when the Sun’s rays enter the atmosphere and then escape again.
d. It is generally agreed that all effects of climate change will be negative.

93. In Canada the region that will experience the most warming is

a. the Atlantic and Pacific coasts.
b. the Canadian Shield Region.
c. the Arctic.
d. the Plains.

94. The provinces that produce the most GHGs are

b. Ontario and Québec.
c. Alberta and Ontario.
d. Manitoba and Alberta.

*Use the information below to answer question 95.*

**Country Comparison, 2007**

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP per Capita</th>
<th>Estimated Population</th>
<th>Percentage Global CO₂ Emissions</th>
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<tbody>
<tr>
<td>Canada</td>
<td>$33 000</td>
<td>33 million</td>
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<tr>
<td>Mexico</td>
<td>$12 500</td>
<td>109 million</td>
<td>1.5</td>
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<tr>
<td>United States</td>
<td>$46 000</td>
<td>300 million</td>
<td>20</td>
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95. According to the information above, which of the following is true?

a. The higher a country’s population, the greater its CO₂ emissions.
b. The greater a country’s population, the greater its GDP per capita.
c. The greater a country’s GDP per capita, the greater its CO₂ emissions.
d. GDP per capita is unrelated to CO₂ emissions.

96. The Kyoto Protocol was important because

a. it was the first time world leaders had met outside North America or Europe.
b. it was the first climate-change plan the countries of the world had ever negotiated.
c. the United States and Canada did not sign on to the agreement.
d. most countries were able to meet their targets.
Use the following information to answer question 97.

**Source I**

The U.S. took a stand against international negotiations on climate change because President George W. Bush did not believe human actions were causing climate change. President Bush also believed that international agreements on climate change should not exempt developing countries from taking action.

In 2008, in the State of the Union address, President Bush said the U.S. would take action on its own to reduce its GHG emissions, without entering into international agreements. He also said actions on climate change had to respect the American belief in “the power of individuals” and in the “ability of free peoples to make wise decisions.”

**Source II**

International negotiations on climate change focus on reducing the GHG emissions of developed countries, such as the U.S. and Canada. Developing countries, such as Mexico, do not face the same GHG restrictions. This is because GHG restrictions can slow the economy of a country, which goes against the needs and interests of developing countries. It is also because developed countries have a higher GHG output than developing countries – so they contribute more to climate change.

**Source III**

The United States disagrees that developing countries should not face the same GHG restrictions as countries of the developed world. But the answer is simple; it is the developed countries that created the situation we are in today. Developed countries were sending megatonnes of GHGs into the atmosphere each year, long before any of today’s developing nations started to industrialize. Why should developing countries pay for the sins of the industrialized world?

97. Which of the sources believe that human activities are a major contributor to global warming?

a. Sources I and II
b. Sources I and III
c. Sources II and III
d. Sources I, II and III

98. You can infer from Sources I, II and III that

a. it will be difficult for the countries of the world to reach an agreement on the best way to address climate change.
b. the United States does not believe that global warming should be a concern.
c. all developed countries feel that developing countries should not face any GHG emission restrictions.
d. developing countries do not emit GHGs into the atmosphere.
99. Environmental scientists agree that biodiversity is a global concern because
   a. it is an indicator of the health of ecosystems, which ultimately connects to the quality of life of humans.
   b. it is a measure of the Sun's capacity to help plants to grow and reproduce.
   c. they can then decide the best way to limit the number of new organisms that inhabit Earth.
   d. It provides many different scientists with employment.

100. The Species at Risk Act was
   a. quickly abandoned because it was highly ineffective.
   b. adopted by only a few African nations.
   c. not always used in the way it was intended.
   d. used as a lever in efforts to preserve the habitat of the woodland caribou.
# Grade Nine Social Studies Comprehensive Review

## Answer Sheet

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Comprehensive Review II

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

1. Canada’s constitution
   a. describes the values that Canadian citizens think are most important.
   b. is the law that describes governance in Canada.
   c. is stored in a bank vault in London in the United Kingdom.
   d. is also referred to as the Constitutional Act.

2. Which of the following is not true of Canada’s governor general?
   a. The governor general is the representative of the British monarch in Canada.
   b. The governor general does not play an active role in Canada’s government.
   c. The governor general is part of both the executive and legislative branches of government.
   d. Like the king or queen, the position of governor general is inherited.

Use the following information to answer questions 3 and 4.

The Cabinet, 2009

<table>
<thead>
<tr>
<th>Lawrence Cannon (MP)</th>
<th>Foreign Affairs</th>
<th>Rona Ambrose (MP)</th>
<th>Labour</th>
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<tr>
<td>Diane Finley (MP)</td>
<td>Human Resources &amp; Social Development</td>
<td>Lisa Raitt (MP)</td>
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<td>Peter MacKay (MP)</td>
<td>National Defence &amp; the Atlantic Gateway</td>
<td>Rob Nicholson (MP)</td>
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<td>Jason Kenney (MP)</td>
<td>Citizenship, Immigration &amp; Multiculturalism</td>
<td>Marjorie LeBreton (Sen)</td>
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<td>Jim Prentice (MP)</td>
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<td>Tony Clement (MP)</td>
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<td>Leona Aglukkaq (MP)</td>
<td>Health</td>
<td>James Flaherty (MP)</td>
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3. Which of the following statements is most accurate about the information in the chart?
   a. It lists the ministers of the legislative branch and their portfolios.
   b. It lists Members of Parliament and Supreme Court judges.
   c. It lists some of the members of the executive branch, who are appointed to their portfolios by the prime minister.
   d. It lists the members of the executive branch who were not elected by constituents.
4. Which of the following is **not** true of the people in the Cabinet?

   a. They propose most of the ideas that become laws.
   b. They are selected only from Members of Parliament in the House of Commons.
   c. Along with the prime minister, they run the day-to-day business of government.
   d. Most members of the cabinet are elected and members of the political party that won the most seats in the most recent federal election.

*Use the following information to answer questions 5 - 7.*

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Bloc Québécois</th>
<th>Conservative Party of Canada</th>
<th>Liberal Party of Canada</th>
<th>New Democratic Party</th>
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5. From the information above, you can conclude that

   a. The Liberal Party of Canada and the Bloc Québécois will form a majority government.
   b. The Conservative Party of Canada and the New Democratic Party will form a majority government.
   c. The Conservative Party of Canada can form a minority government.
   d. The Independents were elected to their positions by acclamation.

6. The people who occupy the seats in the House of Commons are called

   a. Members of the Legislative Assembly.
   c. Constituents.
   d. Cabinet Members.

7. The House of Commons is

   a. the major law-making body in Canada’s federal political system.
   b. often referred to as the Upper House.
   c. represent special interest groups in Canada.
   d. represent the regions of Canada.
Use the following information to answer question 8.

Source I

My job is to represent my region and to protect the interests of minority groups in Canada. The Senate makes sure that all voices are heard on the issues. We give a voice to citizens who may not have a voice. We bring a balance. We take our job very seriously.

-Senator Claudette Tardif

Source II

The “Sleepy” Canadian Senate

8. Together, what issue is raised in Sources I and II about the Senate?

a. Should senators be allowed to retire before age seventy-five?
b. How seriously are senators seen to take their responsibilities?
c. Should senators be elected?
d. Should Canada have more senators?

9. The main responsibility of the judicial branch of government is to

a. ensure that the rights of Canadians are being respected.
b. ensure that all regions of Canada are represented equitably in government.
c. make judgements about court cases at the provincial level.
d. follow the directives of the political party that forms the government.

10. The usual, basic path of a bill becoming a law in Canada is

a. bill – Senate – Royal Assent – House of Commons
b. bill – House of Commons – Royal Assent – Senate
c. bill – Royal Assent – House of Commons – Senate
d. bill – House of Commons – Senate – Royal Assent

11. Which of the following is not considered to be a role of the media?

a. inform people about how government decisions impact the lives of citizens
b. help the public understand the issues
c. influence the way constituents vote in elections
d. deliver information and messages to the public about how government is run.
Use the following information to answer question 12.

Some First Nations people choose not to vote because Canada’s government does not reflect their traditions and values. They consider voting a form of validating Canada’s political system over their own systems of government.

Some First Nations people associate voting with assimilation. For many years, Canada’s government required First Nations people to give up their legal identity before they could vote. Canada did not grant First Nations people the right to vote until 1960.

- Anna Hunter, Director of the Aboriginal Public Administration Program, University of Saskatchewan

12. According to Anna Hunter, many First Nations people are reluctant to participate in the federal political process because

a. they do not identify the political process as reflecting First Nations culture.
b. they do not presently have the right to vote.
c. Canada’s government does not allow them to vote.
d. most polling stations are located in remote locations.

Use the following information to answer question 13.

Many different organizations speak directly to government decision makers. We’re one of them. But, unlike the oil industry or other corporate groups, we have nothing to gain financially from what we do.

We deal with the environmental implications of energy development. We put forth solutions, identify priorities and build a case for change. With the oil sands, for example, we have raised environmental consequences of oil sands development. It’s put more pressure on the government to take action.

- Chris Severson-Baker, the Pembina Institute

13. You can conclude that

a. Chris Severson-Baker is paid by the petroleum producers.
b. is a lobbyist.
c. is a Member of Parliament.
d. is a Parliamentary page.

14. Canada has different legislation for young people who break the law and for adults who break the law because

a. in general, young people do not understand their actions in the same way we expect of adults.
b. young people do not commit the same types of crimes that adults do.
c. teen-agers usually do not realize they are breaking the law.
d. the Canadian government does not feel parents have enough influence over their children.
Use the following information to answer question 15.

The judicial system has many options when a young person breaks the law. When deciding how to handle any young offender many factors are taken into consideration: How old is the youth? How serious is the offence? What is his or her home life like? Is he or she a repeat offender? What kind of people is he or she hanging out with? What is his or her attitude?

The police are usually the first ones to deal with young offenders. They make the decision as to whether the youth should be charged or just given a warning. There are always consequences, however. Some are more serious than others. Whatever happens the goal of the justice system in dealing with young offenders is to rehabilitate and reintegrate them into society.

15. From the above you can conclude that the justice system tries to

a. keep young offenders away from other youth.
b. ensure that the police carry out their responsibilities well.
c. ensure that young offenders are treated fairly and equitably.
d. teach parents how to deal with troubled youth.

Use the following information to answer questions 16 – 18.

**Source I**

September 22, 2008

Reinforcing his party’s tough-on-crime reputation, Stephen Harper announced new measures to allow youth 14 and older and convicted of violent crimes, to be named publicly. Under current law, young offenders under 18 cannot be named by media, in most circumstances.

Harper said the legislation will also state that the primary goal of the young offender’s law is two-fold, to rehabilitate offenders and protect society.

-based on Conservative Party of Canada campaign speeches

**Source II**

October 5, 2009

Sometimes your vehicle is not stolen; it’s just “borrowed.” There are many incidents of cars being taken for a joy ride, usually by youths. As far as the law is concerned, this is still considered a major theft and could be punishable by many years in jail.

Since “kids” are so often involved in this type of behaviour, the government decided long ago to treat them differently than adult offenders. The legislation involved is the Youth Criminal Justice Act (YCJA). If the young offender has acknowledged that what he did was wrong and is ready to take responsibility for his actions, the Director of Youth Protection may place the teenager in an Alternative Measures Program. This program lets young offenders make up for what they did wrong, and they may do so without appearing before a juvenile court. It allows first-time younger offenders to learn from their mistakes without giving them a criminal record. It gives them the second chance they need to go on with their lives without carrying this mistake around forever.

-Adapted from Jordan W. Charness, Canadian Driver
Source III

Young offenders get chance to cover up mistakes
October 16, 2009

A partnership between the Midland Police and the Elizabeth Fry Society is designed to give a second chance to young people tangled up with the law. Constable Dave Young, community services officer for the Midland Police Service, is the brains behind the operation. The project is aimed at putting young kids on the right track.

“When they’ve made a mistake for the first time under the Youth Criminal Justice Act, they can be diverted in ways that stress social justice,” said Young. “If they are diverted from the court system, the youths end up needing to perform community service hours.”

That’s where the “Take Back the Wall” pilot project comes in. Young, in conjunction with Jamie Tripp, owner of Tripp’s Paint and Decorating Shop, and Kristen Szypniewski from the Elizabeth Fry Society, will be providing that opportunity. Tripp will donate his time and supplies, the Elizabeth Fry Society will provide the youths, and Young will supervise the work being done. The group will start by removing graffiti on the wall behind TD Canada Trust in downtown Midland.

“It’s important for youth to accomplish something. Hopefully, it will turn them from heading down the wrong road,” Young said. “They will see that our community is very important to us and… it may become more important to them. I think they will feel a sense of accomplishment when they see this nice clean wall.”

16. All three sources deal with

a. how the YCJA can be improved.
b. consequences for young offenders.
c. the shortcomings of the YCJA.
d. whether or not Canada should treat its young offenders differently than it treats adult offenders.

17. Sources II and III deal mainly with

a. ways the YCJA is being implemented.
b. ways to make youth sentences more like those for adults.
c. changing the YCJA to fit the crimes of today’s youth.
d. car theft.

18. Taken as a group, you can conclude from all three sources that

a. the YJCA is accepted by all agencies as being an effective piece of legislation.
b. most agencies find the YJCA to have many faults.
c. the YJCA has proven to be fair and equitable.
d. some feel that parts of the YJCA are effective, while others feel that parts need to be changed.
19. Which of the following is **not** true about juries?

a. A person fourteen years of age or older may serve on a jury.
b. To serve on a jury, you must be a Canadian citizen.
c. Twelve jurors make up a jury.
d. You may be excused from jury duty if you can demonstrate that it would cause undue hardship.

20. The main purpose of justice advocacy groups is to

a. provide employment for young offenders once they have been released from prison.
b. ensure that young offenders are punished severely enough that they will not re-offend.
c. work with youths and adults who have broken the law to help them return to their communities.
d. work with the prison system in an attempt to make accommodations very home-like.

*Use the following information to answer question 21.*

We are failing to meet the needs of Aboriginal young people in the youth justice system, just as surely as we are failing to meet the needs of adult Aboriginal people in the adult justice system. We know adult Aboriginal people are grossly over-represented in the adult justice system, but we find an even higher proportion of young Aboriginal people in the youth justice system. This is particularly disturbing since many Aboriginal youth will “graduate” to more serious crimes later in their lives. These studies may also show that Aboriginal youth, like Aboriginal adults, will be victimized by systemic discrimination at every stage in the justice system.

-Report by the Aboriginal Justice Implementation Commission, January 2001

21. Which of the following was included in the Youth Criminal Justice Act to address the concerns of reports like the one above?

a. Youth Justice Committees, which reflect the idea of sentencing circles.
b. The option of a youth choosing to be tried by a judge or jury.
c. The idea of always contacting parents once a youth commits a crime.
d. Using social workers and counsellors to steer youth in the right direction.

22. The Charter of Rights and Freedoms

a. is kept in the House of Commons in Britain.
b. was first repatriated in 2001.
c. is part of Canada’s constitution.
d. can be changed by any province.
23. With the Charter Canadians can
   a. challenge in court laws that restrict their rights.
   b. expect to have their rights protected, regardless where in the world they may be visiting.
   c. ensure their incomes and employment are secure.
   d. access the Supreme Court judges at any time.

Use the following to answer question 24.

On October 24, 2009 environmental groups all over Canada held demonstrations and rallies in every major city across the country. Their goal was to urge governments to take action on climate change. Demonstration participants noted that Canada’s greenhouse gas (GHG) emissions were increasing, and although it was by no means the worst GHG offender, it still contributed significantly to the problem. Organizers want the Harper government to understand that as a wealthy industrialized country, Canada is in a good position to make the world a healthier place by addressing climate change.

24. Which section of the Charter allowed the environmental groups to hold the demonstrations?
   a. Fundamental Freedoms
   b. Democratic Rights
   c. Mobility Rights
   d. Legal Rights

25. In the past, during times of war, several ethnic minorities have been interned by the Canadian government. Today, this would not occur under which section of the Charter?
   a. Democratic Rights
   b. Mobility Rights
   c. Legal Rights
   d. Equality Rights

Use the following information to answer question 26.

In 1983, sixteen-year-old Baltej Singh Dhillon immigrated to Canada from his native India, bringing with him his Sikh customs and beliefs. Sikh men often wear beards and turbans as part of their beliefs and traditions.

In 1990, Dhillon was accepted into the Royal Canadian Mounted Police (RCMP). He was told to exchange one tradition for another; that is, to remove his turban and don the traditional brown RCMP hat.

Since its creation in 1873, the RCMP symbolized Canada to the world. For many people, the uniform including the hat were part of the RCMP’s and Canada’s identity. But Dhillon asked that an exception be made, arguing that the wearing of a turban was a religious duty that no devout Sikh could ignore. This request sparked controversy across Canada. In 1990, Solicitor General, Pierre Cadieux, responsible for the RCMP, gave his ruling.
26. From the information above and according to the Charter, the ruling would have been...

a. Dhillon would not be allowed to wear the turban.
b. Dhillon would be allowed to wear the turban under the Democratic Rights section.
c. Dhillon would not be allowed to wear the turban under the Equality Rights section.
d. Dhillon would be allowed to wear the turban under the Fundamental Freedoms and Equality Rights sections.

27. Which of the following would go against the Charter?

a. Mary was sixty-five years old. One day her boss approached her and said that the company would no longer be able to employ her. Her boss reluctantly told her that in the past few years she had been making many errors in her work, which was costing the company thousands of dollars. It was time for her to retire.

b. Betty was upset. She had just found out that a male co-worker of hers was making two dollars an hour more than she was. Although they did not do the same type of work, Betty felt she should be paid the same as her male co-worker. When Betty approached the manager about it, the manager explained that her co-worker was also expected to take over as manager when the manager was away. That is the reason he was being paid more.

c. Harumi was upset. He had just discovered that all the people in his work group had received wage increases except for him. He wondered if it was because he was the only Asian worker. Harumi worked up the courage to ask the manager about the situation. The manager explained the company had received more complaints about his work than all of the other workers combined.

d. Jack owned a cabinet making business. His oldest and best carpenter had just retired, and now Jack needed to find a replacement. When Wilma showed up at Jack’s shop to apply for the position, Jack was honest with her and explained that he only hired men as carpenters.

28. When an eighteen-year-old Canadian citizen votes in a federal election, that person is exercising his or her

b. Democratic Rights.
c. Mobility Rights.
d. Legal Rights.
Use the following information to answer question 29.

In 1876, parliament passed the Indian Act. The Indian Act affected First Nations who had concluded Treaties with Canada’s government. At points in its history, the Indian Act:
- Required First Nations people to obtain government permission to wear traditional clothing.
- Banned traditional ceremonies, such as the Sundance of the Siksika.
- Prevented First Nations from taking political action.

29. One difference the Charter has made with respect to Canada's view of First Nations traditions and identity is

a. First Nations ways are no longer considered inferior to European ways.
b. by law, First Nations peoples must now take part in traditional ceremonies.
c. First Nations children must now attend residential schools to learn European ways.
d. the Charter now allows First Nations youth to break some laws.

30. Collective identity refers to

a. the identity of all of Canada's minority groups.
b. the shared identity of a group of people, especially because of a common language and culture.
c. the sum of the different parts of culture.
d. a way for minority groups to recognize their legal rights.

31. In Canada, collective rights have been guaranteed to

a. Aboriginal groups.
b. Francophones.
c. Anglophones.
d. all of the above.

32. Which piece of legislation relates to all groups in Canada with collective rights?

a. The Numbered Treaties
b. The Indian Act
c. The Manitoba Act
d. Canada's constitution
Source I

Terms of Treaties 6, 7 and 8
This chart summarizes the terms in the written versions of the major Numbered Treaties in Alberta.

