



Workbook Preview



Grade 6 – Social Studies Unit

Global Issues and Governance

Big Idea 1: Economic self-interest can be a significant cause of conflict among peoples and governments.

Big Idea 2: Complex global problems require international cooperation to make difficult choices for the future.

Big Idea 3: Systems of government vary in their respect for human rights and freedoms.

Big Idea 4: Media sources can both positively and negatively affect our understanding of important events and issues.

	Curriculum Expectations	Pages
6.1	Preview of 130 pages from this product that contains 494 pages total.	48
6.2		69, 135
6.3		192, 265
6.4	different systems of government	266-284
6.5	economic policies and resource management, including effects on indigenous peoples	285-301
6.6	globalization and economic interdependence	138-175
6.7	international cooperation and responses to global issues	193-229
6.8	regional and international conflict	311-322
6.9	media technologies and coverage of current events	305-310, 323-325

NAME: _____

GLOBAL ISSUES & GOVERNANCE

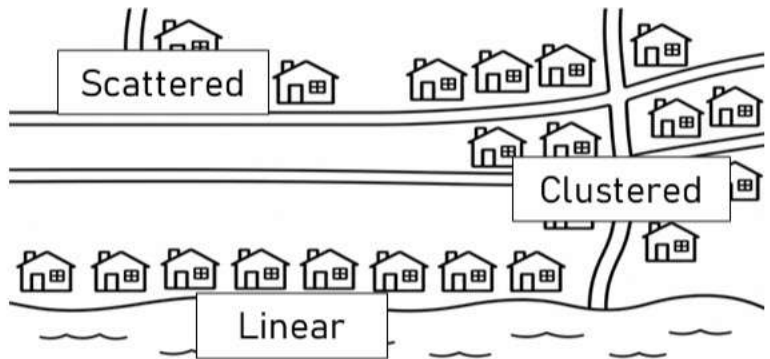
PREVIEW



Settlement Patterns

What are Spatial Patterns in Human Settlement?

Human settlement means where humans decide to live. Spatial patterns in human settlement means we can observe from a birds eye view, a pattern of where people decide to live. Geographers have named the different spatial patterns.



1) Linear Settlement Pattern

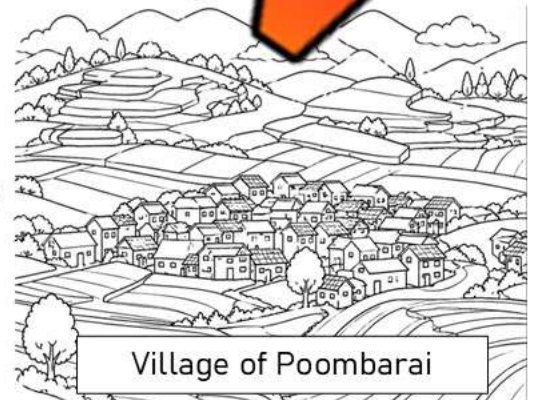
The most basic settlement pattern is the linear pattern. A **linear settlement pattern** means that houses are built in a line with each other. You can see linear settlement patterns along rivers and canals as well as major roads. People always tend to live along. Houses on both sides of a 2-lane highway on the outskirts of a city would be an example as well.

2) Scattered Settlement Pattern

A **scattered settlement pattern** is when houses and buildings are spread out with no pattern. This settlement pattern is found in rural areas and small populations. The areas that have this settlement pattern do not have natural resources or features that people would want to live near. Instead, people live far away from each other.

3) Clustered Settlement Pattern

A **clustered settlement pattern** is when houses and buildings are built close to each other. A cluster means there are patches of houses and buildings built close, but this doesn't mean the cluster is large. In fact, a clustered settlement pattern is found in rural areas where groups of houses were built near water supplies, churches, or where they could access electricity.



Which Settlement Pattern?

Circle the correct settlement pattern

1) Many houses are in a line along a river	Linear	Scattered	Clustered
2) Houses are built together around a water supply	Linear	Scattered	Clustered
3) One house is out in the middle of nowhere	Linear	Scattered	Clustered
4) Many houses are built around city	Linear	Scattered	Clustered
5) In a rural area, houses have large farmlands	Linear	Scattered	Clustered

Example Give an example of people you know that live in each settlement pattern

Linear	
Scattered	
Clustered	

Draw

Draw your own diagrams that show the different settlement patterns

Linear

Scattered

Clustered

Analyze

Examine the picture and circle which settlement pattern it is and why



Linear

Scattered

Clustered



Linear

Scattered

Clustered



Linear

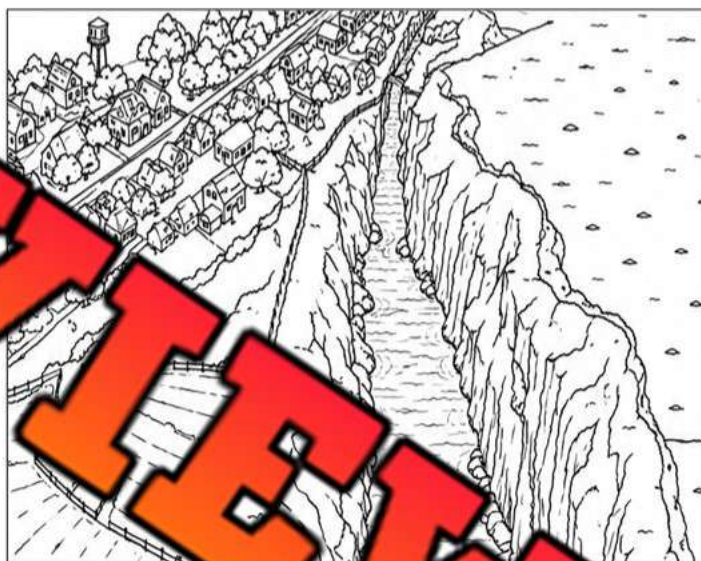
Scattered

Clustered



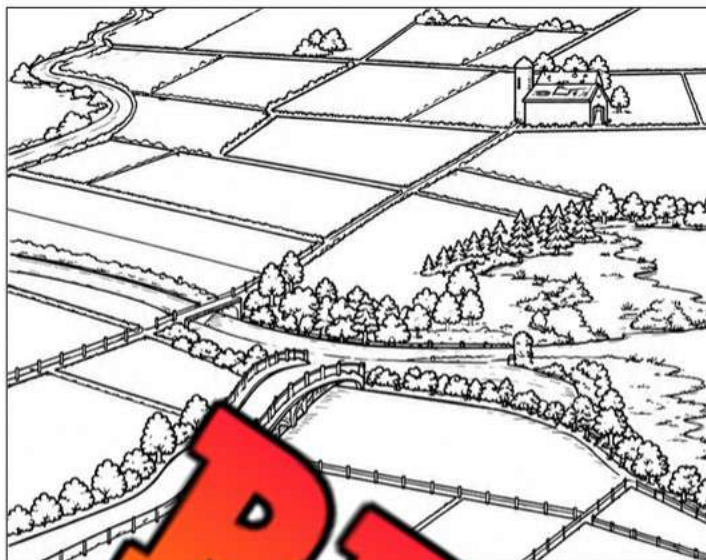
Linear	Scattered	Clustered

Linear	Scattered	Clustered



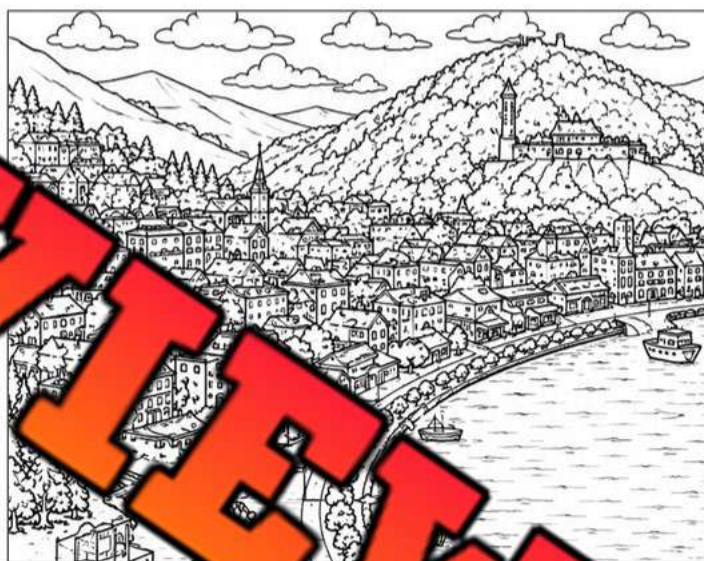
Linear	Scattered	Clustered

Name: _____



Linear	Scattered	Clustered

Linear	Scattered



Linear	Scattered	Clustered

Population Density

Population Density

The Population Density of a city, province, or country tells us how crowded the area is. Population density is the number of people living in an area. We can calculate the population density of a region by taking the total population of an area and dividing it by the land size in square kilometers



Low Population Densities

A low population density would be found in a rural area, where there is a lot of land and not many people living there. One living in a rural area will have more land. They will need to travel further to get to visit their neighbours. In the past, people preferred to live in rural areas so they could grow their own food. You will also see more wildlife in rural areas that have low population densities.

A high population density would be found in an urban area like Toronto or Vancouver. Urban areas with high population densities have high-rise buildings where a lot of people can live in a building that takes up little space on the ground. Many people move to urban centres to find a job. They may also prefer the entertainment and shopping available in the city.

Population Density – Canada and Japan

In general, Canada has a low population density as we have a lot of land, and a lower population compared to other countries. Canada's population is now over 41 million, and its population density is approximately 4.2 people per square kilometre.



On the other hand, Japan has a high population density. Japan has a declining population of approximately 123 million people and a population density of around 335 people per square kilometre. Japan has over 3 times more people than Canada has, and its area is about 26 times smaller than Canada. Therefore, it is much more crowded in Japan than it is in Canada.

Think Write 3 examples of cities/towns that have high and low population densities.

High Population Density	1)	
	2)	
	3)	
Low Population Density	1)	
	2)	
	3)	

True or False Write whether the statement is true or false.

1) Toronto has a low population density.	True	False
2) Population density tells us how crowded a country is.	True	False
3) Rural areas have a low population density.	True	False
4) More people are deciding to move to urban areas.	True	False
5) Canada has a high population density.	True	False

Questions Use information from the text to support your answers.

1) Describe what Japan would be like based on its population density.

2) Does your city or town have a high or low population density? Explain why.

Calculate

Divide the total population by the land area.