<table>
<thead>
<tr>
<th></th>
<th>Health Care</th>
<th>Education</th>
<th>Hunting and Fishing Rights</th>
<th>Reserves</th>
<th>Farming Assistance</th>
<th>Payments, Annuities and Special Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treaty 6 (1876-1899)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Treaty 7 (1877)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Treaty 8 (1899)</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

* Mentioned in the written report of the negotiations, but not mentioned in the written terms of the Treaty.

Source II

Our Elders view the Treaty as something that is sacred. It is an agreement between the First Nations in this region and her Majesty the Queen – so, the people of Canada. We saw it as a way to live in harmony with European settlers, and to share the land and its resources. Treaty 8 is fundamental to our people.

-Elder Paul Eugene Beauregard, Bigstone Cree Nation, Alberta, October 2007

Source III

We had our own government and laws before the arrival of Europeans, and we lived in harmony with Mother Earth. We signed the Treaty to live in harmony with the people of Canada and their government. To us, this makes all the people of Canada Treaty people, just as we are. The Treaty is forever: for as long as the grass grows, the water flows and the wind blows.

-Elder Bruce Starlite, Tsuu T'ina First Nation, Alberta, January 2008

33. According to Sources II and III

a. The written Treaties were an agreement made between Canada's government and the First Nations leaders.
b. First Nations peoples valued the idea of living in harmony with nature and people.
c. The Canadian government has not lived up to the terms of the Treaties.
d. The First Nations did not believe in the idea of education.

34. When all three sources are considered, a conclusion that could be drawn is

a. the First Nations agreed to the Treaties as long as they did not have to change their lives.
b. Canada's government purposely tried to trick the First Nations.
c. the First Nations realized they had to give up some things to get others.
d. all Treaties were virtually alike.
Use the following information to answer question 35.

- The Royal Proclamation of 1763 recognized the rights of First Nations to their lands.
- First Nations wanted to secure their future, in light of facing economic and social upheaval.
- Canada wanted to build a railway to link British Columbia to the rest of Canada.
- First Nations and Canada wanted to avoid war, as had happened in the U.S.

35. The above are all reasons

a. that the First Nations were reluctant to enter negotiations with Canada’s government.
b. why the Canadian government insisted that the terms of the Treaties be written.
c. that First Nations in the west and Canada negotiated the Numbered Treaties.
d. that First Nations peoples asked the Canadian government to set up reserves.

Use the following information to answer questions 36 and 37.

<table>
<thead>
<tr>
<th>First Nations Perspective</th>
<th>Canadian Government Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1876 – What we speak of will last as long as the sun shines and the river runs. We are looking to the future of our children’s children.</td>
<td>1876 – What I will promise, and what I believe and hope you will take, is to last as long as the sun shines and the river flows...I see the Queen’s Councillors taking the Indian by the hand saying we are brothers, we will lift you up, we will teach you, if you will learn, the cunning of the white man.</td>
</tr>
<tr>
<td>1946 – We made treaties with Great Britain and the trust was given to the Canadian government to live up to our treaties. Ever since the first treaties, First Nations have felt that [Canadian] officials have not complied with those treaties.</td>
<td>1879 – Residential schools allow “aggressive civilization” by separating the children from the parents...Residential schools make a certain degree of civilization within the reach of Indians despite the deficiencies of their race...The Indians realize they will disappear.</td>
</tr>
<tr>
<td>1970 – To preserve our culture it is necessary to preserve our status, rights, lands and traditions. Our treaties are the basis of our rights...The treaties are historic, moral and legal obligations...The government must declare that it accepts the treaties as binding.</td>
<td>1969 – Canada cannot be a just society and keep discriminatory legislation on its statute book. The barriers created by special legislation, such as treaties, can generally struck down. The treaties need to be reviewed to see how they can be equitably ended.</td>
</tr>
<tr>
<td>1980 – We, the First Nations, proclaim our dedication and commitment to the recognition of our unique history and destiny within Canada by entrenching our treaty and Aboriginal rights within the constitution.</td>
<td>2005 – We recognize the Treaty and Aboriginal rights protected in our constitution. This is the foundation of our relationship...Today we reaffirm our commitment to renewing our approach and to implementing self-government and treaties, and to the resolution of Aboriginal rights to land and resources.</td>
</tr>
<tr>
<td>2007 – First Nations negotiated the Treaties to share the land, so that First Nations peoples and non-First Nations peoples could benefit. Treaties were, and are, nation-to-nation agreements. First Nations were, and are, diverse peoples. We call on Canadians to lobby the federal government to recognize the true spirit of the Treaties.</td>
<td></td>
</tr>
</tbody>
</table>
36. You can infer from the First Nations perspective over the years that
   a. the First Nations were, and remain, concerned about Canada living up to the spirit, intent, and terms of the Numbered Treaties.
   b. most First Nations leaders regret signing the Numbered Treaties.
   c. First Nations people feel that the Treaties no longer apply to today’s situation.
   d. many First Nations leaders would like to renegotiate the terms of the Treaties.

37. You can infer from the Canadian government perspective over the years that
   a. Canada’s position with respect to First Nations peoples has not changed over the years.
   b. the Canadian government has realized that it must address its relationship with First Nations in a different way.
   c. Canada’s discriminatory treatment of First Nations peoples was done for their own good.
   d. the Canadian government was successful in realizing its goals for First Nations.

38. Which of the following is not true of the Indian Act?
   a. The act affirmed the collective rights of First Nations.
   b. It aimed to assimilate First Nations peoples.
   c. It was made into legislation without consulting the First Nations themselves.
   d. In spite of pressure from First Nations, Canada’s government has not revised it.

Use the information below to answer question 39.

Rachel St. Laurent is a grade 10 student at École Héritage, a Francophone school in Fahlcr, Alberta, established in 1988 because of section 23 rights in Canada’s Charter of Rights and Freedoms. Rachel lives in Saint-Isadore, a Francophone community near Peace River.

39. Under the Charter, Rachel and other Francophone Albertans have the collective right to attend a Francophone school because
   a. she speaks French.
   b. the Alberta government has set up French language schools in all towns and cities.
   c. Rachel is a member of one of Canada’s official language minorities.
   d. Rachel is bilingual.

40. The Québec Act, the BNA Act, the Official Languages Act and the Charter
   a. are laws that recognize English as Canada’s official language.
   b. have all been revised to make French an official language.
   c. are pieces of legislation recognizing Francophone rights in Canada.
   d. are laws that once tried to remove French as an official language.
41. The only province or territory in which one of Canada’s two official languages is not spoken by the majority of people is

b. the Northwest Territories.
c. Nunavut.
d. Prince Edward Island.

Use the following information to answer question 42.

- The Manitoba Act (1870)
- The Haultain Resolution (1892)
- Métis Population Betterment Act (1938)
- Métis Settlements Land Protection Act (1990)

42. Which of the above negatively affected the Métis collective rights?

a. The Manitoba Act
b. The Haultain Resolution
c. The Constitution Act
d. Métis Settlements Land Protection Act

Use the following information to answer question 43.

One of the fundamental aspects of Métis rights is our ability to define ourselves. It’s not up to the government, or non-Métis people, to define who is Métis. Only the Métis Nation itself can make those kinds of distinctions.

The recognition of Métis rights goes hand in hand with the sense of identity for many people. The recognition gives them the courage to reconnect with their heritage, and to once again be proud of who we are.

It’s been our constant battle to have our rights recognized. But one thing we do know: our rights are enshrined in Canada’s constitution at a national level.

The interpretation of Métis rights falls to the different provinces, and many provinces have a very narrow interpretation of our rights. Although we have come a long way, there’s a long way to go.

-Audrey Poitras, President of the Métis Nation of Alberta (2007)

43. According to the above, one of the challenges that Métis leaders and people face is

a. to ensure that Métis collective rights are enshrined in the Charter.
b. to convince the Métis that they should find out if they are truly Métis.
c. to work with provinces to ensure that Métis rights are defined and respected equitably.
d. finding work for Métis in the settlements where they live.
44. A primary difference between Canada's immigrants of the 1800s and today is that
   a. most of today's immigrants settle in rural areas and work on farms, not in cities.
   b. today's immigrants come from all over the world, not just English-speaking countries.
   c. most of today's immigrants are refugees, not economic immigrants.
   d. today's immigrants are not prepared to work hard like those of the 1800s.

45. A similarity between Canada's immigrants of the 1800s and today is that
   a. both come primarily from countries in northern Europe.
   b. none of them speak English fluently.
   c. they are seeking a better quality of life in Canada.
   d. they come from countries with a democratic system of government.

_USE THE FOLLOWING INFORMATION TO ANSWER QUESTIONS 46 AND 47._

**THE IMMIGRATION AND REFUGEE PROTECTION ACT, 2002**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>Spouses, partners, children parents and grandparents of people living in Canada</td>
<td>28</td>
</tr>
<tr>
<td>Economic</td>
<td>Skilled workers and businesspeople</td>
<td>55</td>
</tr>
<tr>
<td>Refugee</td>
<td>People who are escaping persecution, torture, or cruel and unusual punishment</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>People accepted as immigrants for humanitarian or compassionate reasons</td>
<td>4</td>
</tr>
</tbody>
</table>

**Objectives of the Immigration and Refugee Protection Act, 2002**

- Pursue social, cultural and economic benefits for all Canadians.
- Respect the bilingual and multicultural character of Canada.
- Support the development of minority official language communities in Canada.
- Share the benefits of immigration and support a prosperous economy across all regions of Canada.
- Reunite families in Canada.
- Promote the successful integration of immigrants into Canadian society, recognizing that integration involves mutual obligations for new immigrants and Canadian society.

46. The name of the immigrant category at the top of the “Immigrant Categories” chart is
   a. family class.
   b. relative class.
   c. reunification class.
   d. independent class.
47. You can infer from the objectives of the Immigration and Refugee Protection Act that Canada
   a. expects immigrants to abandon their old cultures and languages.
   b. intends to change the Charter to fit new immigrant expectations.
   c. expects new immigrants to know both of the official languages.
   d. expects to work with immigrants to help them adapt to the Canadian way of life.

48. The point system is used to determine
   a. if economic immigrants have the qualifications to move to Canada.
   b. if family class immigrants have the qualifications to move to Canada.
   c. if refugees have the qualification to enter Canada.
   d. whether the maximum number of immigrants for any given year has been admitted into Canada.

*Use the following information to answer questions 49 – 51.*

**Source I**

October 23, 2009

It doesn’t appear Winnipeggers feel much empathy for refugees who end up heavily in debt after immigrating to Canada because they have to pay back their immigration loans. So heavily in debt, in fact, that according to a new report many of them live in extreme poverty in Winnipeg and throughout the province.

Should we not be a bit more human and generous? Do they not deserve a special break so they can survive here in Canada, especially if they are too poor to repay those loans.

Marty Dolin, an immigration lobbyist comments, “It makes me embarrassed to be a Canadian. The policies of the government of Canada ensure that refugees will be in poverty their first year here.”

The reality is that it’s not free to immigrate to Canada. And it wouldn’t be fair to taxpayers to forgive these loans. The government should continue to give refugees loans because they are vital. They are an important lifeline to refugees who may be fleeing persecution.

Yes, the loans are intended to help kick start refugees’ lives, but like any other citizen, the refugee is expected to start contributing once they are here.

-adapted from Paul Rutherford, Winnipeg Sun

**Source II**

July 29, 2009

Canada has announced that it will no longer accept the refugee applications from people from the Czech Republic and Mexico who show up at one of Canada’s immigration ports. The vast majority of Czechs seeking refugee status are from that country’s Roma minority, which has faced a long history of racism and persecution.

However, Immigration Minister Jason Kenney says that many of the refugee claims are either rejected or abandoned, raising questions as to whether they really do have grounds to be admitted to Canada.

-Adapted from Peter O’Neil, Canwest News Service

**Source III**

![Image of the Revolving Door of Canada's Refugee System]
October 23, 2009

There is no greater test of Canada’s self-image as a nation dedicated to compassion, tolerance and justice than a ship full of desperate migrants asking [to be admitted as refugees]. The arrival in British Columbia of 76 people on the Ocean Lady, mostly Tamil men from Sri Lanka, has created a problem. Immigration Minister Jason Kenney is right to point out that this ship appears to be linked to the global scourge of human-smuggling. If Canada accepts these refugees, that might fuel a practice which, when it doesn’t kill migrants, puts them deep into debt and often turns them into near-slaves.

But if Canada does not accept them, it runs the risk of repeating some of the worst mistakes in its history. [I refer] to the famous case of the Komagata Maru, which landed in 1914 with 376 passengers, mostly Sikhs hoping for a new life in Canada. Canada eventually forced the ship to sail back to India, where some were killed and others jailed.

The challenge for Canada is to find ways to deter smugglers without unduly punishing their victims. If refugee claimants can show they have valid claims, Canada has a duty to hear each of them out.

-Editorial, The Ottawa Citizen

49. Which of the following best expressed the issue raised in Source I?

a. Should Canada accept refugees who cannot support themselves?
b. To what extent should Canada send refugees outside the three largest urban centres?
c. To what extent is Canadian society responsible for the successful integration of refugees?
d. Should Canada loan refugees less so their debt load will be less?

50. From Sources II and III, you can infer that Immigration Minister Kenney

a. intends to refuse all refugee claims.
b. believes a significant number of refugee claims to enter Canada are not real.
c. is prejudiced against some people.
d. is not doing his job correctly.

51. One of the main messages of the editorial from the Ottawa Citizen (Source IV) is to remind us that

a. our policy of accepting refugees should be based on our values as a nation.
b. Canada cannot keep accepting refugees, no matter how serious their situations.
c. Canada should not be accepting refugees from India and Sri Lanka.
d. it is far too much trouble to accept refugees.
52 First Nations leaders believe that Canada’s immigration laws and policies affect their collective rights because they believe

a. they are often made to feel like immigrants.
b. First Nations people believe that immigrants are in a similar situation to them.
c. that immigrants should speak a First Nations language.
d. governments should put more less effort into immigration and more into promoting education, training and employment opportunities for First Nations and other Aboriginal peoples.

53. Recent immigration has presented official language minority communities with challenges and opportunities because

a. they must now change the way they do things so that people who come from non-European cultures will feel welcome.
b. there are too few schools that will take in the new immigrants.
c. almost all immigrants do not speak English or French.
d. most immigrants are not able to adapt to the cold weather.

54. Most immigrants end up settling in

a. western Canada.
b. eastern Canada.
c. the North.
d. in Canada’s three largest cities.

55. The resources and processes involved in the production, distribution and consumption of goods and services are referred to as the

a. economy.
b. scarcity.
c. demand.
d. market system.

56. The money that people own or borrow, and use to purchase equipment, tools and other resources to produce goods and services is referred to as

a. labour.
b. land.
c. capital.
d. debt.
Use the following information to answer questions 57 and 58.

Last year in Alberta, warm weather and rain at just the right times meant bumper wheat and barley crops throughout the province. Farmers were harvesting with huge smiles on their faces. However, many were scrambling because they realized they wouldn’t have enough granary space to store all the grain. Grain bin dealers were run off their feet trying to supply and set up steel bins for farmers.

57. The limited supply of granaries is because of
   a. scarcity.
   b. greed.
   c. mineral rights.
   d. a shortage of farm labour.

58. Because the demand for granaries was so high, which of the following is most likely?
   a. the supply went down and the price went down.
   b. the price went down and the demand also went down.
   c. the supply went down and the price went up.
   d. the demand went down and the price went up.

59. Canada is said to have a mixed economy. Which of the following is not true of a mixed economy?
   a. It combines private ownership and government control.
   b. It uses some aspects of a planned economy and some of a market economy.
   c. Individuals and government both make decisions about what to produce.
   d. Only individual consumers drive economic decision making.

60. Those who feel that the best way to achieve the public good is through a market economy believe that
   a. what is best for each person individually adds up to what is best for society.
   b. individuals must consider each other and set aside their individual interests to achieve what is best for society.
   c. most individuals do not make good decisions, and that government is better able to do this.
   d. cooperation, not competition among the citizens of a country is what is best for society.
Use the following information to answer question 61.

<table>
<thead>
<tr>
<th>Founding Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hutterite Colony</td>
</tr>
<tr>
<td>United States</td>
</tr>
<tr>
<td>Canada</td>
</tr>
</tbody>
</table>

61. From the above information you can infer that

a. the citizens of the United States are happier than those who live on a Hutterite colony or in Canada.
b. most economic systems are not at one or the other end of a continuum.
c. the type of economic system chosen reflects the values of the people.
d. countries that use a market economy have the best quality of life.

Use the following information to answer question 62.

This political cartoon by John Fewings appeared in many Canadians newspapers on January 30, 2009.

62. Which of the following can you conclude from examining the cartoon?

a. The Government of Canada decided to decrease spending while the Government of Ontario decided to increase spending.
d. The Government of Canada decided to increase spending while the Government of Ontario decided to decrease spending.
63. Canada’s government owns many Crown corporations. Which of the following is not a reason why the Government of Canada creates Crown corporations?

a. To promote essential services.
b. To promote economic development.
c. To support Canadian culture and identity.
d. To ensure that companies that are poorly run do not go out of business.

64. Competition occurs when producers strive to get consumers to buy their products and not someone else’s. The opposite of competition is

a. an oligopoly.
b. a duopoly.
c. a monopoly.
d. a cartel.

Use the information below to answer question 65.

- Both the provinces of Saskatchewan and British Columbia started their own auto insurance programs because they felt that private insurers were making auto insurance too expensive.
- Alberta requires consumers to pay a “tire tax” when they buy new tires. The tax helps pay for recycling the tires, so they don’t go to landfills instead.
- Many municipalities require that citizens separate garbage containing items that can be recycled from those that cannot. Citizens put the two types of garbage in two separate containers for pick up. This means more garbage is being recycled and less goes into the landfills.

65. You can infer from the information above that governments often get involved in market economies

a. because they want to ensure that their employees have something to do.
b. because they want to put private companies out of business.
c. to inform, protect or ensure good practices.
d. because they want to spend citizens’ tax dollars.

66. For many years the Canadian government has supported the making of Canadian films, especially those that have to do with Canadian culture and history. Many of these films are not money making, however. Which of the following best tells why the Canadian government supports these kinds of films?

a. Canadian films help us to maintain our cultural identity.
b. It has to compete with films made in the United States.
c. There are many actors that are unemployed.
d. Canada’s government often has more income than it can use.
January 14, 2009

In response to the high unemployment rate, Canada’s government has decided to spend at least $6 billion and as much as $13 billion on projects that are “ready to go.” The government will give preference to projects that involve such things as roads, bridges and water and sewer, where local and provincial governments are trying to improve infrastructure. The government hopes that this “stimulus” money will create jobs and keep the economy going.

Many people feel that government should stay out of the business of job creation.

67. From examining the above, which of the following best expresses the issue involved?
   a. Do local and provincial governments need to improve infrastructure?
   b. Why is it that private companies can operate more cheaply than governments?
   c. To what extent should government become involved in job creation?
   d. Why is the unemployment rate high?

68. In 2006, Alberta had the lowest unemployment rate in Canada, less than 4%.
    Newfoundland and Labrador had the highest at more than 12%. This has prompted many from Newfoundland and Labrador to move to Alberta to find work.

Which section of the Charter of Rights and Freedoms allows this to happen?
   a. Fundamental Freedoms
   b. Equality Rights
   c. Democratic Rights
   d. Mobility Rights

69. How has Canada’s labour force benefited by the existence of labour unions?
   a. Their taxes have gone up.
   b. Canada now has labour laws that establish that workers have the right to form unions, and set standards for such things as wages, hours, safety, holidays and other matters.
   c. The Canadian government can now force some unions to dissolve.
   d. Workers can now demand as much pay as they want.

70. The idea that government has a role in controlling the impact of unions on the economy, including being able to force them back to work when they go on strike, would most likely be agreed to by
   a. a market economist.
   b. a planned economist.
   c. a mixed economist.
   d. an agricultural economist.
Use the following information to answer questions 71 and 72.