1)

Area – Square Kilometres	10
Population	500
Population Density	

2)

Area – Square Kilometres	100
Population	2 000
Population Density	

3)

Area – Square Kilometres	800
Population	4 000
Population Density	

4)

Area – Square Kilometres	50
Population	10 000
Population Density	

5)

Area – Square Kilometres	2 000
Population	2 000 000
Population Density	

Area – Square Kilometres	25 000
Population	5 000 000
Population Density	

Order

Rank the top 5 countries in the world in terms of their population density.

Country	Land Area	Population	Pop Density
Monaco	2 km ²	38,631	
Singapore	710 km ²	5,917,648	
Gibraltar	7 km ²	41,100	
Hong Kong	1 104 km ²	7,491,609	
Macau	33 km ²	722,300	

Rank	Country
1)	
2)	
3)	
4)	
5)	

Directions

Follow the directions below.

Imagine the boxes below represent a city or a town. Draw dots to represent people on each city or town to show low, average, and high population densities.

Calculate

Calculate the population density of the provinces/territories below.

Provinces and Territories	Population	Land Size in Km ²	Population Density
Saskatchewan	1,270,000	588,243	
British Columbia	5,000,000	944,503	
Manitoba	1,484,135	552,000	
New Brunswick	860,355	75,000	
Newfoundland and Labrador	545,880	110,000	
Prince Edward Island	179,280	5,686	
Quebec	9,100,249	1,356,625	
Nova Scotia	1,079,676	52,942	
Ontario	16,196,363	908,699	
Yukon	47,657	474,712	
Nunavut	40,586	1,877,778	
Northwest Territories	44,920	1,143,793	
Alberta	4,800,768	640,330	
Canada	41,528,680	8,965,588	

Rank

Rank the provinces and territories in Canada

Highest Population Density

1)	
2)	
3)	
4)	
5)	

Lowest Population Density

1)	
2)	
3)	
4)	
5)	

Questions

Use information from the tables to support your answer

1) What do you notice about the two provinces/territories with the highest population densities?

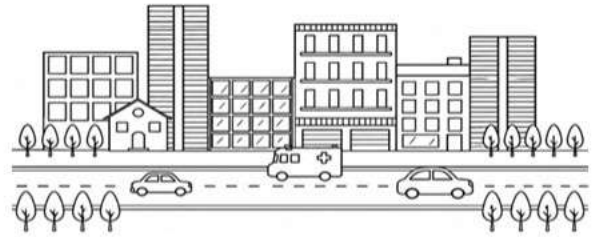
2) What did you notice about the provinces/territories with the lowest population densities?

3) Does the population density vary from city to city? Does Toronto have the same population density as Dryden?

Where to Live – Urban vs Rural

Urban vs Rural

When deciding where to live, you have the option of choosing an urban city or a rural town. Check out the pros and cons of both.



Rural Living

Pros

- Lower cost of living – houses and services tend to be less expensive in rural areas as well.
- More space – you can afford larger houses and rural houses have more land.
- Proximity to nature – rural areas have more greenspace and wildlife



Cons

- Less job opportunities – there are more jobs in urban cities
- Fewer businesses – shopping and finding services is harder in rural areas
- Access to utilities – in rural areas, you may have less access to high-speed internet

Urban Living

Pros

- More people – more opportunities to meet new people and make friends
- Increased diversity – you can meet people from different cultures.
- More job opportunities – urban cities have a wide-variety of businesses that need employees. You'll have an easier time finding a job you like in an urban centre

Cons

- More expensive – housing is more expensive, along with a higher cost of living
- Less space – you will have a smaller place to live
- More crime – big cities tend to have higher crime rates than rural towns
- Pollution – there is more pollution in urban cities. Transportation causes air pollution, industries cause air and water pollution, and more waste is created in urban cities.