**Question:** Tell me, what is it that makes for a great quality of life?

**Jodie:** My quality of life is better than some, but it could still be better. I would like to live in a larger house with more bedrooms and more bathrooms. It would be nice to have another car – a luxury car. Then I’d like to have nicer clothes – designer brands. Finally, it would be great to be able to go on three or four really nice vacations every year. Now that would be living!

**Mike:** Great quality of life? Let me see. I’d like to be able to live comfortably. But you know, it wouldn’t be very satisfying unless everyone lived as comfortably as I. What good is it if I have lots and others have none? We’re all equal, and we all deserve to live equally. Most of all, a good quality of life means having friends, family, community and country all working hard and reaping the benefits.

**Katie:** I think my and my country’s quality of life is good right now. Everyone who wants to work has employment. No one is starving and everyone has a place to live. We have great public schools and free health care. People who want to work hard and be creative in their work can buy more things and go on nicer vacations. Those that aren’t prepare to put more into their jobs – well, that’s their choice. Whatever any of us choose, our quality of life would not be as good if we didn’t have the support of our family, friends and neighbours.

71. Which of the above most connects quality of life to consumerism?

a. Jodie  

b. Mike  

c. Katie  

d. Both Jodie and Mike

72. Which of the above most likely prefers to live in a country with a mixed economy.

a. Jodie  

b. Mike  

c. Katie  

d. Both Jodie and Mike

Use the following information to answer question 73.

When I am looking for anything, I always buy the best quality I can afford. My experience has been that if you buy the cheap stuff, it’s no good in a few days. Then you have to go out and buy another. It actually makes more sense to buy something of good quality right off the bat. The only exception is if you only need something to last for one or two uses; then buying something of lesser quality makes sense.
73. With regard to consumerism the information on the previous page illustrates

a. that some people buy expensive things just because they can afford it.
b. the choices we make as consumers reflect our identity.
c. many things are made much more solidly than others.
d. there should be more product choice in the marketplace.

74. People who try to buy things made locally and/or in Canada are most likely thinking about

a. the jobs that it creates.
b. the fact that items made out of the country are of poor quality.
c. wanting to pay less sales tax.
d. experimenting with new items.

75. Bandwagon effect, emotional appeal, glittering generalities and plain folks appeal are all

a. types of clothing lines.
b. music styles.
c. jewellery styles.
d. advertising techniques.

Use the following information to answer question 76.

76. Which of the following best expresses the "message" of the cartoon?

a. The more prosperous a country, the better off everyone is.
b. Consumerism helps a country to prosper.
c. An emphasis on consumers buying more and more has a negative side.
d. Wealthy countries are prosperous in more than one way.
Use the following information to answer question 77.

<table>
<thead>
<tr>
<th>GDP Per Capital in North America, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
</tr>
<tr>
<td>Mexico</td>
</tr>
<tr>
<td>United States</td>
</tr>
</tbody>
</table>

77. From the above information you can infer that

a. Canada is the most prosperous country in North America.
b. Mexico does not have the population to produce as many goods as Canada.
c. U.S. citizens are more likely to be able to buy more consumer goods than Mexicans or Canadians.
d. Canadians are, on the whole, are happier than Mexicans or Americans.

Use the following information to answer questions 78 and 79.

Animal rights groups were opposed to the fact that some cosmetic companies used animals to test their products. The companies explained that animal testing was an effective way to determine the safety of the products for customers.

78. A legal and effective way that the animal rights groups could influence the cosmetic companies would be

a. to boycott the companies products and services.
b. to break into their laboratories and take photos of the testing.
c. make threatening telephone calls to the company presidents.
d. to go into stores and start removing the products from the shelves.

79. In what way might the government of a planned or mixed economy take action to address the situation?

a. Arrest the company managers.
b. Take out media ads encouraging consumers not to buy the companies' products.
c. Help out the companies by guaranteeing the companies a supply of animals.
d. Check existing laws about animal testing to see if the companies' practices follow the laws.

80. The economic theory of consumerism says that the more people buy, the better it is for the economy. Which of the following most illustrates a negative view of consumerism?

a. Many products sold are not environmentally friendly, which might be harmful in the end.
b. Some products require more workers than others.
c. Some advertisements are more convincing than others.
d. Some producers are more efficient than others.
81. Social programs are

a. programs designed to help newcomers meet people.
b. services provided by government and paid for by taxes.
c. school subjects.
d. services provided by private companies.

*Use the following information to answer questions 82 and 83.*

![Graph showing more and less government involvement]

82. Of the following, the government that would mostly likely have the fewest social programs would be found at

a. A  
b. B  
c. C  
d. D

83. The government that would most likely prefer to lower taxes and give consumers more choice would be found at

a. B  
b. C  
c. D  
d. F

84. Which of the following sayings would reflect the values of a country that has established extensive social programs?

a. The early bird catches the worm.  
b. Slow and steady wins the race.  
c. Nice guys finish last.  
d. I am my brother's keeper.

85. Which of the following is true about the relationship between social programs and taxes?

a. The more social programs there are, the lower taxes will be. 
b. The fewer social programs there are, the higher taxes will be. 
c. The more social programs there are, the higher taxes will be. 
d. There is no connection between the number of social programs and taxes.
Use the following information to answer questions 86 and 87.

October 25, 2009
If a majority of Canadians refuse the H1N1 vaccine, hospitals will be overrun by serious flu patients, and many businesses will be strapped for staff by Christmas, Canada’s chief health officer, Dr. David Butler-Jones warned Saturday. The vaccine is offered free of charge to all who want it, and there is enough supply ordered for every Canadian.

His warning comes as Alberta Health Services prepares to begin offering H1N1 influenza vaccines. A recent Canwest News Service poll showed 48 percent of Canadians surveyed are not keen to roll up their sleeves for the shot – a possibility that worries Butler-Jones.

Calgary social work student Christine Molohan is struggling to decide whether to get vaccinated. “It feels like it got pushed through so quickly. I’m not feeling secure it’s safe,” she said.

Apparently, many Canadians feel the same way.

- Based on Sarah McGinnis, Calgary Herald

86. In a strict market economy which of the following would be true?

a. The H1N1 vaccine would be provided free of charge.
b. The H1N1 vaccine would be provided by government for a charge.
c. The H1N1 vaccine would be sold to consumers by private companies.
d. The H1N1 vaccine would not be available at all.

87. The Government of Canada could not make a law that made it illegal to refuse to get the vaccine because

a. it would not be consistent with the Charter of Rights and Freedoms.
b. there may not be enough vaccine for everyone.
c. the medical staff would refuse to vaccinate so many people.
d. it would cost too much.

Use the following information to answer question 88.

- Publicly administered
- Comprehensive
- Universal
- Portable
- Accessible

88. A good heading for the above list is

a. Social Programs in Canada
b. Principles of the Canada Health Act
c. Social Programs in the United States
d. Principles of the Social Security Act
89. The two ways major ways that the federal government uses to help pay for social programs are

a. sales tax and income tax.
b. GST and sales tax.
c. collection fees and GST.
d. user fees and GST.

*Use the following information to answer questions 90 and 91.*

**Social Program Platforms of Political Parties in Canada and the United States**

<table>
<thead>
<tr>
<th>Party</th>
<th>Canada/US</th>
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<tbody>
<tr>
<td>Bloc Québécois (Canada)</td>
<td>accessible health care for all citizens</td>
</tr>
<tr>
<td></td>
<td>income assistance for seniors in financial need, beyond payments under the Old Age Security Act.</td>
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<tr>
<td>Conservative Party (Canada)</td>
<td>improve the health care system</td>
</tr>
<tr>
<td></td>
<td>lower taxes</td>
</tr>
<tr>
<td>Green Party (Canada)</td>
<td>no privatization of health care</td>
</tr>
<tr>
<td></td>
<td>have a guaranteed livable income for all to eliminate poverty</td>
</tr>
<tr>
<td>Liberal Party (Canada)</td>
<td>free health care for all</td>
</tr>
<tr>
<td></td>
<td>improve all social programs</td>
</tr>
<tr>
<td>New Democratic Party (Canada)</td>
<td>quality, reliable health care for everyone</td>
</tr>
<tr>
<td></td>
<td>eliminate poverty</td>
</tr>
<tr>
<td>Democratic Party (U.S.)</td>
<td>provide health care insurance to all citizens</td>
</tr>
<tr>
<td></td>
<td>continue income support for seniors who can’t meet their basic needs</td>
</tr>
<tr>
<td>Republican Party (U.S.)</td>
<td>make private health care more affordable by offering tax cuts</td>
</tr>
<tr>
<td></td>
<td>lower taxes</td>
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<tr>
<td></td>
<td>changes to income support for seniors that reduce taxes in the long term</td>
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</table>

90. From the information above you can infer that in Canada the party that is farthest to the right is

a. the New Democratic Party.
b. the Liberal Party.
c. the Green Party.
d. the Conservative Party.

91. From the above information you can infer that the party that believes most strongly in the consumer’s right to choose is how money is spent is

a. the Liberal Party.
b. the Conservative Party.
c. the Democratic Party.
d. the Republican Party.
Use the following information to answer questions 92 and 93.

Environmental scientists have stated that greenhouse gas (GHG) emissions, due to oil sands development and processing, is significantly higher than that for conventional oil found in underground wells. GHGs are known to be the leading cause of climate change.

Climate change refers to the rise in the average global temperature. It will have many negative impacts such as extreme weather, flooding, rising sea levels, and a disruption of ecosystems.

The Province of Alberta, which owns almost all of the oil sands in Canada, is being pressured to stop or at least slow down the development of its oil sands. This pressure is not only coming from environmentalists, but also major developed countries around the world.

To this point, the Province of Alberta has chosen to allow companies to proceed with the development of the oil sands. Why? A great deal of the governments revenues come from those companies that extract, process and then sell oil sands oil.

92. The above is an example of
   a. how economics influences political decisions.
   b. how big businesses are allowed to undertake illegal operations.
   c. why governments are elected.
   d. why the federal government is not concerned with provincial affairs.

93. If the Province of Alberta were to stop oil sands development, a likely consequence would be
   a. another province would step in and develop Alberta’s oil sands.
   b. the price of oil sands oil would drop.
   c. it would have to find another source of revenues in order to pay for the services it offers Albertans.
   d. the federal government would step in and continue developing them.

94. It is predicted that Canada’s north will experience a greater rise in temperature than other parts of Canada. This is because
   a. the North has the smallest population density.
   b. it takes a smaller temperature rise at the Earth’s poles to melt ice than it does in other parts of the globe.
   c. fewer animals and plants live in the North.
   d. regions that emit the highest amount of GHGs will not necessarily experience worse global warming.
Use the following information to answer questions 95 and 96.

Source I

In 2002, many countries of the world met in Kyoto, Japan to discuss climate change. Most developed countries, including Canada agreed to a plan that would result in the slowing of GHG emissions.

At that time the Liberal Party of Canada formed the government. It, however, did not make decisions that reduced Canada’s overall GHG emissions.

In 2006, Canadians elected a Conservative government, which announced that Canada would not meet its targets under the Kyoto Protocol.

In 2007, countries of the world again met. This time in the Indonesian city of Bali. They decided to start new negotiations in an effort to control climate change. Canada agreed to be part of these negotiations, as did the U.S. which did not agree to the Kyoto Protocol.

95. From the above information you can infer that

a. Canada was trying to balance global considerations with its own economic considerations.
b. Canada usually does what the United States does.
c. the United States does not feel that GHG emissions are an issue.
d. Canada and the United States generally agree on most issues.

96. You can infer from Source II that

a. the oil companies were willing and ready to cut production.
b. the oil companies viewed the Kyoto Accord as a game.
c. the oil companies realize that governments have the right to make decisions that affect them.
d. the Canadian government did not fully understand the Kyoto Protocol.

97. Not all people agree with making cuts to GHG emissions, in spite of the fact that scientific evidence proves that GHGs are causing climate change, because

a. there are important negative consequences to GHG reduction that affect quality of life.
b. they do not associate GHGs with the burning of fossil fuels.
c. they are unable to read the research done by scientists.
d. they find the whole topic uninteresting.
Use the following information to answer question 98.

The U.S. took a stand against international negotiations on climate change partly because President George W. Bush did not believe human actions were causing climate change. Then in 2008, President Bush announced that the U.S. would take action on its own to reduce GHG emissions, without entering into international agreements. He said the actions on climate change had to respect the American belief in “the power of individuals” and in the “ability of free peoples to make wise decisions.”

98. From the above information you can conclude that President Bush feels that the best way to address the climate change issue is

a. to ignore it altogether.
b. with strong government intervention.
c. by allowing the forces of a market economy to take their due course.
d. thinking of the U.S. as a partner of other world countries.

99. Environmentalists see biodiversity as

a. a way to keep people employed.
b. a way to allow countries to continue to burn fossil fuels without feeling the effects of GHG emissions.
c. an indication of the health of ecosystems and the world, in general.
d. a study of the most harsh climates in the world.

100. When environmental scientists use legislation that protects regions from unregulated development, they are

a. using the legislation as a lever.
b. cooperating with developers to change the ecosystem in the region.
c. building a network of private land developers.
d. exploring alternate uses of land.
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Grade Nine Social Studies
Issues for Canadians

Grade Nine Social Studies
Comprehensive Review

Answer Sheet

1. b
2. d
3. c
4. c
5. c
6. b
7. a
8. b
9. a
10. d
11. c
12. a
13. b
14. a
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95. a
96. c
97. a
98. c
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100. a
# Grade Nine Social Studies

## Issues for Canadians

### Mini Textbook

## Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How effectively does Canada’s federal political system govern</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Canada for all Canadians?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To what extent is the justice system fair and equitable for youth?</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>How effectively does Canada’s Charter of Rights and Freedoms</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>protect your individual rights?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>To what extent has Canada affirmed collective rights?</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>How well do Canada’s immigration laws and policies respond to</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>immigration issues?</td>
<td></td>
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<tr>
<td>6</td>
<td>To what extent do different economic systems affect quality of life?</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>What role should consumerism play in our economy?</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>To what extent should Canadians support social programs and</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Taxation?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>How should governments in Canada respond to political and economic</td>
<td>28</td>
</tr>
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Chapter 1

How effectively does Canada’s federal political system govern Canada for all Canadians?

I. What is the structure of Canada’s federal political system?

A. Introduction

The purpose of government is to make decisions that will benefit society. These decisions include making laws and providing services.

Canada’s constitution is the law that describes governance in Canada. It sets out the role of the governor general and the three branches of government, and how they should work together.

B. The Three Branches of Government

<table>
<thead>
<tr>
<th>Branch</th>
<th>Who’s In It?</th>
<th>Roles/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>• Prime Minister</td>
<td>• Proposes most laws</td>
</tr>
<tr>
<td></td>
<td>• Cabinet Members</td>
<td>• Puts laws into action</td>
</tr>
<tr>
<td></td>
<td>• Governor General</td>
<td>• Runs the day-to-day business of government</td>
</tr>
<tr>
<td>Legislative</td>
<td>• House of Commons (Members of Parliament)</td>
<td>• Makes laws</td>
</tr>
<tr>
<td></td>
<td>• Senate (Senators)</td>
<td>• Represents interests and rights of Canada’s</td>
</tr>
<tr>
<td></td>
<td>• Governor General</td>
<td>regions</td>
</tr>
<tr>
<td>Judicial</td>
<td>• Supreme Court of Canada (Supreme Court Judges)</td>
<td>• Applies and interprets laws</td>
</tr>
</tbody>
</table>

1. The Executive Branch

- **Prime Minister** is the elected leader of the political party who won the most seats in the House of Commons.

- **Cabinet Ministers** are selected by the prime minister, usually from the House of Commons, and occasionally from the Senate. Cabinet ministers are in charge of government departments called portfolios.

- **Governor General** reads the Speech from the Throne, which outlines the government’s plans for the upcoming session of Parliament.
2. The Legislative Branch
   - *House of Commons* is composed of 308 *Members of Parliament* who are elected by constituents. Representation is by population.
   - *Senate* is composed of 105 *Senators* who are appointed by the prime minister, and who represent Canada’s regions and minorities.
   - *Governor General* is appointed by the Prime Minister and acts as the representative of the British monarch. He or she signs all bills before they are legally laws.

3. The Judicial Branch
   - *The Supreme Court of Canada* is composed of nine *Supreme Court Judges*. They are called upon to make rulings that are not satisfactorily resolved in lower courts.

II. How do laws become laws?

A. Introduction

   The process by which a *bill* (proposed law) becomes a law is set out in the constitution. Once a bill has been proposed, the usual, basic path of law making in Canada is:

   ![Diagram: House of Commons → Senate → Royal Assent]

   Through its system of representative democracy, ordinary citizens influence decision making. Constituents elect Members of Parliament in the House of Commons, and Senators are specifically appointed to represent the interest of regions and minorities. The Aboriginal population, however, often feels that its perspective is not part of the political system.

B. Law-making Steps

**House of Commons**

- **First Reading** – printed copies of bill are made available
- **Second Reading** – debate and vote on the principle of the bill
- **Committee Stage** – group of MPs reviews the bill with help of experts and citizens; makes amendments as they see fit
- **Report Stage** – debate and vote on amendments
- **Third Reading** – debate and vote on final form of the bill

**Senate** – follows same steps as House of Commons

**Royal Assent** – the Governor General signs the bill, approving it. (formality)
C. The Aboriginal Perspective

Aboriginal peoples were not consulted when Canada was formed, even though they are some of the founding cultures. Aboriginals were not considered as equal to their English and French counterparts, but thought of as more of a “responsibility” of government.

For this reason, many Aboriginal peoples do not feel they have an integral role in the political process.

III. How do the media connect Canadians to their governments?

A. Introduction

The media include newspapers, magazines, film, radio, television, the Internet, books and billboards. They deliver information and messages quickly to large audiences.

B. Reporters

A reporter’s job is to inform people about the impact government is having on their lives. They do not just report the news, but they can influence personal understanding of the world and how it works. This is because reporters interpret the facts and make choices about how to tell the story.

Politicians routinely develop key messages for the media in an effort to control how the media present them. The big challenge for reporters is to get to the truth, which is often difficult to uncover.

A challenge for citizens is to understand that reporters can be biased, that is, they may have personal opinions about a particular topic or person, even before investigating the situation. This can lead to an imbalanced presentation of information.

IV. What do lobbyists do?

A. Introduction

A lobbyist is someone hired by a group to influence MPs, senators and government officials. They must register with a Commissioner of Lobbyists, so everyone can know who they are and whom they represent.

B. The Role of Lobbyists

Lobbyists voice the views of groups on issues that affect their members, products or services. They provide different perspectives and in-depth expertise on many issues. The Federal Accountability Act requires that lobbyists document which MPs and government officials they meet with.

Lobbyists are an important part of the decision making process because they help to ensure that MPs and Senators consider many different perspectives before voting on bills.

Assignment: Do Worksheets #R9.1a, #R9.1b and #R9.1c.
To what extent is the justice system fair and equitable for youth?

I. How do Canada’s justice system and the Youth Criminal Justice Act attempt to treat young offenders fairly and equitably?

A. Introduction

There are two different pieces of legislation that deal with criminal offences. The “Criminal Code of Canada” is for use with adult offenders. The “Youth Criminal Justice Act” (YCJA) is for use with young offenders, and was passed as legislation in 2002. The YCJA establishes a difference between young offenders and adult offenders because young people do not always understand their actions the same way that we expect adults to.

B. The Youth Criminal Justice Act

1. About the YCJA?
   - Deals with 12- to 17-year olds
   - Allows some young offenders to face consequences such as community service or counselling instead of heavy fines and jail sentences
   - Adult sentences not usually allowed for 12- to 14-year olds
   - Names are not usually allowed to be published by media
   - Usually a criminal record is avoided

2. Who Gets Involved

Many different people can become involved in dealing with young offenders. Whatever the situation, the YCJA seeks to rehabilitate and reintegrate youth back into society. Because the circumstances around each case are different, the steps chosen to deal with each case can be different. Police – decide whether to charge or not charge the youth. If he/she is not charged, he/she is given a warning. Parents are notified and youth may be required to seek help from counsellors. Others (prosecutor, judge, social workers, mental health workers, Youth Justice Committee or sentencing circle) Depending on the circumstances, any or all of these individuals and groups may become involved in deciding on appropriate consequences. Whatever the consequences, the idea is to prevent further crime by making consequences meaningful and by addressing the circumstances underlying the young person’s offending behaviour.
3. **Factors That Determine the Consequences Young Offenders Face**
   - seriousness of the offence
   - history of the offender
   - attitude of the offender
   - circumstances of the offender

II. **What role do Canadian citizens and organizations play in the fairness and equity of Canada’s justice system for youth?**

A. **Introduction**

   One of the underlying principles of Canada’s justice system is that everyday citizens must become involved. All citizens have the responsibility to help create a society where people understand right from wrong and are respectful of fellow citizens. Our justice system operates on the idea that we can and should be judged by our peers (or equals). In the youth justice system, this can take several different forms.

1. **Jury**

   Anyone 18 years of age or older and a Canadian citizen can be asked to serve on a jury. A jury is typically made up of 12 individuals. A jury’s decision must be unanimous, meaning that all members have to agree on a final decision or verdict. You cannot refuse jury duty unless you can prove that it would cause you undue hardship.

2. **Sentencing Circle**

   Sentencing circles are part of many Aboriginal cultures. Most sentencing circles are made up of Elders. They act on the idea that breaking a law harms everyone in the community, and that the community must become involved in the solutions.

3. **Youth Justice Committee**

   Youth Justice Committee members are volunteers who agree to work with young offenders. These committees are modeled after sentencing circles. Any community can have a Youth Justice Committee.

4. **Justice Advocacy Groups**

   The goal of these groups is work with people who have broken the law to help them return to their communities. In Canada the two main justice advocacy groups are the John Howard Society and the Elizabeth Fry Society. They strive to improve the fairness of the justice system for those accused of crimes, and stand up for the rights of youths and adults accused of crimes. They try to solve the underlying reasons for crime.

**Assignment:** Do Worksheets #R9.2a, #R9.2b and #R9.1c
Chapter 3

How effectively does Canada’s Charter of Rights and Freedoms protect your individual rights?

I. How does the Charter protect individual rights and freedoms?

A. Introduction

The Charter of Rights and Freedoms is part of Canada’s constitution. The constitution is the highest law of Canada and sets out the framework for how Canada is to be governed. With the Charter, Canadians can challenge in court laws that restrict their rights. The judicial branch makes the decisions about these challenges by interpreting how they apply the Charter. The charter also says that Canada’s government is justified in restricting rights, if the restrictions are necessary to keep Canada a free and democratic society.

B. Charter Rights and Freedoms

1. Fundamental Freedoms
   - The freedom to express your opinions
   - The freedom to choose your religion
   - The freedom to organize peaceful meetings and demonstrations
   - The freedom to associate with any person or group

2. Democratic Rights
   - The right to vote for members of the House of Commons and of provincial legislatures
   - The right to vote for a new government at least every five years

3. Mobility Rights
   - The right to move anywhere within Canada and to earn a living there
   - The right to enter, stay in, or leave Canada

4. Legal Rights
   - The right to be free of imprisonment, search and seizure without reasons backed by law and evidence
   - The right to a fair and quick public trial by an impartial court that assures that you are innocent until proven guilty

5. Equality Rights
   - The right to be free of discrimination because of race, national or ethnic origin, religion, gender, age, or mental or physical disability.
C. Rights of Citizenship and Responsibilities

When citizens are guaranteed rights and freedoms, they have the responsibility of using those rights and freedoms in the spirit in which they were intended. In the end it comes down to citizenship, doing what is best for the country.

The responsibilities that go with each of the rights and freedoms are numerous. Individuals can exercise these responsibilities by being respectful of those who are exercising their freedoms and rights. So, if you want the freedom to choose your religion, be respectful of those who follow a different faith from yours. If you expect to be treated equally because of your ethnic origin, be respectful of people of other ethnic origins.

D. Consequences of Government Actions on Individual Rights and Freedoms

If individuals or groups feel that government actions and decisions have gone against the Charter, they are able to challenge those actions and decisions. The Charter acts as guide to help government decide on the actions it takes. There are numerous actions by Canada’s government in the past that would not be permissible today because of the Charter.

1. The Indian Act – among other things
   • First Nations needed government permission to wear traditional clothing
   • Banned traditional ceremonies
   • Prevented First Nations from taking political action

2. Women’s Right to Vote
   • It was not until 1918 that women were granted to right to vote

3. Internment of People of Certain Ethnic Groups in Times of War
   • Ukranian- and German-Canadians during World War I
   • Italian- and Japanese-Canadians during World War II

II. How does the Charter affect law making in Canada?

A. Introduction

The Charter plays an important role in lawmaking. Laws must be respectful of individual rights and freedoms. Often it is uncertain whether a particular law is consistent with the Charter or not. In these events, court challenges can be made.

B. Factors

Challenges to government laws can centre around many factors. Some of them are

1. Security – Many actions and laws are made to help keep Canada safe and to protect democratic rights. There is a fine-line between what governments can do to keep Canada secure and when these actions infringe on rights and freedoms. Canada’s “No-fly” list is an example.
2. **Economy** – Many times governments do not offer particular services to certain minorities because of the expense involved. Some groups have successfully challenged these practices. The hearing impaired being granted sign language interpreters is an example.

3. **Religion** – Many of Canada’s traditions and laws are based on Christian teachings. However, today Canada is much more religion diverse. As new circumstances arise, some laws are made that some feel infringe upon their religious rights and freedoms. The Hutterite bid to be exempt from having photos on driver’s licenses is an example, as is the right to Sunday shopping.

4. **Health and Safety** – Health and safety officials want governments to pass laws that ban or limit particular consumer products and ingredients, which they feel are harmful.

### III. How does the Charter affect the workplace?

**A. Introduction**

Many of today’s laws reflect practices and expectations rooted in the past. The workplace is one area where many have challenged rules and practices.

1. **Wage Equality** – Men were traditionally paid more than women for doing the same work. The Charter found that this practice went against women’s equality rights.

2. **Age Discrimination** – Many companies, including some government departments had mandatory retirement ages. Under the Charter’s equality rights, organizations are no longer allowed to have mandatory retirement ages.

**Assignment:** Do Worksheets #R9.3a, #R9.3b and #R9.3c.
To what extent has Canada affirmed collective rights?

I. What laws recognize the collective rights of First Nations peoples?

A. Introduction

Aboriginal peoples (First Nations, Métis and Inuit) have collective right under Canada’s constitution. This means they have been identified as one of three groups that have specific rights.

B. The Numbered Treaties

1. What Were They?
   • Treaties made between First Nations of a certain area and Canada’s government to share the land in Canada’s west
   • Have their roots in the Royal Proclamation of 1763 that recognized First Nations’ rights to land, and established the principle of making treaties through peaceful negotiations.
   • Numbered Treaties were agreements between the Queen and the First Nations
   • Established collective rights of different groups of First Nations
   • Different treaties had different terms

2. Why the Numbered Treaties Were Negotiated
   • Canada wanted to build a railway across First Nations land that joined B.C. with the rest of Canada
   • First Nations and Canada wanted to avoid war
   • First Nations wanted to secure their future, as economic and social upheaval threatened their traditions and culture
   • The Royal Proclamation had recognized First Nations rights to land

3. Different Perspectives
   • Canada’s government believed First Nations gave up their land; First Nations thought they had agreed to “share” the land.
   • First Nations recorded the Treaties in their oral histories; Canada’s government recorded the Treaties in writing. The two disagree on key aspects of the Treaties
   • The Canadian government thought of First Nations peoples as being inferior, and took actions to assimilate them. First Nations were confused and upset with this type of thinking.

C. The Indian Act (1867)

1. What Was It?
   • Law that affirmed collective rights of First Nations
   • Made without consulting First Nations
• Federal government used it to develop specific policies and programs in its administration of Treaty rights
• Originally aimed to assimilate First Nations

2. Changing the Indian Act
• Pressure from First Nations has caused Canada’s government to revise Indian Act several times
• First Nations have rejected these revisions because they were made with little or no consultations with First Nations themselves.
• First Nations want to be regarded as people who can rule themselves.

II. What collective rights do official language groups have under the Charter?

A. Introduction

Under the Charter, Francophones and Anglophones are recognized as having collective rights. These rights apply not only in regions where they are the majority, but also in regions where they are an official language minority.

B. Charter Rights of Official Language Groups

1. Official bilingualism
• Charter establishes French and English as official languages
• Citizens can conduct their affairs with the federal government in either language

2. Minority Language Education Rights
• English- or French-speaking minority population of sufficient size in any province has the right to publicly funded schools that serve their language community
• Québec Act, BNA Act, Official Languages Act, and the Charter reflect the history of Francophones in Canada’s past
• Following the adoption of the Charter in 1982, two Francophone schools were opened in 1984. Today there are 26.

III. What laws recognize the collective rights of the Métis?

A. Introduction

Under Canada’s constitution, the Métis are considered one of Canada’s Aboriginal peoples, and thus have collective rights. Unlike the First Nations, the Métis do not have any historic treaties with the Canadian government. But like the First Nations, they have rights to land and rights to use the land in traditional ways. Métis rights to land and education date back to 1870 and the passing of the Manitoba Act. Since that time, the Métis have had to struggle to keep these rights.
B. **Historical Perspective**

1. **Manitoba Act**
   - Métis-led Red River Resistance resulted in the Manitoba Act
   - Established Manitoba as bilingual province
   - Education rights for Catholics and Protestants (Métis were mostly Catholics)
   - Established Métis rights to land along Red River

2. **Constitution Act**
   - Existing Aboriginal and Treaty rights of Aboriginal peoples affirmed

   - Includes Constitution of Alberta Amendment Act, Métis Settlement Accord Implementation Act, Métis Settlements Act, Métis Settlements Land Protection Act
   - Established Métis settlements as a permanent land base with the right to manage own affairs.
   - Métis right to participate in development of oil and gas resources on settlement lands

4. **Developments Since 1990**
   - 2003 – Supreme Court ruled Métis have right to hunt and fish as one of Canada’s Aboriginal groups
   - 2004 – agreement with Alberta Government that Métis could hunt and fish for food without licenses

**Assignment:** Do Worksheets #R9.4a, #R9.4b and #R9.4c.
Chapter 5

How well do Canada’s immigration laws and policies respond to immigration issues?

I. What criteria does Canada use when accepting immigrants and refugees?

A. Introduction

The Immigration and Refugee Protection Act (2002) establishes the categories for who can come to Canada from other countries to make a permanent home. Canada’s birth and death rate are nearly equal. This means that if Canada’s economy is to grow, it needs immigrants. In addition, Canada’s population is aging. It needs more people in the workforce to support the needs of an increasing number of senior citizens.

1. Immigrant Categories

   Family Class (28%) – includes spouses, partners, children, parents and grandparents of people living in Canada
   Economic Class (55%) – includes workers and businesspeople
   Refugees (13%) – people who are escaping persecution, torture, or cruel and unusual punishment
   Other (4%) – people accepted as immigrants for humanitarian or compassionate reasons.

2. Objectives of the Immigration and Refugee Protection Act
   • Pursue social, cultural and economic benefits for all Canadians
   • Respect the bilingual and multicultural character of Canada
   • Support the development of minority official language communities in Canada
   • Share the benefits of immigration and support a prosperous economy across all regions
   • Reunite families in Canada
   • Promote the successful integration of immigrants into Canadian society, recognizing that integration involves mutual obligations for new immigrants and Canadian society

B. Economic Immigrants

1. Who Are They?
   • Skilled workers and businessmen
   • Want to come to Canada for a better quality of life

2. The Point System
   • Measure using particular criteria used to accept or deny immigrating to Canada as an economic immigrant
3. **Advantages of the Point System**
   - Assesses an applicant’s potential for social integration into Canadian society
   - Assesses an applicant’s potential for making an economic contribution to Canada

4. **Disadvantages of the Point System**
   - Many highly qualified applicants find that skills they acquired in their home countries do not always transfer to usability in Canada
   - Many highly qualified applicants have difficulty obtaining licenses to practice in Canada, sometimes due to differing standards and sometimes due to language barriers.

C. **Refugees**

1. **Who Are They?**
   - People who seek refuge because of danger or persecution in their home countries

2. **Objectives for Canada’s Refugee Program**
   - Save lives and offer protection to people who are displaced and persecuted
   - Fulfill and affirm Canada’s international commitments to protect refugees
   - Grant fair consideration to people who claim to be persecuted
   - Offer refuge to people facing persecution because of race, religion, political opinion or membership in a social group, and to people who face torture, or cruel and unusual treatment or punishment

D. **Issues Related to Immigration Legislation**

1. **Immigration: The Past and the Present**
   - Today no one is excluded from Canada because of race or country of origin. This was not always the case. Example: Canada once restricted immigration from Asian countries.
   - Some feel that immigrants from certain countries or ethnic groups adjust better to Canadian life than others

2. **Integrating Immigrants into Canadian Society**
   - Many organizations, including organizations, schools and churches help immigrants learn about Canadian society and ways, usually on a volunteer basis
   - Schools and adult learning institutions offer English/French as a Second Language programs, specifically for immigrants
   - Some are not sure how much public funding should be used to sponsor these programs
II. How do the individual and collective rights of Canadians influence immigration laws and policies?

A. Introduction

The individual rights in the Charter of Rights and Freedoms protect every person in Canada, whether they are citizens or not. The only rights that do not apply to non-citizens are democratic rights, such as the right to vote.

B. How Rights Connect to Political, Economic, Health and Security Factors

1. Health Factors
   • Applicants for immigration may be refused if they potentially pose a health risk to Canadians or if their health could put excessive demands on the health care system.

2. Security
   • In recent years, security has become a major issue when screening immigration applicants.

3. Language
   • In 2006, 53% of immigrants spoke English, 5% French, 9% both English and French and 33% spoke neither. Although economic immigrants must be able to speak and official language, this does not apply to immigrants from other categories.
   • The Franco-Albertan community must adjust to accommodating immigrants from non-European countries and cultures.

4. Political Factors
   • Government laws, policies and decisions on immigration must be consistent with the Charter.
   • The Singh Decision: Supreme Court ruled that every person who seeks refugee status in Canada has the right to a face-to-face hearing with the Immigration and Refugee Board.

5. Economic Factors
   • While waiting for their hearings, Canada’s government is responsible for ensuring that it bears the costs of basic needs for those claiming to be refugees.
   • Canada also offers income assistance to all immigrants who are unable to meet their basic needs.

6. Collective Rights of Aboriginals
   • Aboriginals feel they have collective rights under the constitution, including being consulted when Canada makes decisions that fundamentally shape the future of the country.
   • Some Aboriginal peoples continue to face health, education and employment challenges. Canada’s shortage of skilled workers and professionals could be filled by Aboriginal peoples, if resources were directed to this goal.
III. How do provinces influence immigration laws and policies?

A. Introduction

Canada’s provinces and territories vary in their need for more workers and in the types of workers they need. They also vary in their ability to accommodate immigrants.

B. Provinces and Immigration

1. How Immigration Affects Cities and Regions
   - Most settle in Canada’s three largest cities. (about 70%)
   - These cities and provinces gain the most, but they also have the responsibilities that have to do with immigrant integration.

2. How Provinces Influence Immigration
   - Provinces can nominate a percentage of immigrants Canada selects each year. This means that, for example, Alberta can specify it needs immigrants with certain skills.
   - Provinces can set up their own immigration offices in foreign countries
   - Under the Canada-Québec Accord, Québec can seek immigrants whose first language is French. It can also require that immigrants attend Francophone schools.

Assignment: Do Worksheets #R9.5a, #R9.5b and #R9.5c.
To what extent do different economic systems affect quality of life?

I. What values shape the mixed and market economies of Canada and the United States?

A. Introduction

The economic system a country adopts is directly related to its values. These values determine the structure of the economic system, including the extent to which government become involved in economic decision making.

B. The Economic Continuum

<table>
<thead>
<tr>
<th>Planned Economy</th>
<th>Mixed Economy</th>
<th>Market Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hutterite Colony</td>
<td>Canada</td>
<td>United States</td>
</tr>
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</table>

*More government involvement*  
*Less government involvement*

C. Planned Economy

1. Hutterite Colony
   - Founding Principle: Love one another
   - Reflects ideas of equal sharing of work and profits

2. Characteristics
   - Resources are publicly owned
   - Government makes decisions on how to use the resources
   - Individual consumers have little influence on economic decision making

D. Mixed Economy

1. Canada
   - Founding Principle – peace, order and good government
   - Reflects idea of cooperation

2. Characteristics
   - Some resources are publicly owned and some are privately owned
   - Individuals and government both make decisions about what to produce
   - Individuals and government influence economic decision making
3. **Achieving the Public Good**
   - *Cooperation* – individuals must consider each other and set aside individual interests to achieve what’s best for society
   - Values equity

4. **Crown Corporations**
   - Company owned by the Canada’s government
   - May provide essential services (like the postal service)
   - May promote economic development
   - May support Canadian culture and identity

5. **Shifts**
   - Depending on the government in power, the government may decide to become more involved (shift left) or less involved (shift right) in strict market economies.

**E. Market Economy**

1. **United States**
   - Founding Principle: Life, liberty and the pursuit of happiness
   - Reflects idea of individualism

2. **Characteristics**
   - Resources are privately owned
   - Individuals make decisions on how to use resources
   - Individual consumers drive economic decision making by choosing what to buy

3. **Achieving the Public Good**
   - *Individualism* – what is best for each person individually adds up to what’s best for society
   - Values individual creativity and independence

4. **Shifts**
   - Depending on the government in power, the government may decide to become more involved (shift left) or less involved (shift right) in strict market economies.

**II. How do economic decisions about scarcity, supply and demand, and competition affect individuals and groups?**

**A. Introduction**

Canada has a mixed economy, which means that it has characteristics of both a planned economy and a market economy. The concepts of scarcity, supply and demand and competition are associated with market economies. The extent to which they guide economic practices and policies is connected to the values a country has.
B. Scarcity

1. What is scarcity?
   • Refers to the fact that there is a limited amount of any product or service

2. What creates scarcity?
   Three factors of production interact to create scarcity:
   • **Land** – all materials found in the natural environment needed to produce goods and services
   • **Labour** – the physical and mental effort needed to produce goods and services
   • **Capital** – the money people own or borrow, used to purchase equipment, tools and other resources needed to produce goods and services

C. Supply and Demand

1. Supply
   • The products and services created by producers

2. Demand
   • The wants and needs of consumers for products and services

3. Law of Supply and Demand
   • **Equilibrium**: supply equals demand at a particular price
   • **Demand increases**: supply decreases and price increases
   • **Price increases**: demand decreases and supply increases
   • **Supply increases**: price decreases and demand increases

4. Competition
   • Occurs when producers try to get consumers to buy their products and services over those of other companies.
   • **Monopoly** – occurs when one producer controls all the supply of a good or service

D. When do governments get involved in market economics?

1. **Inform, protect or ensure good practices**
   Examples:
   • Require labelling contents of foods and cosmetics
   • Make vaccinations available at no cost to individuals
   • Ensure competition among producers

2. **Foster cultural industries and identity**
   • Give grants to Canadian films, which may not otherwise be produced
   • Give grants to organizations that reflect different cultural groups in Canada
3. **Improve quality of life for workers**
   - May assist a company who might otherwise close down, which would result in significant job losses
   - **Labour unions** – represent needs of workers to employers. Because of unions, Canada has labour laws that set standards for wages, hours, safety, holidays and other matters. Labour unions make collective bargaining possible.

   **Assignment:** Do Worksheets #R9.6a, #R9.6b and #R9.6c.
Chapter 7

What role should consumerism play in our economy?