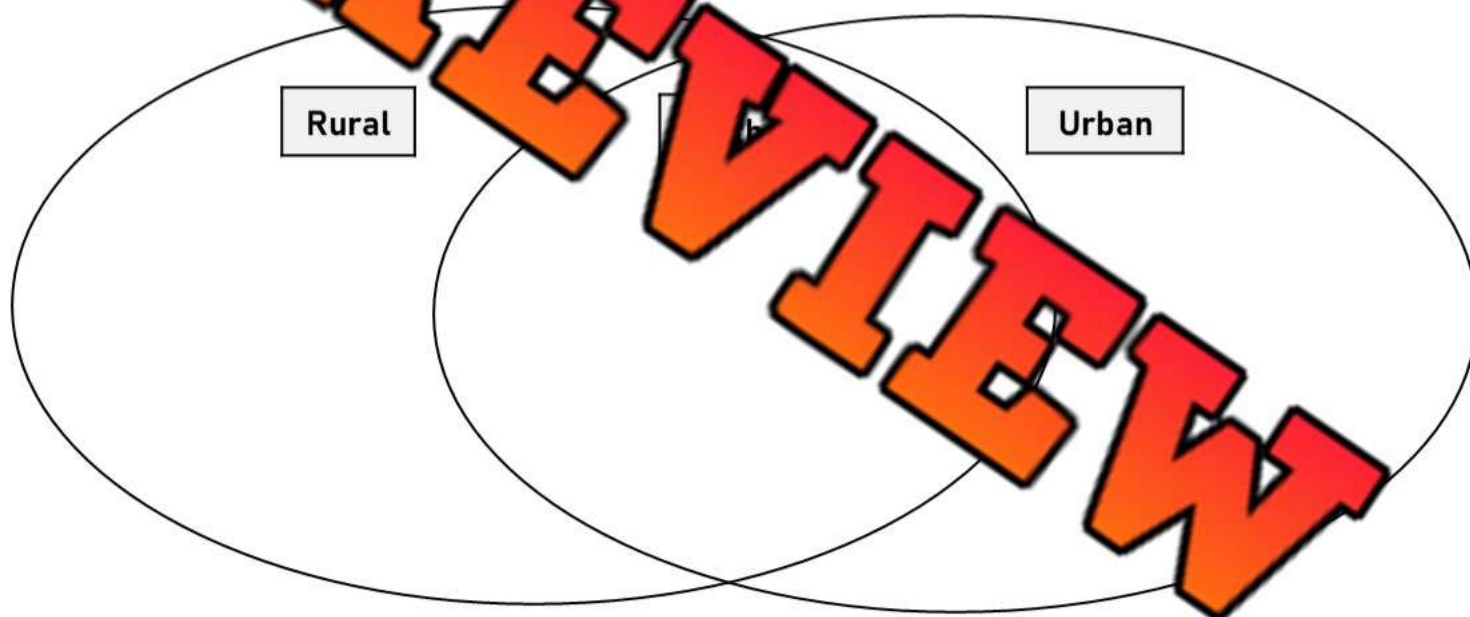
Making Connections

List urban and rural communities near you

Rural	Urban

Venn Diagram

Write examples that are only in rural, urban, and things that can be

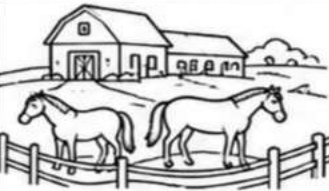
**True or False**

Circle whether the statement is true or false

1) Urban areas have a lower population density	True	False
2) Rural areas have more job opportunities	True	False
3) Urban areas have better access to utilities – high speed internet	True	False
4) The cost of living is higher in urban areas	True	False
5) There is more crime in rural areas	True	False

Directions

Write Rural, Urban, or Both based on the given pictures.

 Farm	 Skyscrapers	 Tractor	 Shopping Mall
 Subway	 Grocery Store	 Hiking Trail	 Apartment Building
 Windmill	 School	 Farmers' Market	 Forest
 Police Station	 Ranch	 Bus Stop	 Water Tower

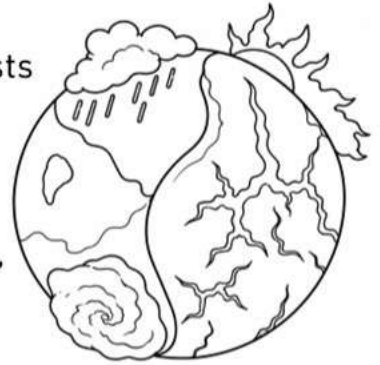
Your Choice

Which type of community would you want to live in? Explain why.

Effect of Climate on Settlement Patterns

What Does Climate Mean?

Climate is the long-term weather pattern of a place. Scientists determine climate by collecting and averaging weather data over 30 years. Climate changes throughout the year as seasons change. The main factors of climate are temperature, precipitation, and wind.



How Climate Affects Settlement Patterns

Throughout history, people have chosen to live in warmer places. Most Canadians live in southern Canada because the climate is warmer than in the north. Much of northern Canada is difficult to live in because of its long, harsh winters and short summers.

One important reason people settle in southern Canada is agriculture. Farmers in the south have longer growing seasons, so they can grow more types of crops. In northern Canada, the short summers make farming more difficult.

Another reason many Canadians prefer southern areas is for personal comfort. Colder climates often have dangerous driving conditions, freezing temperatures, cold winters, and shorter days. These challenges have slowed the growth of settlements in the north.



True or False

Circle whether the statement is true or false

1) The growing season is longer in colder climates.	True	False
2) The climate in our area is the temperature today.	True	False
3) Climate is a 30-year average of weather patterns.	True	False
4) Southern parts of Canada have longer growing seasons.	True	False
5) People tend to prefer to live in warmer climates.	True	False

Question Answer the questions below using evidence from the text.

1) What are some benefits of living in a warmer climate?	
2) Describe the climate of the different seasons in your region (temperature/precipitation)	
Summer	
Fall	
Winter	
Spring	

Making Connections

Describe the type of climate you would like to live in.

Task 1

Look at the list of climate change effects below. Rank them from most to least harmful in your opinion by writing them on numbers 1–8.

A. Rising sea levels	1	
B. More tropical storms	2	
C. Melting polar regions	3	
D. Flooding	4	
E. Forest fires	5	
F. Water shortages	6	
G. Sea temperature rise	7	
H. Extreme heat	8	

Task 2

Read Rita's statement below about climate change. Decide whether you agree or disagree with her. Write your opinion and explain your opinion using the effects from Task 1 to help you.

Rita's Statement

"Climate change is not as bad as people are making out. I can't see why it's such a big thing. It gets hotter. I live in England and it's been a lot hotter summers! It would mean I don't need to go abroad for a holiday. I also don't live near the coast, so if the sea levels rise it doesn't really affect me. Plus, melting of ice on the planet. If a little bit melts, I don't think any of the animals will be in any danger. It's not my job to fix climate change, I'm just one person so what can I do anyway?"

Quality of Life

What Does Quality of Life Mean?