I. How does consumer behaviour affect quality of life for individuals and groups in Canada and the U.S.?

A. Introduction

Consumerism is an economic theory that links prosperity to consumer demand for goods and services, and that makes consumer behaviour central to economic decision making. The influence that consumerism has on quality of life in any particular country is rooted in its values.

Those who place a heavy emphasis on consumerism relate their quality of life to the number and quality of goods and services they can purchase. Those who place less emphasis on consumerism may feel that such things as peace of mind, relationships, caring, and equality are equally important to the acquisition of material goods.

B. Factors That Guide Consumer Behaviour

1. Identity – who you are, what you believe in and value, where you live, the groups you belong to, your way of seeing the world

2. Health and Safety

3. Jobs – the extent to which the products you buy create jobs. Example: You may choose to buy locally made items because it provide employment for people in your area

4. Environment – your choices as a consumer affect the air, water, and land. Some products are made in a more environmentally friendly way than others.

5. Marketing – Advertising affects whether you will buy a product or service or not.

Advertising Techniques

- Bandwagon Effect – encourages you to buy a product or service because everyone else is
- Emotional Appeal – uses strong emotional language that connects with your fears and desires
- Glittering Generalities – relates the product or service to images that promise everything, but deliver little or nothing
- Plain Folks Appeal – relates a product or service to the experience of ordinary folks
- Testimonials – uses celebrities or experts to speak for a product
- Scientific Appeal – uses statistics or scientific data to persuade consumers to buy a product or service
C. Government Decisions and Consumer Behaviour

1. Legislation
   - Introduce laws that ban the sale of products or service that are unsafe or bad for your health. (Example: seat belt laws, nutrition labels on food)
   - Introduce laws with regard to advertising that misrepresents a product or service

2. Stimulus Money
   - Consumer spending plays an important role in both mixed and market economies because it means more jobs for more people. To increase consumer spending governments might:
     - *Lower Taxes* – consumers have more money to spend on goods and services
     - *Issue Stimulus Grants and Loans* – give money to provinces and local governments to spend on projects. This will increase employment and increase consumer spending

II. What affects the impact of consumerism on the economies of Canada and the U.S.?

A. Introduction

   The values held by the people of a country affect the degree to which quality of life is linked to consumerism. A country that values the acquiring materials goods and individualism is more likely to ensure that taxes are low so that consumers have more to spend on goods and services. A country to places value on security, peace of mind, equality, relationships and cooperation will collect more from its citizens in taxes so that it can spend money on social programs. This leaves less money for the individual consumer to spend as he or she sees fit.

B. Views on Consumerism

1. Canada
   - Consumerism leads to a higher standard of living
   - Consumerism can lead to greed and self-centredness, placing materials goods over the concern for the welfare of others
   - Quality life related to a balance of social programs and consumer choice
   - Government should play a role through taxation and social programs to ensure that all citizens can meet their basic needs.

2. United States
   - Consumerism leads to prosperity, which leads to a higher standard of living, which leads to a better quality of life.
   - Social programs should be very limited, leaving more money in the hand of individuals to spend as they see fit.
C. **How Consumerism Can Empower Groups**

**Boycotts** – A boycott is a decision by a group of consumers not to buy certain products. Some people boycott products as a way to respond to issues:

Examples:
- Products made with ingredients or methods which are environmentally unfriendly
- Products made using child labour
- Products made out of the country
- Products made in countries with poor human rights records

**Assignment:** Do Worksheets #R9.7a, #R9.7b and #R9.7c.
Chapter 8

To what extent should Canadians support social programs and taxation?

I. How do decisions about social programs and taxation in Canada and the U.S. attempt to meet the needs of citizens?

A. Introduction

Social programs are services provided by government and paid for by taxes. They aim to reduce economic inequalities in society and promote the well-being of all citizens. There are many different types of social programs including health care, pensions for seniors, income assistance, education, child care, affordable housing and employment insurance. The decision by a government to provide, or not provide, social programs comes from its economic philosophy and values.

Generally, the closer to a planned economy a country is, the more social programs it is likely to have. Similarly, the closer to a market economy a country is, the fewer social programs it is likely to have.

B. Social Programs in Canada

1. Social Programs and Canada’s Economic Model
   - Canada has a mixed economy based on the founding principle of peace, order and good government. This means cooperation, and Canadians expect their representatives in government to make decisions that ensure that all citizens’ basic needs for food, shelter, clothing and health care are met.
   - Unlike planned economies, there are some aspects of market economics at work, especially where purchasing “wants” as opposed to buying “needs” is concerned.
   - Some of Canada’s social programs are not entirely free. For example, there may be affordable housing, but individuals are still responsible for utility bills.

2. Some of Canada’s Social Programs
   - *Health Care* – all citizens receive basic health care from a system paid for by taxes
   - *Pensions for Senior Citizens* – all people over the age of 65 automatically qualify
   - *Income Assistance* – available to those who are unable to meet their basic needs

The Canada Health Act – principles
   - Publicly administered
   - Comprehensive
   - Universal
   - Portable
   - Accessible
C.  The United States

1. Social Programs and the U.S. Economic Model
   - The U.S. has a market economic and is based on the principle of life, liberty and the pursuit of
     happiness. It places emphasis on individualism. A strict market economy gives individuals
     the full responsibility for their own well-being.
   - The U.S. has some social programs, but they are not as extensive as Canada’s. Many services
     offered by Canada’s government are offered by private businesses in the United States.

2. Some of the United States’ Social Programs
   - *Health Care* – only citizens with low incomes get publicly funded health care. All others pay
     for health care. Most choose to buy health care insurance, although it is unaffordable to a
     significant number.
   - *Income Assistance* – citizens who are unable to meet their basic needs receive assistance

D. Social Programs and Taxation

1. The Link Between Social Programs and Taxation
   - Social programs are funded with taxes collected by governments.
   - The more social programs a government has, the more it has to collect through taxes.
   - The federal government collects income and sales taxes. It transfers some of the monies
     collected to the provinces to help pay for their social programs.

2. The Link Between Social Programs and Tax Evasion
   - Tax evasion occurs when someone illegally avoids paying taxes.
   - Tax evasion means that there are fewer dollars to pay for social programs.

II. What values shape the economic policies of political parties on social
    programs and taxation?

A. Introduction

   Political parties are organized groups of people with common political beliefs. Canada has at least
   five recognized political parties while the U.S. has two. A political party has a party platform that
   reflects the values of its members. Parties add or remove policies from their platforms as issues
   become more or less important to the members and citizens as a whole.

   Political party platforms are related to economic policies, which in turn relate to social programs
   and taxes. The more to the left a political party, the more social programs it will have in its platform.
   The more to the right, the fewer social programs it will have.

B. Leftist Political Party (Example: The New Democratic Party)

1. Values
   - Economic inequalities are unjust
   - Government should strive to eliminate inequalities
   - The public good comes from cooperation: acting on what is best for society
   - Government should play a central role in ensuring the well-being of individuals
2. Economic Policy
   • Government should play central role in the economy

3. Policy on Social Programs
   • Government provides extensive social programs

4. Taxation Model
   • Taxes are high to pay for social programs and other government services

C. Centrist Political Party (Examples: Liberal Party of Canada, Conservative Party of Canada)

1. Values
   • Individuals should have the freedom to better their own incomes
   • No one should live in poverty
   • The public good comes from individualism and cooperation. Society need to cooperate to assist those in need
   • Government should play some role in ensuring the well-being of individuals

2. Economic Policy
   • Government should play some role in the economy

3. Policy on Social Programs
   • Government provides some social programs

4. Taxation Model
   • Taxes are moderate and spent to provide some social programs and other government services for everybody

D. Rightest Political Party (The U.S. Republican Party)

1. Values
   • Individuals should be responsible for their own well-being
   • Assisting individuals reduces their own motivation to solve their own problems
   • The public good comes from individualism: people acting without interference from society
   • Government should play no role in ensuring the well-being of individuals

2. Economic Policy
   • Government should play no role in the economy

3. Policy on Social Programs
   • Government provides few social programs

4. Taxation Model
   • Taxes are low and spent on a minimum of government programs and services

Assignment: Do Worksheets #R9.8a, #R9.8b and #R9.8c.
How should governments in Canada respond to political and economic issues?

I. How do environmental issues involve political and economic decision making?

A. Introduction

Environmental issues arise because of human activities that change the natural world. Like all issues, environmental issues involve different perspectives and views. Different individuals and groups are affected by any action government might consider taking.

B. The Stakeholders

_Stakeholders_ is a term used to refer to individuals and groups that have are affected by a decision. When it comes to environmental issues, the stakeholders are:

1. **Workers** – jobs might be gained or lost

2. **Companies** – may lose money or be forced out of business. New companies may benefit.

3. **Environmental Organizations** – groups who are concerned about the environment, and are taking steps to influence individuals and governments.

4. **Consumers** – create the demand for products and services. They can demand environmentally friendly products

5. **Governments** – the values of the political parties in power shape the decisions they make

6. **Aboriginal Peoples** – their collective rights include rights to land and resources and their traditional ways connect to wild lands and wildlife.

C. Environmental Issues Connection to Governance and Economics

1. **Governance**
   - Laws affect the quality of our environment
   - Governments can regulate how individuals and companies use the environment

2. **Economics**
   - Economic decisions involve using resources in the natural world
   - Decisions reflect the values related to different economic systems
II. What political and economic decisions should Canadians make to respond to climate change?

A. Introduction

Climate change refers to the rise in the average temperature of Earth due to a build-up of greenhouse gases (GHGs) in the atmosphere. Scientists say that this global warming is and will have extensive and mostly negative impacts around the world, including more severe weather, rising sea levels, and disruption of ecosystems and freshwater supplies. On the positive side, it may mean longer growing seasons in some areas, potentially improving food supplies.

GHGs primarily come from burning fossil fuels, such as natural gas, gasoline, coal and oil. Scientists believe that global warming has increased significantly since the beginning of the industrial age. This is because of the increased use of technologies which centre around the burning of fossil fuels to produce resources, such as metals and food, and to manufacture and transport goods and services.

GHGs in the atmosphere affect the whole world, but a region or country that emits more GHGs will not necessarily experience worse global warming. Different regions, however, will experience different impacts.

B. Climate Change in North America


<table>
<thead>
<tr>
<th>Country</th>
<th>GDP per Capita</th>
<th>Estimated Population</th>
<th>Percentage of Global CO₂ Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>$33 000</td>
<td>33 million</td>
<td>2</td>
</tr>
<tr>
<td>Mexico</td>
<td>$12 500</td>
<td>109 million</td>
<td>1.5</td>
</tr>
<tr>
<td>United States</td>
<td>$46 000</td>
<td>300 million</td>
<td>20</td>
</tr>
</tbody>
</table>

2. Canada
- The North will experience the most significant change in temperature
- Atlantic and Pacific coasts will experience the least
- Alberta and Ontario emit the greatest amounts of GHGs

3. United States
- President George W. Bush stated he did not believe human action were causing climate change
- Said U.S. would not enter into negotiations to limit global warming
- Said actions on climate change had to respect American belief in the “power of individuals” and in the “ability of free peoples to make wise decisions”
C. The Kyoto Protocol

1. What Was It?
   • International meeting held in Kyoto, Japan in 2002 to discuss climate change
   • First climate-change plan the countries of the world negotiated.
   • Developed countries expected to take the most action
   • Undeveloped countries were exempted because it would hurt their economies

2. Canada
   • Signed the Kyoto Protocol, agreeing to reduce Canada’s GHG emissions
   • Liberal government of the day did not make decisions that actually reduced GHG emissions.
   • 2006, the Conservative government announced Canada would not meet its targets.

3. United States
   • Did not agree with the international plan to reduce GHGs and refused to sign the Kyoto Protocol.

D. The Canadian Situation

1. Examples of GHG Reducing Decisions
   • emphasis on using public transit
   • use of alternate, renewable resources to generate electricity
   • promoting use of biofuel
   • Clean Air Act (2006) – sets new GHG emission standards

2. The Oil Sands Issue
   • Processing oil from oil sands results in high GHG emissions
   • Income from oil sands creates jobs and is needed to fund government spending on things such as social programs
   • Governments of Alberta and Canada have decided to allow oil sands development to continue
   • Coalition of concerned groups is urging governments to stop approving new oil sands projects
II. What political and economic decisions should Canadians make to protect biodiversity?

A. Introduction

Biodiversity refers to the variety and number of living things on Earth, and to the ecosystems living things both shape and depend on. Ecosystems provide us with many “ecological services” such as clean water, clear air and climate control. Thus, they connect to the quality of life of everyone. The number and variety of living things in an ecosystem is often a sign of the health of the ecosystem.

Healthy natural environments also make sense economically. Because much of Canada’s wealth comes from harvesting natural resources, it makes sense for Canada’s governments to make law that ensure these natural environments remain healthy in the long term.

B. Steps in Maintaining Biodiversity

1. Gather Information
   - Determine which species may be threatened
   - Determine the causes of this threat

2. Build a Network
   - Make a list of stakeholders (people who have are affected such as governments, industries, environmental groups, individuals, Aboriginal peoples, labour unions)
   - Build bridges to these stakeholders.

3. Look for Levers
   - Levers are ways to apply pressure that will get people to act
   - Governments can make laws that apply to the environment
   - International trade agreements often include clauses with regard to the environment
   - Companies that specialize in creating products and services that are produced using environmentally friendly methods and that are environmentally friendly.

Assignment: Do Worksheets #R9.9a, #R9.9b, #R9.9c and #R9.9d.
The Three Branches of Government

Directions: Use Mini Textbook, pages 3 – 5 to help you with the questions.

1. **Notebook Assignment:** Copy the chart “The Three Branches of Government” into your notebook.

2. Answer each riddle with people that form the government.
   a. I am the representative of the British Monarch in Canada. ____________________________
   b. I am part of the Upper House. I represent one of Canada’s regions as well as minority groups. I am appointed, not elected. ____________________________
   c. I am selected by my political party to lead the party. My party won the most seats in the last federal election. ____________________________
   d. I am appointed. I am part of the judicial branch of government. ____________________________
   e. I represent the constituents in my riding. I am one of 308 members of the Lower House. ____________________________
   f. I am selected by the prime minister to head up one of the government departments. My department is called my portfolio. I am part of the executive branch. ____________________________

3. When a bill becomes a law, it must first be given approval by the Lower House. From there it goes to the Upper House. Finally, before it officially becomes a law it must be given Royal Assent.
   From what you read in the mini textbook and from the above, you can tell that
   a. the Lower House refers to the ____________________________.
   b. the Upper House refers to the ____________________________.
   c. royal assent is given by the ____________________________.

4. **Why is it that many Aboriginal peoples do not feel connected to the political system in Canada?**
   ____________________________
   ____________________________
   ____________________________
5. Read the section on how the media connects Canadians to their government. Then answer the questions either true or false. Note: You will have to make some inferences.

a. _______ All reporters will report on the exact same facts.

b. _______ A reporter’s job is to let people know about government actions and the effects they may have on Canadians.

c. _______ Reporters often have biased reports because they are influenced by their own feelings on a particular topic, sometimes even before an event has occurred.

d. _______ Government members develop key messages so that reporters can simply print that message instead of having to write the news article from scratch.

6. Read the section in the mini textbook about lobbyists. Then answer the questions.

a. What is a lobbyist?

b. Why is it that it is important for MPs and government officials get information from a variety of lobbyists before making a decision?

c. Why would an organization like the Canadian Cattle Producers want to have a lobbyist in Ottawa?

---

**Issue:** Should the number of Members of Parliament that each political party sends to the House of Commons be determined by the popular vote?

**Background Information**

The Present System: Each province and territory is divided up into 308 regions (constituencies) with approximately the same population. Voters in each constituency elect a person from one of the political parties to represent them in the House of Commons. Each elected MP is responsible for representing the interests of the people in his or her constituency. The party with the most MPs elected forms the government.

The Popular Vote System: The country is not divided into constituencies. Instead, on election day, voters choose the political party they like best. The number of MPs a party has in the House of Commons depends on the percentage of the votes it got. The party with the highest number of votes nation-wide forms the government.
The following charts show the election results from the 2008 federal election.

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<tbody>
<tr>
<td>MPs Elected</td>
<td>50</td>
<td>143</td>
<td>0</td>
<td>76</td>
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<td>2</td>
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The following chart shows the number of Members of Parliament each political party would have had in the House of Commons had the popular vote system had been used.

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<tr>
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<td>10.0%</td>
<td>37.7%</td>
<td>6.9%</td>
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<td>38</td>
<td>116</td>
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<td>81</td>
<td>56</td>
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</tr>
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</table>

1. Which political party would have the most to gain using the popular vote system?

2. Which political party would have the most to lose by using the popular vote system?

3. What do you feel is the advantage of using a popular vote system?

4. What might be a disadvantage of using the popular vote system?
Grade Nine Social Studies
Issues for Canadians

The Three Branches of Government

Directions: Use Mini Textbook, pages 3 – 5 to help you with the questions.

1. **Notebook Assignment:** Copy the chart “The Three Branches of Government” into your notebook.

2. Answer each riddle with people that form the government.
   a. I am the representative of the British Monarch in Canada. **Governor General**
   b. I am part of the Upper House. I represent one of Canada’s regions as well as minority groups. I am appointed, not elected. **Senator**
   c. I am selected by my political party to lead the party. My party won the most seats in the last federal election. **Prime Minister**
   d. I am appointed. I am part of the judicial branch of government. **Supreme Court Judge**
   e. I represent the constituents in my riding. I am one of 308 members of the Lower House. **Member of Parliament**
   f. I am selected by the prime minister to head up one of the government departments. My department is called my portfolio. I am part of the executive branch. **Cabinet Minister**

3. When a bill becomes a law, it must first be given approval by the Lower House. From there it goes to the Upper House. Finally, before it officially becomes a law it must be given Royal Assent.

   From what you read in the mini textbook and from the above, you can tell that
   a. the Lower House refers to the **House of Commons**
   b. the Upper House refers to the **Senate**
   c. royal assent is given by the **Governor General**

4. Why is it that many Aboriginal peoples do not feel connected to the political system in Canada?
   *were not consulted when political system was designed*
5. Read the section on how the media connects Canadians to their government. Then answer the questions either true or false. Note: You will have to make some inferences.

a. **false** All reporters will report on the exact same facts.

b. **true** A reporter’s job is to let people know about government actions and the effects they may have on Canadians.

c. **true** Reporters often have biased reports because they are influenced by their own feelings on a particular topic, sometimes even before an event has occurred.

d. **false** (sometimes true!) Government members develop key messages so that reporters can simply print that message instead of having to write the news article from scratch.

6. Read the section in the mini textbook about lobbyists. Then answer the questions.

a. What is a lobbyist? **person hired by a group to influence** government

b. Why is it that it is important for MPs and government officials get information from a variety of lobbyists before making a decision? **need variety to views and perspectives in order to make good decision**

c. Why would an organization like the Canadian Cattle Producers want to have a lobbyist in Ottawa? **ensure any government regulations/legislation does not negatively impact cattle producers**

**Issue:** Should the number of Members of Parliament that each political party sends to the House of Commons be determined by the popular vote?

**Background Information**

The Present System: Each province and territory is divided up into 308 regions (constituencies) with approximately the same population. Voters in each constituency elect a person from one of the political parties to represent them in the House of Commons. Each elected MP is responsible for representing the interests of the people in his or her constituency. The party with the most MPs elected forms the government.

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</table>

1. Which political party would have the most to gain using the popular vote system?
   Green Party

2. Which political party would have the most to lose by using the popular vote system?
   Conservative Party

3. What do you feel is the advantage of using a popular vote system?
   • more closely represents the feelings of the citizens

4. What might be a disadvantage of using the popular vote system?
   • needs of citizens in all areas are not always the same, so specific needs may not be addressed
Directions: Use pages 6 and 7 of the Mini Textbook to answer the questions.

1. **Notebook Assignment**: In your notebook, copy sections 1 and 3 under “The Youth Criminal Justice Act”.

2. In one sentence state the goal of the YCJA.

3. The justice system deals with young offenders in a different way than it does adult offenders.

   Which of the following best explains why?
   a. Young offenders usually do not have good parents.
   b. Young offenders are usually just born “bad”.
   c. Young offenders are not fully mature and may not understand their actions in the same way we expect of adults.
   d. There simply are not enough jails to deal with young offenders as we do adult offenders.

   One of the most important ideas behind the YCJA is that consequences for young offenders are **fair and equitable**.

   Which of the following best explains the concept of fair and equitable?
   a. Governed by rules that apply to everyone, taking individual needs and circumstances into consideration.
   b. Ensuring that the consequences for a particular offence are specifically stated and enforced.
   c. Ensuring that the consequences for a particular offence are understood ahead of time.
   d. Making many a variety of experts available.

   There are many different ways that the judicial system can deal with any particular young offender.

   Which of the following best explains why this is so?
   a. Not all people are available at all times to deal with a young offender.
   b. There is a shortage of people who have the expertise to help in these situations.
   c. The way the judicial system deals with a young offender depends on the youth him or herself, the situation and the circumstances surrounding the crime.
   d. The government has not yet had time to figure out a more efficient way.
Grade Nine Social Studies
Issues for Canadians

4. Juries are usually used to determine consequences for a youth if the crime he or she committed was of a very serious nature, such as murder.

Why do you suppose juries are not used for lesser crimes such as shoplifting?

5. What kinds of people do you feel are best suited to serving as members of sentencing circles and Youth Justice Committees? Explain why.

6. Read the following from Brad Odsen of the John Howard Society.

Prevention makes good sense economically, it makes good sense socially, and it’s the right thing to do. But it’s not the politically popular thing to do. Politicians want something quick and easy. They want to win the next election.

You can infer from Brad Odsen’s comments that

a. politicians do not really understand how the justice system works with young offenders.

b. preventing much of youth crimes involve actions that require long-term commitments by politicians.

c. the John Howard Society prefers to put all of its energy into youth crime prevention.

d. most politicians do not really care about youth crime as much as they do adult crime.

**Issue: Are the consequences for young offenders appropriate?**

Read the following. Then answer the questions.

**Speaker 1:** A lot of people think that when a kid commits a crime, he doesn’t really know what he’s doing. That’s a bunch of baloney. Kids these days know exactly what they’re doing. The punishment we give kids is nothing more than a slap on the wrist. No wonder youth crime is on the rise.

(Continued on the next page)
Speaker 2: Everybody always wonders why youth crime is on the rise. But I don’t wonder. We haven’t let children know what is right and what is wrong. They are confused. We have made it so that parents and teachers cannot discipline children without being reported as being abusive. Kids are growing up thinking that their actions are “sort of right” or “sort of wrong”.

Speaker 3: More youth are committing violent crimes. We need to deal with them as if they were adults, especially repeat offenders. I do not see anything wrong with publishing the name of a fourteen-year-old who has killed someone. In fact it would keep society safer.

Speaker 4: Where youth crime is concerned, society tends to focus on the negative. But what about all the successes? I can think of several cases off the top of my head where the way the justice system has dealt with a young offender has helped that person turn his or her life around. I’m not saying the system is perfect, but it isn’t all bad either.

1. The person who most feels that society is really to blame for youth crime is
   a. Speaker 1
   b. Speaker 2
   c. Speaker 3
   d. Speaker 4

2. Speakers 1 and 3 feel that we should deal with youth crime by
   a. examining the reasons why the crimes are committed.
   b. making punishments harsher.
   c. being more understanding of the circumstances surrounding the crime.
   d. giving police more training.

3. From what you read above, which speakers would most likely be against major changes to the Youth Criminal Justice Act?
   a. Speakers 1 and 2
   b. Speakers 2 and 3
   c. Speakers 3 and 4
   d. Speakers 2 and 4

The Charter of Rights and Freedoms
Directions: Use pages 6 and 7 of the Mini Textbook to answer the questions.

1. **Notebook Assignment:** In your notebook, copy sections 1 and 3 under "The Youth Criminal Justice Act".

2. In one sentence state the goal of the YCJA.

   "treat young offenders in fair and equitable way"

3. The justice system deals with young offenders in a different way than it does adult offenders.

   Which of the following best explains why?
   a. Young offenders usually do not have good parents.
   b. Young offenders are usually just born "bad".
   c. Young offenders are not fully mature and may not understand their actions in the same way we expect of adults.
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   d. The government has not yet had time to figure out a more efficient way.
4. Juries are usually used to determine consequences for a youth if the crime he or she committed was of a very serious nature, such as murder.

Why do you suppose juries are not used for lesser crimes such as shoplifting?

- not worth time and effort needed to organize
- lesser crimes can be addressed in less complex ways

5. What kinds of people do you feel are best suited to serving as members of sentencing circles and Youth Justice Committees? Explain why.

Elders - experience, wisdom

Adults - wisdom, expertise in some areas, parents, etc.

6. Read the following from Brad Odsen of the John Howard Society.

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   b. Speakers 2 and 3
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Worksheet #R9.2c

The Charter of Rights and Freedoms
Directions: Use pages 8 – 10 if the Mini Textbook to answer the questions.

1. **Notebook Assignment:** In your notebook copy the section of the Charter of Rights and Freedoms.

2. Read each scenario. Then decide which right or freedom is involved.
   
a. When a new public building is built, it must be wheelchair accessible.

   ____________________________

b. You can write a letter to the editor of the newspaper if you disagree with what the town council has decided.

   ____________________________

c. All citizens eighteen years old and over can vote in federal elections.

   ____________________________

d. You can belong to any religious group you want.

   ____________________________

e. If you have a passport, you can go visit relatives in the U.S.

   ____________________________

f. No one can snoop through your things unless they have a very good reason.

   ____________________________

3. With rights and freedoms, come responsibilities. For each right or freedom, tell about a responsibility.

   a. the right to be free of discrimination because of religion

   ____________________________

   b. the right to move anywhere in Canada and earn a living there

   ____________________________

   c. the freedom to associate with any person or group

   ____________________________

   d. the right to be free of search or seizure without reasons backed by law and evidence

   ____________________________
4. Canada’s government has taken many actions in the past that would not be allowed today under the Charter. Tell how each of these actions would have violated the Charter.

   a. the Indian Act (1876)

   b. women not having the right to vote

   c. the internment of ethnic minorities during wartimes

5. Read the information below. Then answer the question.

   Twelve-year-old Gurgaj Singh Multani was playing in the schoolyard when he accidentally dropped his kirpan, a Sikh religious object that resembles a dagger. A kirpan, which must be made of metal, is to be worn at all times by devout Sikh males. After learning of the incident, the school board decided that wearing a kirpan at school posed a potential safety threat to students and staff. This violated the school’s rule that banned students from carrying weapons. Gurgaj’s family took the school board to court. The court ruled that under the Charter, Gurgaj and other Sikh boys and men should be allowed to carry a kirpan.

   Which section of the Charter do you think the court would have used to justify its ruling?

6. Read the following. Then answer the question.

   In a tragic car accident Bob lost one of his legs when he was only fifteen. After extensive physical therapy, Bob was able to get around remarkably well. Everyone was very proud of him. Since he was five, Bob had wanted to be a police officer. Everything he did in his life was done to prepare him to become a police officer. He worked hard and did well in school, and was very physically fit. He went to university and earned a degree in criminology. When he turned twenty-two, he applied to the police training program at the college. The college said he did not qualify to enter the program because he had only one leg.

   Bob was upset and said that his rights under the Charter had been violated.

   Do you think Bob is correct? Tell why.
October 21, 2009
The federal Justice Department is considering a new law that would allow for random breath testing of motorists at the discretion of the police officer. As it stands, the federal law requires a police officer to have some evidence that a motorist is impaired before he can administer a Breathalyzer test.

Ken Taylor, a Criminal Justice Instructor at Lethbridge College, says that the current law acts within the grounds of the Charter of Rights and Freedoms, which guarantees against unreasonable search and seizure. Taylor has a concern with the new law because of the word “random”. That means a police officer does not have to have a good reason for pulling someone over to test him.

Lethbridge Police Service Chief Tom Mackenzie supports the change. “With any law, you have to be concerned about misuse. Officers will receive training. It’s all about public safety.”

Mackenzie’s first concern is to ensure that the community knows that the officers acting, will treat motorists fairly. “This law would provide another resource for [officers] to find intoxicated motorists and stop them before they hurt themselves, or others.”

-Based on Sarah Scott, The Endeavour, Lethbridge College

a. Which part of the Charter does Ken Taylor feel the new law might violate?

- Fundamental Freedoms
- Equality Rights
- Democratic Rights
- Legal Rights

b. Which of the following best expresses the issue?

- Should the police have the right to administer Breathalyzer tests?
- Does the need for public safety outweigh individual rights?
- Should there be more public education about drinking and driving?
- Should police be so concerned with drunk drivers?

c. What is it about the new law that concerns Ken Taylor?

- Police officers can pull over and demand a breath test without a good reason.
- This new law will be an added expense to taxpayers.
- The new law will be ineffective in stopping drunk driving.
- There may not be enough police officers to effectively enforce the new law.
Directions: Use pages 8 – 10 if the Mini Textbook to answer the questions.

1. **Notebook Assignment:** In your notebook copy the section of the Charter of Rights and Freedoms.

2. Read each scenario. Then decide which right or freedom is involved.
   a. When a new public building is built, it must be wheelchair accessible.
      
      Equality Rights

   b. You can write a letter to the editor of the newspaper if you disagree with what the town council has decided.

      Fundamental Freedoms

   c. All citizens eighteen years old and over can vote in federal elections.

      Democratic Rights

   d. You can belong to any religious group you want. Fundamental Freedoms

   e. If you have a passport, you can go visit relatives in the U.S. Mobility Rights

   f. No one can snoop through your things unless they have a very good reason.

      Legal Rights

3. With rights and freedoms, come responsibilities. For each right or freedom, tell about a responsibility.

   a. the right to be free of discrimination because of religion

      **Do not impose your own religious beliefs on others**  
      **Do not discriminate on basis of religion yourself**

   b. the right to move anywhere in Canada and earn a living there

      Work hard, take job seriously

   c. the freedom to associate with any person or group

      Make the purpose of your association is not for malicious intents

   d. the right to be free of search or seizure without reasons backed by law and evidence

      Be sure you do not have illegal items in your possession
Grade Nine Social Studies  
Issues for Canadians  

4. Canada’s government has taken many actions in the past that would not be allowed today under the Charter. Tell how each of these actions would have violated the Charter.  
   a. the Indian Act (1876)  
      Fundamental Freedoms and Equality Rights violated  
   b. women not having the right to vote  
      Equality Rights  
   c. the internment of ethnic minorities during wartimes  
      Mobility Right, Equality Right  

5. Read the information below. Then answer the question.  

Twelve-year-old Gurgaj Singh Multani was playing in the schoolyard when he accidentally dropped his kirpan, a Sikh religious object that resembles a dagger. A kirpan, which must be made of metal, is to be worn at all times by devout Sikh males. After learning of the incident, the school board decided that wearing a kirpan at school posed a potential safety threat to students and staff. This violated the school’s rule that banned students from carrying weapons. Gurgaj’s family took the school board to court. The court ruled that under the Charter, Gurgaj and other Sikh boys and men should be allowed to carry a kirpan. 

Which section of the Charter do you think the court would have used to justify its ruling? 

Equality Rights, Fundamental Freedoms  

6. Read the following. Then answer the question.  

In a tragic car accident Bob lost one of his legs when he was only fifteen. After extensive physical therapy, Bob was able to get around remarkably well. Everyone was very proud of him.  
Since he was five, Bob had wanted to be a police officer. Everything he did in his life was done to prepare him to become a police officer. He worked hard and did well in school, and was very physically fit. He went to university and earned a degree in criminology. When he turned twenty-two, he applied to the police training program at the college. The college said he did not qualify to enter the program because he had only one leg.  
Bob was upset and said that his rights under the Charter had been violated.  

Do you think Bob is correct? Tell why. 

Probably not because he probably would not be able to carry out police duties effectively.
October 21, 2009

The federal Justice Department is considering a new law that would allow for random breath testing of motorists at the discretion of the police officer. As it stands, the federal law requires a police officer to have some evidence that a motorist is impaired before he can administer a Breathalyzer test.

Ken Taylor, a Criminal Justice Instructor at Lethbridge College, says that the current law acts within the grounds of the Charter of Rights and Freedoms, which guarantees against unreasonable search and seizure. Taylor has a concern with the new law because of the word “random”. That means a police officer does not have to have a good reason for pulling someone over to test him.

Lethbridge Police Service Chief Tom Mackenzie supports the change. “With any law, you have to be concerned about misuse. Officers will receive training. It’s all about public safety.”

Mackenzie’s first concern is to ensure that the community knows that the officers acting, will treat motorists fairly. “This law would provide another resource for [officers] to find intoxicated motorists and stop them before they hurt themselves, or others.”

Based on Sarah Scott, The Endeavour, Lethbridge College

7. Read the following. Then answer the questions.

a. Which part of the Charter does Ken Taylor feel the new law might violate?

- Fundamental Freedoms
- Equality Rights
- Democratic Rights
- Legal Rights

b. Which of the following best expresses the issue?

- Should the police have the right to administer Breathalyzer tests?
- Does the need for public safety outweigh individual rights?
- Should there be more public education about drinking and driving?
- Should police be so concerned with drunk drivers?

c. What is it about the new law that concerns Ken Taylor?

- Police officers can pull over and demand a breath test without a good reason.
- This new law will be an added expense to taxpayers.
- The new law will be ineffective in stopping drunk driving.
- There may not be enough police officers to effectively enforce the new law.
Directions: Use Mini Textbook, pages 11 – 13 to help you with the questions.

Collective Right of First Nations

1. **The Numbered Treaties.** Read the information in your Mini Textbook. Examine the chart below; then answer the questions.

**Terms of Treaties 6, 7 and 8**
This chart summarizes the terms in the written versions of the major Numbered Treaties in Alberta.

<table>
<thead>
<tr>
<th></th>
<th>Health Care</th>
<th>Education</th>
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<tr>
<td>Treaty 6 (1876-1899)</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Treaty 7 (1877)</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Treaty 8 (1899)</td>
<td>√</td>
<td>*</td>
<td></td>
<td>√</td>
<td>√</td>
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</tr>
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*Mentioned in the written report of the negotiations, but not mentioned in the written terms of the Treaty.

a. From the chart you can infer that

- not all First Nations groups had the same collective rights.
- in all, three treaties were negotiated across Canada.
- some First Nations peoples were not concerned with education.
- First Nations peoples were not allowed to leave their reserves.

b. The concept of giving up their traditional lands for lands set aside as reserves would have been difficult for First Nations peoples

- because they realized the Canadian government had outsmarted them.
- because all reserves were located on good farmland and the First Nations were not traditionally farmers.
- because the reserves were larger than the First Nations traditional territories.
- because in their culture, land was not something people owned.

2. **The Indian Act.**

Which of the following are true about the Indian Act. (Underline all correct answers.)

- It has been revised several times, and is well regarded by First Nations.
- It affirmed First Nations’ collective rights.
- First Nations leaders wrote the act.
- It showed how the federal government should administer First Nations collective rights.
- It aimed to assimilate First Nations.

Worksheet #R9.4a
Collective Rights of Official Language Groups

1. Answer true or false.

_______ The Charter establishes English and French as official language in Canada.

_______ Citizens can conduct federal government business in English or in French, depending on the language majority in the region.

_______ Samuel de Champlain’s establishment of New France in 1608 was one of events that helped make French one of Canada’s official languages.

_______ The Haultain Resolution of 1892 promoted the use of French in the North-West Territories.

_______ In Québec, the English-speaking minority has the right to have its children educated in Anglophone schools.

_______ In Alberta, the French-speaking minority does not have the right to have its children educated in Francophone schools.

Collective Rights of the Métis

1. In what ways did the Manitoba Act grant collective rights to the Métis?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What evidence is there that the Métis continue to struggle to have governments recognize their collective rights?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Grade Nine Social Studies
Issues for Canadians

Issue: How do collective rights affect quality of life for everyone in Canada?

1. Read what Denis Coderre has to say about collective rights. (Note: Mr. Coderre was an MP from Montréal. In 2002, he was Minister of Citizenship and Immigration.)

The Charter of Rights and Freedoms says you can be equal and different at the same time. That’s the purpose of the Charter of Rights and Freedoms: to protect your freedoms and to protect who you are – your place in this great nation. It says we can be different from one another, and that we are all first-class citizens, too.

In Canada, we believe in sharing our different cultures, while also being full participants in overall issues. That’s the beauty of our country. The Charter reflects our common goal to add our different identities to Canada, not replace them.

The Charter is clearly a fundamental law that defines who Canadians are.

The Charter specifically guarantees collective rights to three groups: Aboriginal peoples, Francophones and Anglophones. However, Canadians as a group have collective rights.

a. When Coderre says “The Charter of Rights and Freedoms says you can be equal and different at the same time,” he means

- that regardless of who you are, the rules, regulations and laws of Canada apply to everyone equally.
- eventually the Canadian government would like all of Canada’s people to adopt the same culture.
- Aboriginal peoples, Francophones and Anglophones will have to be prepared to give up their collective rights.
- many people do not think of minorities as being equal.

b. When Coderre says “The Charter reflects our common goal to add our different identities to Canada, not replace them.” he means

- the Charter is really a mirror that reflects Aboriginal, Francophone and Anglophone cultures.
- the goal of the Charter is to create a Canadian identity that is the result of the identities of all of Canada’s cultural groups.
- the quality of life of Canadians depends on how many different cultures live in Canada.
- Canada has too many cultures.

2. In your own words explain how you feel collective rights affect quality of life for all?

Worksheet #R9.4c
**Collective Rights**

**Directions:** Use Mini Textbook, pages 11 – 13 to help you with the questions.

**Collective Right of First Nations**

1. **The Numbered Treaties.** Read the information in your Mini Textbook. Examine the chart below; then answer the questions.

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---

a. From the chart you can infer that

- not all First Nations groups had the same collective rights.
- in all, three treaties were negotiated across Canada.
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- First Nations peoples were not allowed to leave their reserves.

b. The concept of giving up their traditional lands for lands set aside as reserves would have been difficult for First Nations peoples

- because they realized the Canadian government had outsmarted them.
- because all reserves were located on good farmland and the First Nations were not traditionally farmers.
- because the reserves were larger than the First Nations traditional territories.
- because in their culture, land was not something people owned.

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1. Answer true or false.

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- false The Haultain Resolution of 1892 promoted the use of French in the North-West Territories.
- true In Québec, the English-speaking minority has the right to have its children educated in Anglophone schools.
- false In Alberta, the French-speaking minority does not have the right to have its children educated in Francophone schools.

Collective Rights of the Métis

1. In what ways did the Manitoba Act grant collective rights to the Métis?

- established Manitoba as bilingual
- guaranteed education rights for Protestants and Catholics
- established Métis rights to land

2. What evidence is there that the Métis continue to struggle to have governments recognize their collective rights?

Even after the Charter recognized Métis rights, they are still struggling to get provinces to recognize them.
Grade Nine Social Studies
Issues for Canadians

**Issue:** How do collective rights affect quality of life for everyone in Canada?

1. Read what Denis Coderre has to say about collective rights. (Note: Mr. Coderre was an MP from Montréal. In 2002, he was Minister of Citizenship and Immigration.)

   The Charter of Rights and Freedoms says you can be equal and different at the same time. That’s the purpose of the Charter of Rights and Freedoms: to protect your freedoms and to protect who you are – your place in this great nation. It says we can be different from one another, and that we are all first-class citizens, too.

   In Canada, we believe in sharing our different cultures, while also being full participants in overall issues. That’s the beauty of our country. The Charter reflects our common goal to add our different identities to Canada, not replace them.