Quality of life is a measure that tells us the degree to which someone is healthy, comfortable, and able to participate in things they enjoy. We can research the quality of life in different countries to help us decide where we might want to move or live. A country will have a high quality of life if its citizens are healthy, comfortable, and happy. So how do we measure how healthy, comfortable, and happy people are?

Using Indicators to Measure Quality of Life

We can use the following indicators to determine how healthy, comfortable, and happy a population is. These indicators provide a number that help us rank countries based on their quality of life.



- Infant mortality – number of infant deaths for every 1,000 births
- Life expectancy – how old someone is expected to live
- Fertility rate – the average number of children born to a woman
- Birth rate – the number of live births per thousand of a population per year
- Death rate – number of deaths compared a total population – often expressed per 1000
- Access to medical care – percentage of people who can get timely access to health care
- Access to clean water – percentage of people who have access to clean water
- Literacy rate – percentage of the population over 15 years old that can read and write
- Access to education – percentage of the school aged people who receive an education
- Poverty rate – percentage of people who are living in poverty
- Per capita income – the average amount of money earned per person in a country
- Unemployment rate – the percentage of people who don't have a job

Definitions

What do the terms below mean?

Quality of Life	
Life Expectancy	
Literacy Rate	
Per Capita Income	

Questions

Use information from the text to support your answer.

1) Why would having a lower per capita income lead to a higher quality of life?

2) Why would having a higher life expectancy lead to a higher quality of life?

True or False

Circle whether the statement is true or false.

1) Quality of life includes how healthy and comfortable people are.	T	F
2) Life expectancy means how long people are expected to live.	T	F
3) Infant mortality refers to the number of adults who die each year.	T	F
4) Access to clean water is an indicator of quality of life.	T	F
5) Literacy rate measures how many people can read and write.	T	F

Human Development Index (HDI)

What is the Human Development Index (HDI)?

The Human Development Index (HDI) was created by the United Nations to measure quality of life in different countries. The HDI is based on three main indicators: A long and healthy life; Education; A good standard of living.

Countries with high HDI rankings usually have better healthcare, education, and incomes. Iceland currently has the highest HDI ranking in the world. Countries with lower HDI rankings face challenges such as poverty, limited healthcare, and fewer educational opportunities.

Long and Healthy Life

One HDI indicator is life expectancy at birth. In Iceland, people live to about 84 years on average. In South Sudan, people live to about 58 years on average.

Top 5	Bottom 5
1) Iceland - 0.972	1) South Sudan - 0.388
2) Norway - 0.970	2) Somalia - 0.404
3) Switzerland - 0.970	3) Central African Republic - 0.414
4) Denmark - 0.962	4) Chad - 0.416
5) Germany - 0.954	5) Mali - 0.419

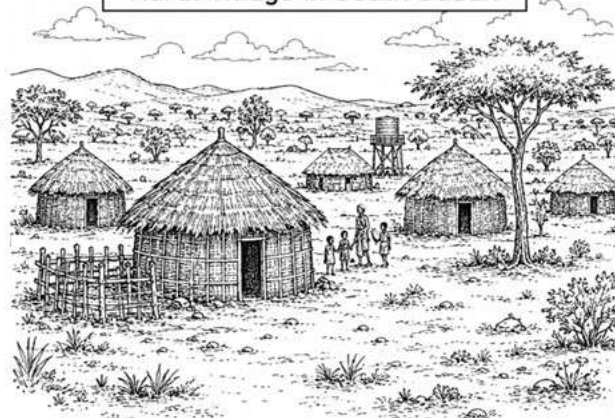
Education

For this indicator, there are two measurements used: the average number of years of schooling and the average number of years of schooling required. In Iceland, the average number of years of schooling is about 14 years. In South Sudan, many children have limited opportunities to attend school regularly because of poverty, conflict, and lack of access to education.

Good Standard of Living

The indicator used for this metric is the Gross National Income (GNI) per capita. The GNI per capita is the total amount of money earned by a country's people and businesses divided by the number of people living in the country. In Iceland, the GNI per capita is over \$82,000 USD. In South Sudan the GNI per capita is about \$700 USD.

Rural Village in South Sudan



True or False

Circle whether the statement is true or false.

1) The Canadian government created the HDI rankings.	True	False
2) Norway has the highest HDI ranking.	True	False
3) Switzerland provides the best life for its citizens.	True	False
4) The HDI uses education, life expectancy, and national income.	True	False
5) South Sudan has good education statistics but a low life expectancy.	True	False

Explain how each of the 3 measures below lead to a high quality of life

Long and Healthy Life	
Education Levels	
Money Made in a Country	

Compare

What would life be like in South Sudan vs life in Iceland?

Indicators

- 1) Research the quality of life in Switzerland using the indicators.
- 2) Find the statistics for each indicator and write them in the chart.
- 3) Choose 3 additional indicators you would like to learn more about.

	Indicator	Statistic
Health	Life Expectancy	
	Infant Mortality Rate	
	Physicians per 1000 People	
	Health Expenditure per Capita	
	Access to Clean Water	
	Fertility Rate	
School	Literacy Rate	
	Mean Years of Schooling	
Economy	Unemployment Rate	
	GNI per Capita	
	Poverty Rate	
Your Choice		

Questions

Answer the questions below using the statistics you found about the quality of life in Switzerland.

1) What did you learn about the health of Swiss?

2) What did you learn about the schooling in Switzerland?

3) What did you learn about Switzerland's environment?