   The Charter is clearly a fundamental law that defines who Canadians are.

   The Charter specifically guarantees collective rights to three groups: Aboriginal peoples, Francophones and Anglophones. However, Canadians as a group have collective rights.

   a. When Coderre says “The Charter of Rights and Freedoms says you can be equal and different at the same time,” he means

      • that regardless of who you are, the *rules, regulations and laws of Canada* apply to **everyone** equally.
      • eventually the Canadian government would like all of Canada’s people to adopt the same culture.
      • Aboriginal peoples, Francophones and Anglophones will have to be prepared to give up their collective rights.
      • many people do not think of minorities as being equal.

   b. When Coderre says “The Charter reflects our common goal to add our different identities to Canada, not replace them.” he means

      • the Charter is really a mirror that reflects Aboriginal, Francophone and Anglophone cultures.
      • the *goal of the Charter is to create a Canadian identity that is the result of the identities of all of Canada’s cultural groups.*
      • the quality of life of Canadians depends on how many different cultures live in Canada.
      • Canada has too many cultures.

2. In your own words explain how you feel collective rights affect quality of life for all?

   * any group/minority is respected
   * differences are accepted
Canada's Immigration Laws and Policies

Directions: Use Mini Textbook, pages 14 – 17 to answer the questions.

1. Notebook Assignments:
   a. In your notebook make a chart with the information from the section “Immigrant Categories”. Do not forget to give your chart a heading.

2. Economic Immigrants. People applying to move to Canada under the “economic immigrant category” are assessed using the point system. Using the following chart, summarize how effective the point system is in attracting qualified people to Canada.

<table>
<thead>
<tr>
<th>The Point System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
</tr>
<tr>
<td>How It Works:</td>
</tr>
<tr>
<td>How Effective It Is:</td>
</tr>
</tbody>
</table>

3. Refugees.
   a. What is a refugee? ____________________________________________

   b. How do Canadian values of cooperation, reducing inequalities and assisting those in need relate to Canada’s policy on refugees?
      ____________________________________________
      ____________________________________________
      ____________________________________________
      ____________________________________________
      ____________________________________________
      ____________________________________________

Worksheet #R9.5a
4. Individual and collective rights of Canadians influence immigration laws and policies. Read each statement. Then answer true or false. (You may have to refer back to your main textbook.)

a. ________ An applicant to immigrate to Canada can be refused if he or she has a health condition that will place undue stress on Canada’s health care system.

b. ________ Although there has been more concern about security in recent years, Canada has made no adjustments to its immigration laws.

c. ________ Three-quarters of immigrants to Canada speak at least one of its two official languages.

d. ________ Immigrants to Québec are required to attend Francophone schools.

e. ________ The Charter applies only to laws having to do with Canadians citizens, and not to those residing in Canada, but are not yet citizens.

f. ________ Canada’s immigration policy is that Canada will help sponsor programs that help immigrants to adjust to Canadian life.

g. ________ Canada accepts immigrants of any category as long as there are no additional costs to Canadian taxpayers.

h. ________ Aboriginal leaders are concerned because they feel many of the resources Canada uses to attract and integrate immigrants, could better be used to help Aboriginal peoples to get better training and education so that they can get better jobs.

5. The Provinces and Immigration

a. In what four provinces do most immigrants settle and what percent of the total number of immigrants settles in each?

________________________________________________________________________

________________________________________________________________________

b. If a province is short of workers, how can it go about trying to get immigrants to settle in that province?

________________________________________________________________________

________________________________________________________________________
Issue: Should a person seeking refugee status in Canada have the right to a face-to-face hearing?

Background Information
Satnam Singh came to Canada from India seeking refugee status. Canada’s government rejected his case under the Immigration Act, which did not allow Mr. Singh to state his case in person or appeal the government’s decision. However, the Supreme Court of Canada ruled this violated the Charter. It stated that the Charter applies to every person physically present in Canada.

Read these opinions on the issue.

Speaker I: The only people who should be considered as immigrants or refugees are those who apply through the proper procedures and not vetted abroad. There should not be an automatic right for refugees or immigrants to come to Canada.

Speaker II: How can you apply to come to Canada from your own country if you’re being persecuted there? We need to give people in that situation a full hearing.

Speaker III: It’s unfair that Canadian taxpayers have to pay for legal aid, medical care, food, housing and security measures for people who arrive in the country illegally and then claim to be refugees. These rules only encourage abuse.

Speaker IV: We need to protect people who are at risk from human rights violations. Yes, there may be some who are not genuine refugees, but why take the risk?

- Adapted from Issues for Canadians, page 181

1. Which speakers agree with the Supreme Court ruling?

- Speakers I and II
- Speakers II and IV
- Speakers I and III
- Speakers I and IV

2. Which person disagrees that the Charter applies to every person physically in Canada?

- Speaker I
- Speaker II
- Speaker III
- Speaker IV

3. According to Speaker II, refugees deserve a face-to-face hearing because

- it is not practical for some refugees to apply for immigration from their home countries.
- many refugees are not literate.
- it is impossible for some refugees to travel to Canada.
- it will not cause undue strain on the Canada’s immigration system.


Grade Nine Social Studies
Issues for Canadians

Canada’s Immigration Laws and Policies

Directions: Use Mini Textbook, pages 14 – 17 to answer the questions.

1. Notebook Assignments:
   a. In your notebook make a chart with the information from the section “Immigrant Categories”. Do not forget to give your chart a heading.
   b. In your notebook, copy the section entitled “Objectives of the Immigration and Refugee Protection Act.”

2. Economic Immigrants. People applying to move to Canada under the “economic immigrant category” are assessed using the point system. Using the following chart, summarize how effective the point system is in attracting qualified people to Canada.

<table>
<thead>
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<th>The Point System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> Decide if an applicant is qualified to immigrate to Canada as an economic immigrant.</td>
</tr>
<tr>
<td><strong>How It Works:</strong> Candidates assessed according to set criteria. Need 67 points.</td>
</tr>
<tr>
<td><strong>How Effective It Is:</strong> Effective in screening applicants. Not always effective in matching applicants to workforce needs. Many immigrants end up in jobs for which they are overqualified.</td>
</tr>
</tbody>
</table>

3. Refugees.
   a. What is a refugee? *seek refuge because of danger of persecution in their home countries*
   b. How do Canadian values of cooperation, reducing inequalities and assisting those in need relate to Canada’s policy on refugees? *want to expand those values to people outside the country*
4. Individual and collective rights of Canadians influence immigration laws and policies. Read each statement. Then answer true or false. (You may have to refer back to your main textbook.)

a. **True** An applicant to immigrate to Canada can be refused if he or she has a health condition that will place undue stress on Canada’s health care system.

b. **False** Although there has been more concern about security in recent years, Canada has made no adjustments in its immigration laws.

c. **False** Three-quarters of immigrants to Canada speak at least one of its two official languages.

d. **True** Immigrants to Québec are required to attend Francophone schools.

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h. **True** Aboriginal leaders are concerned because they feel many of the resources Canada uses to attract and integrate immigrants, could better be used to help Aboriginal peoples to get better training and education so that they can get better jobs.

5. The Provinces and Immigration

a. In what four provinces do most immigrants settle and what percent of the total number of immigrants settles in each?

   Ontario, Québec, British Columbia, Alberta

b. If a province is short of workers, how can it go about trying to get immigrants to settle in that province?

   "Can "nominate" a percentage of immigrants Canada selects each year"
Issue: Should a person seeking refugee status in Canada have the right to a face-to-face hearing?

Background Information
Satnam Singh came to Canada from India seeking refugee status. Canada’s government rejected his case under the Immigration Act, which did not allow Mr. Singh to state his case in person or appeal the government’s decision. However, the Supreme Court of Canada ruled this violated the Charter. It stated that the Charter applies to every person physically present in Canada.

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   - it is not practical for some refugees to apply for immigration from their home countries.
   - many refugees are not literate.
   - it is impossible for some refugees to travel to Canada.
   - it will not cause undue strain on the Canada’s immigration system.
Directions: Use Mini Textbook, pages 18 – 21 to answer the questions.

**Types of Economies.** Read Section I: What values shape the mixed and market economies of Canada and the United States? Then answer the questions.

1. **Notebook Assignment:** Use the information from the section to make a chart that summarizes some of the information. Organize it like this:

   **Type of Economies**

<table>
<thead>
<tr>
<th>Founding Principle</th>
<th>Planned Economy</th>
<th>Mixed Economy</th>
<th>Market Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving the Public Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Classify each of the following situations as a *shift right* or a *shift left.*

   a. __________ In 2009, many federal governments of the world gave money to banks, large companies, provinces and municipalities so that companies could stay in business and workers would have jobs.

   b. __________ Several years ago, the Alberta health care system decided to use privately-owned laboratories to do many patient tests.

   c. __________ The federal government lowered the GST from 7% to 5%.

   d. __________ The federal government allowed parents of children under the age of 18 to pay less in taxes so they could spend the extra money on child care.

   e. __________ The provinces of British Columbia and Saskatchewan decided to operate their own auto insurance programs.

   f. __________ In 1963, the Canadian government introduced pensions for senior citizens.

   g. __________ Premier Ralph Klein de-regulated the utilities industries.
3. What are three reasons the Canadian government operates crown corporations?
   a. 
   b. 
   c. 

   **Scarcity, Supply and Demand, Competition:** Read Section II, then answer the questions.

   1. What three factors interact to create scarcity?
      
      
      

   2. How is scarcity related to supply?
      
      
      

   3. Tell what will happen in each case:
      a. supply decreases: 
      b. price decreases: 
      c. demand increases: 

   4. What are three instances when government might get involved in market economics.
      a. 
      b. 
      c. 

   **Issue:** Should the Canadian government abolish the Canadian Wheat Board?

   **Background Information:**
   The Canadian Wheat Board was established by the Canadian government in 1935 as a producer marketing system for grains, including wheat and malt barley. All farmers in western Canada are required to sell their grain to the Wheat Board, which in turn, sells the grain on the open market. In recent years many have felt the government should do away with the Board.
Background Information (continued)
The debate is on going. Following are some views surrounding the issue of whether to keep or do away with the Canadian Wheat Board.

Opinion A: The Wheat Board was established to control grain prices. It acts as a single marketer of grains on behalf of the farmers. Because it controls such a large part of the world’s supply of grain, it can command much higher prices for farmers’ wheat than if individual farmer’s try to sell their grain on their own.

Opinion B: I believe individual farmers should be able to opt of the Board. I think I can get a better price for my grain than the Board itself and would like to market it myself. I can already market my other grains, and I have been getting as good or better prices than the Wheat Board.

Opinion C: I grow organic grains. I am forced to sell and then buy back my grain from the Wheat Board. That’s because the Wheat Board does not have the resources to market organic wheat and barley. Selling to the Wheat Board cuts into my profits in the end.

Opinion D: Abolishing the Wheat Board would be a huge mistake. With the Wheat Board we have the backing of the Canadian government. Once the Wheat Board sets a price, we are guaranteed that price. If I have to sell grain on my own and then the price drops way down, I will be in big trouble.

1. The basis of Opinion D is that the selling grain to the Wheat Board
   a. provides security to farmers.
   b. commands the highest prices.
   c. helps the government.
   d. means the government is more involved with farmers.

2. Those opposed to the Wheat Board
   a. feel that their grains are of better quality and can command better prices.
   b. want to be able to store more in their granaries until the prices improve.
   c. feel they can get better prices buy selling their grain on their own.
   d. want to have the Wheat Board when prices are down, and then opt out of the Wheat Board when prices are high.

3. Which of the following best expresses the nature of the issue?
   a. Should western Canadian farmers have to sell grain through the Wheat Board?
   b. Does the Wheat Board do a good job of marketing farmers’ wheat?
   c. To what extent should Canada’s government be involved in wheat?
   d. What is the best way for government to help farmers?
Directions: Use Mini Textbook, pages 18 – 21 to answer the questions.

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</tr>
<tr>
<td>Achieving the Public Good</td>
</tr>
<tr>
<td>Characteristics</td>
</tr>
</tbody>
</table>

2. Classify each of the following situations as a shift right or a shift left.

a. **left** In 2009, many federal governments of the world gave money to banks, large companies, provinces and municipalities so that companies could stay in business and workers would have jobs.

b. **right** Several years ago, the Alberta health care system decided to use privately-owned laboratories to do many patient tests.

c. **right** The federal government lowered the GST from 7% to 5%.

d. **right** The federal government allowed parents of children under the age of 18 to pay less in taxes so they could spend the extra money on child care.

e. **left** The provinces of British Columbia and Saskatchewan decided to operate their own auto insurance programs.

f. **left** In 1963, the Canadian government introduced pensions for senior citizens.

g. **right** Premier Ralph Klein de-regulated the utilities industries.
3. What are three reasons the Canadian government operates crown corporations?

a. provide essential services
b. promote economic development
c. support Canadian culture and identity

Scarcity, Supply and Demand, Competition: Read Section II, then answer the questions.

1. What three factors interact to create scarcity?

   land
   labour
   capital

2. How is scarcity related to supply?

   more scarce → lower the supply

3. Tell what will happen in each case:
   a. supply decreases: price increases, demand decreases
   b. price decreases: demand increases, supply decreases
   c. demand increases: supply decreases, price increases

4. What are three instances when government might get involved in market economics.
   a. inform, protect or ensure good practices
   b. foster cultural industries and identity
   c. improve quality of life for workers

Issue: Should the Canadian government abolish the Canadian Wheat Board?

Background Information:
   The Canadian Wheat Board was established by the Canadian government in 1935 as a producer marketing system for grains, including wheat and malt barley. All farmers in western Canada are required to sell their grain to the Wheat Board, which in turn, sells the grain on the open market. In recent years many have felt the government should do away with the Board.

Worksheet #R9.6b
Background Information (continued)
The debate is on going. Following are some views surrounding the issue of whether to keep or do away with the Canadian Wheat Board.

Opinion A: The Wheat Board was established to control grain prices. It acts as a single marketer of grains on behalf of the farmers. Because it controls such a large part of the world’s supply of grain, it can command much higher prices for farmers’ wheat than if individual farmer’s try to sell their grain on their own.

Opinion B: I believe individual farmers should be able to opt of the Board. I think I can get a better price for my grain than the Board itself and would like to market it myself. I can already market my other grains, and I have been getting as good or better prices than the Wheat Board.

Opinion C: I grow organic grains. I am forced to sell and then buy back my grain from the Wheat Board. That’s because the Wheat Board does not have the resources to market organic wheat and barley. Selling to the Wheat Board cuts into my profits in the end.

Opinion D: Abolishing the Wheat Board would be a huge mistake. With the Wheat Board we have the backing of the Canadian government. Once the Wheat Board sets a price, we are guaranteed that price. If I have to sell grain on my own and then the price drops way down, I will be in big trouble.

1. The basis of Opinion D is that the selling grain to the Wheat Board
   a. provides security to farmers.
   b. commands the highest prices.
   c. helps the government.
   d. means the government is more involved with farmers.

2. Those opposed to the Wheat Board
   a. feel that their grains are of better quality and can command better prices.
   b. want to be able to store more in their granaries until the prices improve.
   c. feel they can get better prices buy selling their grain on their own.
   d. want to have the Wheat Board when prices are down, and then opt out of the Wheat Board when prices are high.

3. Which of the following best expresses the nature of the issue?
   a. Should western Canadian farmers have to sell grain through the Wheat Board?
   b. Does the Wheat Board do a good job of marketing farmers’ wheat?
   c. To what extent should Canada’s government be involved in private business?
   d. What is the best way for government to help farmers?
Directions: Use Mini Textbook, pages 22 – 24 to help you answer the questions.

What Is Consumerism?

1. Define *consumerism*.

2. **Notebook Assignment:** In your notebook copy the section entitled “Factors That Guide Consumer Behaviour”.

3. Which advertising techniques does each of the following illustrate?
   a. Drink Coke and you'll be the most popular guy at the party. ______________________
   b. Research shows that your teeth will get four shades whiter if you use Crest White Strips. ______________________
   c. Everyone's got one. Don't you think you should buy a Chevy too? ______________________
   d. My name is Wayne Gretzky and I love the food at Boston Pizza. Go to Boston Pizza. Tell Wayne Gretzky sent you. ______________________
   e. Use Betty Crocker cake mix. It's for folks like you and me. ______________________

Government Decisions and Consumer Behaviour:

1. Tell how each of these government decisions might affect consumers.
   a. Governments require cigarette manufacturers to place health-warning signs on cigarette packages. ______________________
   b. Governments require that meat packers label meat sold with the meat's grade. ______________________
c. You must wear a helmet if you ride a motorcycle in Alberta.

d. If you build a house, you must have a government inspector examine it at different times of the construction to ensure it is being built safely.

The Effects of Consumerism on the Economies of Canada and the U.S.

1. The more money people have to spend on goods and services, the greater is the effect of consumerism on the economy. Examine the chart. Then answer the questions.

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP per Capita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>$33,000</td>
</tr>
<tr>
<td>Mexico</td>
<td>$12,500</td>
</tr>
<tr>
<td>U.S.</td>
<td>$46,000</td>
</tr>
</tbody>
</table>

a. In which country does consumerism appear to have the greatest impact? ____________

b. How would the amount that people pay in taxes affect the impact of consumerism?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

c. How does consumerism positively affect quality of life?

________________________________________________________________________________

d. How does consumerism negatively affect quality of life?

________________________________________________________________________________

e. How do values affect consumerism?

________________________________________________________________________________

Boycotts

1. What is a boycott? __________________________________________________________________

2. How do boycotts empower groups? __________________________________________________________

________________________________________________________________________________

Worksheet #R9.7b
Grade Nine Social Studies
Issues for Canadians

Issue: To what extent does consumerism add to quality of life?

Mr. Black: As far as I’m concerned, government should do as little as possible and let individuals make consumer choices. I want it to be my choice if I want to work hard so I can do well in school, go on to college, and then get a great paying job. I don’t want my hard earned money to go to taxes to give to people didn’t work as hard as I did.

Miss White: Fancy cars, nice clothes, big stylish houses – what are they, but just things. Nice things are nice to have, but they don’t take the place of having a loving family and dear friends. I would rather have very little, but know that people like me for who I am and not for how many things I can buy.

Ms. Brown: Money can’t buy everything, but it sure can help to make your life more comfortable. Let me tell you, I’ve been poor and I’ve been rich, and rich is better. I have been one of the lucky ones. I remember those “poor” days and what it was like. I don’t mind paying taxes because I know it helps everyone get a good education, free health care, senior’s pensions and income assistance, if they need it.

1. Which of the above emphasizes that consumerism helps to raise the standard of living?
   a. Mr. Black and Miss White
   b. Mr. Black and Ms. Brown
   c. Miss White and Ms. Brown
   d. All three

2. Which of the above most feels that consumerism adds to quality of life?
   a. Mr. Black
   b. Miss White
   c. Ms. Brown
   d. Both Miss White and Ms. Brown

3. Which of the above would probably have values expressed by the principle: peace, order and good government?
   a. Mr. Black
   b. Miss White
   c. Ms. Brown
   d. Both Miss White and Mrs. Brown

4. Which of the above would probably have values expressed by the principle: Love one another?
   a. Mr. Black
   b. Miss White
   c. Ms. Brown
   d. Both Miss White and Mrs. Brown

Worksheet #R9.7c
**Consumerism**

**Directions:** Use Mini Textbook, pages 22 – 24 to help you answer the questions.

**What Is Consumerism?**

1. Define consumerism.
   
   economic theory that links prosperity to consumer demand for goods and services, and that makes consumer behavior central to economic decision making.

2. **Notebook Assignment:** In your notebook copy the section entitled “Factors That Guide Consumer Behaviour”.