4) Would you want to live in Switzerland? Explain using statistics.

PREVIEW

Indicators

- 1) Research the quality of life in South Sudan using the indicators
- 2) Find the statistics for each indicator and write them in the chart.
- 3) Choose 3 additional indicators you would like to learn more about.

	Indicator	Statistic
Health	Life Expectancy	
	Infant Mortality Rate	
	Deaths per 1000 People	
	Expenditure per capita	
	Access to Clean Water	
	Fertility Rate	
School	Literacy Rate	
	Mean Years of Schooling	
Economy	Unemployment Rate	
	GNI per Capita	
	Poverty Rate	
Your Choice		

Questions

Answer the questions below using the statistics you found about the quality of life in Niger.

1) What did you learn about the health of people living in South Sudan?

2) What did you learn about the schooling in South Sudan?

3) What did you learn about South Sudan's economy?

4) Would you want to live in South Sudan? Explain using statistics.

PREVIEW

Developed vs Developing Countries

Developed vs Developing Countries

A **developed country** provides a higher quality of life for its citizens as it has a developed economy and advanced infrastructure. Developed countries are also called industrialized countries, as they have industries that take advantage of natural resources and provide jobs to citizens. When citizens have jobs, they can earn money for their country and spend money, which is a sign of a strong economy.

A **developing country** provides a lower quality of life as its industries are less developed. Because these countries focus on agriculture to meet their needs. When people focus on farming and growing food to eat, they cannot make goods or provide services that can be sold in the global market. This leads to a country with a weaker economy and citizens who are living in poverty.

Infrastructure

The term **infrastructure** means the building of roads in a region.

Buildings

In developed countries, hospitals, schools, libraries, and community centers are available for people to use when they need. In developing countries, these buildings can be hard to access. For example, in Mali, the average person goes to school for only 2 years of their life. This means schools are not easily accessible to its population. Number of hospitals per 100,000 people also tells us about a country's infrastructure. In Afghanistan, there are 0.37 hospitals for every 100,000 people.

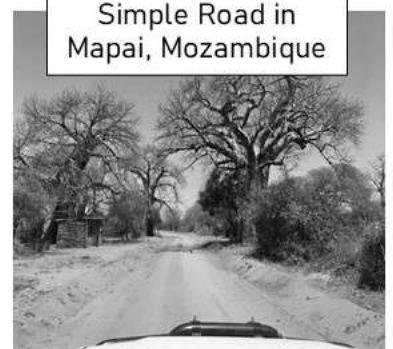
Roads

Roads are very important to a country and its development. Roads connect workers to jobs, students to school, the sick to hospitals, and industries to shops. A sign of a struggling developing nation is a lack of roads. This leads to a lower quality of life as people can't get to hospitals or have no need to get to work. Less roads indicates a weak economy.

Complex Roads in
Dallas, Texas



Simple Road in
Mapai, Mozambique



Name: _____

63

Curriculum Connection
6.2

True or False

Circle whether the statement is true or false

1) Developing countries have weaker economies than developed nations	True	False
2) Developed nations have strong industries	True	False
3) Developing nations have complex roads	True	False
4) Citizens in developing countries focus on farming	True	False
5) Citizens in developed nations get jobs in different industries	True	False

Question Answer the questions below using evidence from the text

1) What are the differences between a developed and developing country?

2) Do you think Canada is a developed or developing country? Explain your opinion.

Day In The Life

Describe what life might be like in a developing nation like Mozambique

The terms developed and developing country is subjective, meaning there is no exact definition. However, the United Nation's HDI scores give us a simple way to categorize countries. If a country's score is above 0.800, it is developed and if not, it is developing.

Research

Fill in the table below to learn more about developed/developing countries

Country	Continent	HDI Score	Developed/Developing
Ch			
DR			
en			
Germany			
Australia			
China			
Sudan			
United Kingdom			
Belgium			
Kenya			
Spain			
Nigeria			
France			
Venezuela			
Portugal			
Paraguay			
Rwanda			
Russia			
Nepal			
Brazil			

Name: _____

Map – Developed & Developing Countries

Map

Colour the developed countries one colour and the developing countries a different colour



Unit Test – Migration and Poverty

Multiple Choice

Circle the best answer. Only choose 1 answer!

1) When people live in a line along a river, they live in a ... a) Linear settlement b) Cluster settlement c) Scattered settlement d) All of the above	2) When people live away from each other in a rural area, they live in a... a) Linear settlement b) Cluster settlement c) Scattered settlement d) All of the above
3) Which province has the highest population density? a) Ontario b) British Columbia c) Prince Edward Island d) Nunavut	4) Which country has the highest population density? a) Canada b) Macau c) China d) Russia
5) When urban cities have suburbs around them, they grow the city... a) Urbanization b) Desertification c) Megacity d) Urban Sprawl	6) Which indicator best describes the economy? a) Life Expectancy b) Literacy Rate c) GDP Per Capita d) Infant Mortality Rate
7) Which indicator tells us how many children on average a woman has? a) Birth Rate b) Life Expectancy c) Fertility Rate d) Literacy Rate	8) Which indicator will be highest in developing countries? a) GDP Per Capita b) Infant Mortality Rate c) Physicians per 1000 people d) Access to clean water
9) Which continent has the most developing countries? a) North America b) Europe c) Australia d) Africa	10) Which country has the highest HDI? a) Iceland b) Australia c) Norway d) Canada

Define

What do the terms below mean?

Term	Definition - What does it mean?
Urbanization	
Settlement Pattern	
Population Density	

Short Answer

Answer the questions below - Each question is worth 3 marks

1) How does the climate affect where people live?

2) Describe the population density of your town or city. Compare it to another town/city.

3) Why is waste management important in urban areas?

Residential Schools

Residential Schools

The **Indian Act** affected education for Indigenous people. Being **wards of the state** meant the Canadian government could control them. The government wanted Indigenous children to learn the Canadian way of life and grow into contributing members of Canadian society.

Because of this, they created "**Residential Schools**" to send Indigenous children to learn key parts of the Canadian lifestyle—English, Roman Catholic religion, and farming. These children were taken from their families for months at a time.

Their traditional way of life was inferior. The Canadian government believed it was easier to change a child's beliefs than to change an adult.

Residential Schools In Canada

- Over 150,000 Indigenous children attended residential schools in Canada.
- Residential schools were in every province except New Brunswick, & Newfoundland.
- The schools were open between 1870–1996.
- Children between the age of 4 and 16 attended school.
- In 1996, the last residential school closed. On June 11, 2008, Prime Minister Stephen Harper gave a public apology to all children who had to attend.

What Happened At The Schools?

- Children were forced to stop speaking their Indigenous language and only speak English or French.
- Their appearance was changed—they got Canadian-style haircuts or had their heads shaved and had to wear school uniforms.
- They were given very little food, and sometimes the food was spoiled or not healthy.
- They were separated from brothers and sisters, forced to do unsafe hard work and were sometimes hurt or even killed.
- They had presents, letters, and medical care taken, and some were given electric shocks to try to change how they thought.



Inuit Children at a Residential School



True or False

Circle whether the statement is true or false.

1) Residential schools only allowed students to speak Indigenous languages.	T	F
2) Ontario didn't have residential schools.	T	F
3) Indigenous kids could choose whether to attend or not.	T	F
4) Children were kept safe and always made it home to their families.	T	F
5) The last residential school closed in 1996.	T	F
6) The Canadian government has admitted that residential schools were wrong.	T	F
7) Residential schools are in every province.	T	F

Questions

Answer the questions below using evidence from the text.

1) Why did the Canadian government build residential schools? What did they teach?

2) Why do you think they cut the Indigenous children from their families, and didn't let them speak in their Indigenous language?

Reaction

What are your thoughts about residential schools?

Paying For Residential Schools

Day Schools, Industrial Schools, and Residential Schools

From 1883, residential schools were being built to educate Indigenous children in schools. Day schools and Industrial schools opened alongside residential schools to meet this expectation. Day schools and Industrial schools were not boarding schools, meaning the children went home at the end of the school day. The abuse still existed in these schools, but not to the degree that they existed in residential schools.

Funding Residential Schools

The government set a budget of \$44,000 a year to pay for residential schools. This money came from other Indigenous government programs. Even though the government felt strong about the need to civilize the Indigenous, they didn't want to do it.

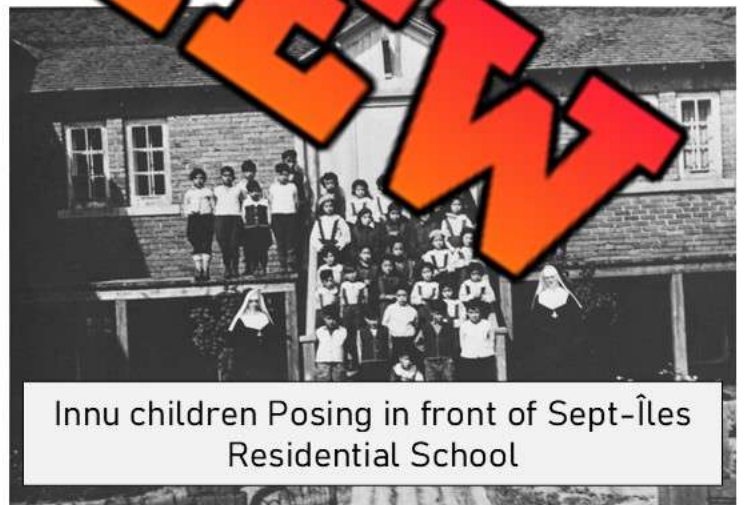
The schools did not receive enough money to run properly. They tried to force Indigenous parents to pay money to send their children, but that didn't work. Instead, they used the children to do much of the work they would have had to pay adults to do. For example, the children laundered their own clothes, grew vegetables, planted trees, raised animals for food, cleaned the building, and performed other chores needed for the daily operation of the school.

In 1892, only four years into the plan, the government switched to a per-student fixed allowance. This meant they would pay the residential school a fixed amount for every student they had.

Unfortunately, the amount wasn't enough, and the schools had even less money than before. The teachers were upset as their salaries were reduced. There wasn't enough money to repair the buildings and worse of all, there wasn't enough food to properly feed the students. Students were forced to make goods and do services for outsiders so the school could earn money.

In order to get more students, residential schools would compete to get new students to join. This was to get more money for the school, as the more students they had, the more money they received.

Children at Fort Simpson Residential School holding letters that spell "Goodbye"



Innu children Posing in front of Sept-Îles Residential School

True or False Circle whether the statement is true or false.