3. Which advertising techniques does each of the following illustrate?
   
   a. Drink Coke and you’ll be the most popular guy at the party. **glittering generalities**
   
   b. Research shows that your teeth will get four shades whiter if you use Crest White Strips. **scientific appeal**
   
   c. Everyone’s got one. Don’t you think you should buy a Chevy too? **bandwagon effect**
   
   d. My name is Wayne Gretzky and I love the food at Boston Pizza. Go to Boston Pizza. Tell Wayne Gretzky sent you. **testimonial**
   
   e. Use Betty Crocker cake mix. It’s for folks like you and me. **plain folk appeal**

**Government Decisions and Consumer Behaviour:**

1. Tell how each of these government decisions might affect consumers.
   
   a. Governments require cigarette manufacturers to place health-warning signs on cigarette packages.
      
      may not buy cigarettes, or smoke less
   
   b. Governments require that meat packers label meat sold with the meat’s grade.
      
      choose meat grade suited to your needs
c. You must wear a helmet if you ride a motorcycle in Alberta.

   motorcycling will be safer


d. If you build a house, you must have a government inspector examine it at different times of the construction to ensure it is being built safely.

   more likely house will be build safely and solidly

The Effects of Consumerism on the Economies of Canada and the U.S.

1. The more money people have to spend on goods and services, the greater is the effect of consumerism on the economy. Examine the chart. Then answer the questions.

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<td>Mexico</td>
<td>$12 500</td>
</tr>
<tr>
<td>U.S.</td>
<td>$46 000</td>
</tr>
</tbody>
</table>

a. In which country does consumerism appear to have the greatest impact? U.S.

b. How would the amount that people pay in taxes affect the impact of consumerism?

   more taxes → less consumer spending → less impact of consumerism

c. How does consumerism positively affect quality of life?

   higher standard of living

d. How does consumerism negatively affect quality of life?

   may place too much emphasis on material goods

e. How do values affect consumerism?

   individualism → desire to spend more on self
   cooperation → less likely to think of how to get ahead to exclusion of welfare of others

Boycotts

1. What is a boycott? decision by a group not to buy certain products

2. How do boycotts empower groups? can influence how and with what products are made
Grade Nine Social Studies
Issues for Canadians

Issue: To what extent does consumerism add to quality of life?

Mr. Black: As far as I’m concerned, government should do as little as possible and let individuals make consumer choices. I want it to be my choice if I want to work hard so I can do well in school, go on to college, and then get a great paying job. I don’t want my hard earned money to go to taxes to give to people didn’t work as hard as I did.

Miss White: Fancy cars, nice clothes, big stylish houses – what are they, but just things. Nice things are nice to have, but they don’t take the place of having a loving family and dear friends. I would rather have very little, but know that people like me for who I am and not for how many things I can buy.

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1. Which of the above emphasizes that consumerism helps to raise the standard of living?

a. Mr. Black and Miss White  
b. Mr. Black and Ms. Brown  
c. Miss White and Ms. Brown  
d. All three

2. Which of the above most feels that consumerism adds to quality of life?

a. Mr. Black  
b. Miss White  
c. Ms. Brown  
d. Both Miss White and Ms. Brown

3. Which of the above would probably have values expressed by the principle: peace, order and good government?

a. Mr. Black  
b. Miss White  
c. Ms. Brown  
d. Both Miss White and Mrs. Brown

4. Which of the above would probably have values expressed by the principle: Love one another?

a. Mr. Black  
b. Miss White  
c. Ms. Brown  
d. Both Miss White and Mrs. Brown
Social Programs: Canada and the United States

1. Notebook Assignment: Summarize the information about social programs in Canada and the United States in a chart like the one below.

<table>
<thead>
<tr>
<th>Founding Principle</th>
<th>Canada</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Economy</th>
<th></th>
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<tbody>
<tr>
<td>Extent of Social Programs</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Social Programs</th>
<th>Health Care:</th>
<th>Health Care:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pensions for Seniors:</td>
<td>Income Assistance</td>
</tr>
<tr>
<td></td>
<td>Income Assistance:</td>
<td></td>
</tr>
</tbody>
</table>

2. Match the principles of the Canada Health Act with their meanings.

a. publicly administered  b. comprehensive  c. universal  d. portable  e. accessible

______ available to everyone

______ available within a reasonable time and distance

______ run by the government at no profit

______ available everywhere in Canada, no matter where you make your home in Canada

______ for care provided by hospitals, physicians and surgeons

Worksheet #R9.8a
Social Programs and Taxation

1. What is the connection between social programs and taxation?

2. What is the connection between social programs and tax evasion?

Social Programs and Political Party Platforms

Notebook Assignment: In your notebook write three paragraphs. Each paragraph should be about the connection between each type of political party and the social programs that each would provide. Be sure to relate the party’s values, economic policy, taxation model and social programs policy.

Issue: To what extent should the Alberta government privatize health care?

Background Information:

In Alberta, the costs of maintaining a fully publicly funded health care system are rising astronomically. A rapidly growing population, the need to build new hospitals, the costs of new medical technologies and the costs of medical staff are putting a strain on the health care budget. This has led to shortages of hospital beds and staff. Albertans have become frustrated with crowded emergency rooms and long waits for surgery.

In March 2006, then Health Minister Iris Evans announced the Alberta government’s framework for its so-called Third Way health care reforms, which include a plan that allows patients to pay cash at private facilities for faster access to some non-emergency procedures such as joint replacements.

Views and Perspectives

Speaker A: The Alberta government is making a big mistake. All of health care should be publicly funded. As Albertans and Canadians, we are people who look after each other. If you allow some people better and quicker treatment, you are saying that those who can afford to pay, deserve better health care.

Speaker B: The Alberta government is on the right track. Why not let private business be a part of Alberta’s health care system? The costs of health care are going up so much, and in order pay for these costs, taxes will have to rise dramatically. I’m healthy and don’t use the health care system much, so why should I pay more taxes for something I don’t use? I put money set aside, so that if I do have to pay for some health services, I can.
Speaker C: I am seventy-two years old, and I need a hip replacement. My doctor told me it would be about nine months before I could get it done. That’s how far in advance she has to book an operating room! I’d gladly pay to get my hip replaced at a private clinic. They could do it faster and do just as good a job. I’m old and I can’t wait forever.

Speaker D: At first glance the idea of allowing private businesses to take over some procedures sounds like a good idea. I am a doctor and let me tell you, when you compare for-profit and not-for-profit care, for-profit care cuts corners. The costs to do a particular procedure are the same whether it’s done by public or private centres. That means private centres have to cut back somehow to make a profit. If a patient wants the same level of care at a private facility as he or she would get at a public facility, the patient will have to be prepared to pay more for it.

1. The speaker who is basing his argument on the principle of *peace, order and good government* is
   a. Speaker A.
   b. Speaker B.
   c. Speaker C.
   d. Speaker D.

2. The speakers who most value individualism are
   a. Speakers A and B.
   b. Speakers B and C.
   c. Speakers C and D.
   d. Speakers A and D.

3. The person who is speaking from the view of a health care worker is
   a. Speaker A.
   b. Speaker B.
   c. Speaker C.
   d. Speaker D.

4. Which of the following best expresses the basis of the issue?
   a. To what extent should governments provide social programs for its citizens?
   b. Should businesses be allowed to make a profit?
   c. How can we speed up wait times?
   d. How does Alberta’s health care system compare to others in Canada?

Worksheet #R9.8c
Social Programs: Canada and the United States

1. Notebook Assignment: Summarize the information about social programs in Canada and the United States in a chart like the one below.

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- c. available to everyone
- e. available within a reasonable time and distance
- a. run by the government at no profit
- d. available everywhere in Canada, no matter where you make your home in Canada
- b. for care provided by hospitals, physicians and surgeons
Social Programs and Taxation

1. What is the connection between social programs and taxation?

   Taxes used to fund social programs.

2. What is the connection between social programs and tax evasion?

   More tax evasion, less there is to fund social programs.

Social Programs and Political Party Platforms

Notebook Assignment: In your notebook write three paragraphs. Each paragraph should be about the connection between each type of political party and the social programs that each would provide. Be sure to relate the party’s values, economic policy, taxation model and social programs policy.

Issue: To what extent should the Alberta government privatize health care?

   Background Information:

   In Alberta, the costs of maintaining a fully publicly funded health care system are rising astronomically. A rapidly growing population, the need to build new hospitals, the costs of new medical technologies and the costs of medical staff are putting a strain on the health care budget. This has led to shortages of hospital beds and staff. Albertans have become frustrated with crowded emergency rooms and long waits for surgery.

   In March 2006, then Health Minister Iris Evans announced the Alberta government’s framework for its so-called Third Way health care reforms, which include a plan that allows patients to pay cash at private facilities for faster access to some non-emergency procedures such as joint replacements.

Views and Perspectives

Speaker A: The Alberta government is making a big mistake. All of health care should be publicly funded. As Albertans and Canadians, we are people who look after each other. If you allow some people better and quicker treatment, you are saying that those who can afford to pay, deserve better health care.

Speaker B: The Alberta government is on the right track. Why not let private business be a part of Alberta’s health care system? The costs of health care are going up so much, and in order pay for these costs, taxes will have to rise dramatically. I’m healthy and don’t use the health care system much, so why should I pay more taxes for something I don’t use? I put money set aside, so that if I do have to pay for some health services, I can.
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Speaker D: At first glance the idea of allowing private businesses to take over some procedures sounds like a good idea. I am a doctor and let me tell you, when you compare for-profit and not-for-profit care, for-profit care cuts corners. The costs to do a particular procedure are the same whether it’s done by public or private centres. That means private centres have to cut back somehow to make a profit. If a patient wants the same level of care at a private facility as he or she would get at a public facility, the patient will have to be prepared to pay more for it.

1. The speaker who is basing his argument on the principle of peace, order and good government is
   a. Speaker A.
   b. Speaker B.
   c. Speaker C.
   d. Speaker D.

2. The speakers who most value individualism are
   a. Speakers A and B.
   b. Speakers B and C.
   c. Speakers C and D.
   d. Speakers A and D.

3. The person who is speaking from the view of a health care worker is
   a. Speaker A.
   b. Speaker B.
   c. Speaker C.
   d. Speaker D.

4. Which of the following best expresses the basis of the issue?
   a. To what extent should governments provide social programs for its citizens?
   b. Should businesses be allowed to make a profit?
   c. How can we speed up wait times?
   d. How does Alberta’s health care system compare to others in Canada?
Directions: Use pages 28 – 31 of the Mini Textbook to help you answer the questions.

The Stakeholders in Environmental Issues

1. **Notebook Assignment:** In your notebook, organize the information on the stakeholders in environmental issues using a web like the one below.

   ![Diagram of Stakeholders in Environmental Issues]

   - Environmental Issues
   - [Stakeholders]
   - [Stakeholders]
   - [Stakeholders]

2. Government decisions can affect the quality of our environment. Think of an example of a case where a law affects the quality of the environment.

   ______________________________________________________
   ______________________________________________________

3. When it comes to environmental issues, economic decisions reflect values related to different economic systems. Imagine that a farmer is considering using a new weed killer on his crops. How might the decision he makes be different if he lives in a country with a market economy compared to if he lives in a country with a mixed economy?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

Worksheet #R9.9a
Climate Change

Directions: Read the section on climate change on Mini Textbook, pages 29 and 30 before answering the questions.

1. What is causing climate change?

2. How are GHGs formed?

3. In each sentence circle the correct word or phrase.
   a. The North American country that contributes most to global GHG emissions is (Canada, United States).
   b. The (Inuit, people of Atlantic Canada) will be most affected by climate change in Canada.
   c. The provinces that are responsible for most of the CO₂ emissions in Canada are (Québec and Ontario, Alberta and Ontario).
   d. During the climate change negotiations in Kyoto, Canada responded by (agreeing, disagreeing) to sign the agreement.
   e. Canada has made decisions that (enabled, did not enable) it to live up to its Kyoto commitments.
   f. The United States (agreed, did not agree) to sign the Kyoto Protocol.
   g. The United States feels that the best way to reduce GHG emissions is through (individual, government) decisions.

4. Most often there are advantages and disadvantages to any decision governments make regarding GHG emissions. Complete the chart, citing at least one advantage and one disadvantage for each decision.

<table>
<thead>
<tr>
<th>Decision</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace coal-fired generators with windmills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stop approving new oil sands development projects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #R9.9b
Biodiversity

1. What is meant by *biodiversity*?


2. Decide if each statement tells about gathering information, building a network or looking for levers.

   **I** – gathering information  
   **N** – building a network  
   **L** – looking for levers

   a. _____ Mining and logging are destroying the habitat of the woodland caribou.

   b. _____ The Red River Cree Nation uses the boreal forest for hunting and fishing.

   c. _____ The Species at Risk Act (SARA) was created to protect wildlife.

   d. _____ The Alberta Pacific Company harvests trees from boreal forests.

   e. _____ The woodland caribou eat lichens that grow only in old growth forests.

   f. _____ Canada signed the Convention on Biological Diversity in 1992 which affirmed that the conservation of biological diversity is a common concern of humankind.

**Issue:** Should developing countries be required to limit their GHG emissions in the global effort to control climate change?

**Background Information**

The vast majority of countries of the world have acknowledged that GHG emissions are the root cause of climate change; furthermore, that it is human actions that are responsible for the monumental increase in the amount of GHGs released into the atmosphere since the beginning of the industrial age.

International negotiations on climate change focus on reducing GHG emissions of developed countries such as the U.S., Canada, Britain and Japan. At a meeting in Kyoto, Japan in 2002 developed countries agreed to reduce their emissions by 2012. It was decided that developing countries such as Mexico, India and China should be exempt from these targets.

**Opinion 1:** I agree that developing countries should be exempt from GHG emission reduction targets. These countries are just beginning to raise their standards of living. Placing GHG restrictions on them would hurt their economies. They simply could not afford to do it if they are to make any progress in helping all their citizens meet their basic needs.
Grade Nine Social Studies
Issues for Canadians

Opinion 2: I know that some of the heaviest emitters of GHGs are developing countries. But the fact is that developed countries still emit more. It is the developed countries that got us into this situation in the first place. It is unfair to expect the developing countries to pay for what the industrialized countries have done and continue to do. Why can’t the developed countries do something more than just look after themselves?

Opinion 3: I do not believe that human actions are the cause of climate change. Global warming has been going on for millions of years. A lot of natural occurrences cause GHG emissions, such as rotting manure.

Opinion 4: For sure, developing countries have to be a part of any agreement on GHG reduction. Those countries are some of the biggest GHG emitters. What use it is if some countries control their emissions and some do not? Besides, I believe that the most effective way for any country to control GHG emissions lies in “the power of individuals” and in the “ability of free peoples to make wise decisions”.

1. Which of the above most reflects the values of a person who believes in a market economy?
   a. Opinion 1
   b. Opinion 2
   c. Opinion 3
   d. Opinion 4

2. Which of the above most reflects the values of a person who believes in a mixed economy?
   a. Opinion 1
   b. Opinion 2
   c. Opinion 3
   d. Opinion 4

3. Which of the above feels that those who want to control climate change are overreacting?
   a. Opinion 1
   b. Opinion 2
   c. Opinion 3
   d. Opinion 4

4. Which of the above agrees with the principle: The “haves” should help the “have nots”?
   a. Opinions 1 and 2
   b. Opinions 2 and 3
   c. Opinions 3 and 4
   d. Opinions 2 and 4
Directions: Use pages 28 – 31 of the Mini Textbook to help you answer the questions.

The Stakeholders in Environmental Issues

1. **Notebook Assignment:** In your notebook, organize the information on the stakeholders in environmental issues using a web like the one below.

   ![Diagram](image)

   **The Stakeholders in Environmental Issues**

2. Government decisions can affect the quality of our environment. Think of an example of a case where a law affects the quality of the environment.

   **Answer will vary**

   Banning of DDT

3. When it comes to environmental issues, economic decisions reflect values related to different economic systems. Imagine that a farmer is considering using a new weed killer on his crops. How might the decision he makes be different if he lives in a country with a market economy compared to if he lives in a country with a mixed economy?

   **Answer will vary**

   Market Economy - farmer can use weed killer; few regulations

   Mixed Economy - probably there are regulations in place on how it can be used

Worksheet #R9 9a
Climate Change

Directions: Read the section on climate change on Mini Textbook, pages 29 and 30 before answering the questions.

1. What is causing climate change? Increase in amount of greenhouse gases in the atmosphere.

2. How are GHGs formed? Burning fossil fuels.

3. In each sentence circle the correct word or phrase.
   a. The North American country that contributes most to global GHG emissions is (Canada, United States).
   b. The (most, people of Atlantic Canada) will be most affected by climate change in Canada.
   c. The provinces that are responsible for most of the CO₂ emissions in Canada are (Québec and Ontario, Alberta and Ontario).
   d. During the climate change negotiations in Kyoto, Canada responded by (agreeing, disagreeing) to sign the agreement.
   e. Canada has made decisions that (enabled, did not enable) it to live up to its Kyoto commitments.
   f. The United States (agreed, did not agree) to sign the Kyoto Protocol.
   g. The United States feels that the best way to reduce GHG emissions is through (individual, government) decisions.

4. Most often there are advantages and disadvantages to any decision governments make regarding GHG emissions. Complete the chart, citing at least one advantage and one disadvantage for each decision.

<table>
<thead>
<tr>
<th>Decision</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace coal-fired generators with windmills</td>
<td>environmentally more friendly</td>
<td>loss of jobs</td>
</tr>
<tr>
<td>Stop approving new oil sands development projects</td>
<td>carbon footprint reduced</td>
<td>less revenue for government</td>
</tr>
</tbody>
</table>

Answers will vary.

Worksheet #R9.9b
Biodiversity

1. What is meant by biodiversity?
   
   [Blank space for student response]

2. Decide if each statement tells about gathering information, building a network or looking for levers.
   
   I – gathering information     N – building a network     L – looking for levers

   a. [I] Mining and logging are destroying the habitat of the woodland caribou.

   b. [N] The Red River Cree Nation uses the boreal forest for hunting and fishing.

   c. [L] The Species at Risk Act (SARA) was created to protect wildlife.

   d. [N] The Alberta Pacific Company harvests trees from boreal forests.

   e. [I] The woodland caribou eat lichens that grow only in old growth forests.

   f. [L] Canada signed the Convention on Biological Diversity in 1992 which affirmed that the conservation of biological diversity is a common concern of humankind.

Issue: Should developing countries be required to limit their GHG emissions in the global effort to control climate change?

Background Information
The vast majority of countries of the world have acknowledged that GHG emissions are the root cause of climate change; furthermore, that it is human actions that are responsible for the monumental increase in the amount of GHGs released into the atmosphere since the beginning of the industrial age.

International negotiations on climate change focus on reducing GHG emissions of developed countries such as the U.S., Canada, Britain and Japan. At a meeting in Kyoto, Japan in 2002 developed countries agreed to reduce their emissions by 2012. It was decided that developing countries such as Mexico, India and China should be exempt from these targets.

Opinion 1: I agree that developing countries should be exempt from GHG emission reduction targets. These countries are just beginning to raise their standards of living. Placing GHG restrictions on them would hurt their economies. They simply could not afford to do it if they are to make any progress in helping all their citizens meet their basic needs.
Opinion 2: I know that some of the heaviest emitters of GHGs are developing countries. But the fact is that developed countries still emit more. It is the developed countries that got us into this situation in the first place. It is unfair to expect the developing countries to pay for what the industrialized countries have done and continue to do. Why can’t the developed countries do something more than just look after themselves?

Opinion 3: I do not believe that human actions are the cause of climate change. Global warming has been going on for millions of years. A lot of natural occurrences cause GHG emissions, such as rotting manure.

Opinion 4: For sure, developing countries have to be a part of any agreement on GHG reduction. Those countries are some of the biggest GHG emitters. What use is it if some countries control their emissions and some do not? Besides, I believe that the most effective way for any country to control GHG emissions lies in “the power of individuals” and in the “ability of free peoples to make wise decisions”.

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   c. Opinions 3 and 4  
   d. Opinions 2 and 4