1) There were only residential schools to educate Indigenous children.	True	False
2) The residential schools were properly funded.	True	False
3) The children had to do a lot of the work to keep the building operating.	True	False
4) There was enough food for the children to stay well nourished.	True	False
5) The government paid the schools based on the number of students.	True	False

Questions Write the questions below.

1) Did the government have enough budget for residential schools? Explain.

2) What things did the children have to do to keep the school running?

Multiple Choice Circle the correct answer.

1) Residential schools were for _____ children.	European	Indigenous
2) Day schools were different because students _____.	stayed at school	went home
3) Schools often had _____ money.	not enough	enough
4) Students were made to _____ at school.	play	work
5) The government gave money based on the number of ____.	students	teachers

ResearchLearn more about **Residential Schools** by answering the questions below.

1) How many residential schools were in British Columbia?

2) What was the closest residential school to where you live? (try searching: "residential schools near me")

3) When did the Residential School close?

4) When did the last residential school in British Columbia close?

5) How were children in residential schools punished for breaking rules? List 4 punishments.

6) Canada is paying each survivor of residential schools compensation for mistreating them at these schools. How much money do they get paid?

7) Do you think they get enough compensation for the trauma? Explain.

8) How do residential schools still affect Indigenous communities today? Explain.

Residential Schools – Intergenerational Trauma

What is Intergenerational Trauma

We have learned about the terrible conditions that Indigenous children experienced in residential schools. The abuse these children experienced caused trauma that has affected the rest of their lives.

Transgenerational trauma:

Grandmother → Mother → Daughter



Trauma is an emotional response to a terrible event. Immediately after the event, the person is in shock and denial of what happened. Longer term reactions include flashbacks, strain in relationships and unpredictable emotions. These emotions and reactions are often triggered by things that happen in their day-to-day lives. It could be as simple as a word that reminds them of their time in the residential school.

Intergenerational trauma is passed down from the trauma survivor to their children. In 2020, there were approximately 100,000 living survivors of residential schools. For many survivors, the trauma changed their lives, making them depressed, angry, and violent. It led many survivors to drugs and alcohol to cope with the trauma.

Now, it is often the children and grandchildren of the survivors who are affected. These children grew up in violent households with angry parents. They grew up with alcohol and drug abuse. They have their own trauma that stemmed from residential schools, even though they never stepped foot in one.

Healing Intergenerational Trauma

In order to move forward and heal intergenerational trauma, individuals need to work on their trauma, so they don't pass it down. For many Indigenous, the following can help.

- The Indigenous who want to live their traditional way of life need to have that option
- For the political leaders as well as citizens of Canada to understand the tragic experiences that children in residential schools experienced
- For laws and apologies to be made that restore Indigenous rights
- Achieve reconciliation by establishing a respectful framework for living together

True or False

Circle whether the statement is true or false

1) Trauma is the emotional response to a terrible event	True	False
2) Intergenerational trauma is when the emotions are passed down to children	True	False
3) Working on your trauma can stop intergenerational trauma	True	False
4) Residential schools are closed so the trauma is over	True	False
5) We can heal intergenerational trauma experienced by Indigenous people	True	False

Questions Write the questions below

1) What is intergenerational trauma? How are residential schools affecting Indigenous people that didn't attend residential schools?

2) How can we help Indigenous people heal their trauma?

Questioning

Write 2 questions you have about the reading

1)

2)

What is Reconciliation?

What is Reconciliation?

The abuse and horrific conditions that 150,000 Indigenous children endured in residential schools was not talked about by many Canadians before 2008. In 2008, Prime Minister Steven Harper delivered the Statement of Apology on behalf of Canadians for the residential school system.

A basic definition for **Reconciliation** is the actions of restoring friendly relations. If you've ever been in a fight with a classmate, you have hopefully reconciled by getting on friendly terms again.

In 2008, the Truth and Reconciliation Commission of Canada was created as part of the Indian Residential Schools Settlement Agreement (IRSSA). The goal of the TRC is to inform Canadians about what happened in residential schools. The TRC has provided those directly or indirectly affected by residential schools the opportunity to share their stories and experiences.



Reconciliation Monument

The TRC definition of reconciliation is:

"... Reconciliation is about establishing a mutually respectful relationship between Indigenous and non-Indigenous peoples in this country. In order for that to happen, there has to be awareness of the harm, an acknowledgment of the harm that has been inflicted, atonement for the causes, and action to change behaviour."

Achieving Reconciliation

In 2015, the TRC published a report with 94 calls to action that will help achieve reconciliation. The calls to action include the following:

- Educate today's youth with what happened in residential schools
- Close gaps in health care accessed by Indigenous communities
- Investigate crimes related to Indigenous communities
- Apologies from the Roman Catholic Church and the Pope specifically
- Construct monuments and museums that celebrate Indigenous leaders
- Renew treaties by reviewing them with Indigenous communities and making changes that show mutual respect to the other party

What Reconciliation is Not

Reconciliation is not a trend, a single gesture, action, or statement. It is not about blame or about making Canadians feel guilty. It isn't someone else's responsibility. Instead, it is an opportunity to move forward, building relationships, respecting Indigenous beliefs, cultures, and values. It is healing for all Canadians.

"Restore what must be restored, repair what must be repaired, return what must be returned."

True or False

Circle whether the statement is true or false

1) Reconciliation can be achieved if we all say sorry	True	False
2) Canadians should feel guilty for what happened to the Indigenous children	True	False
3) Part of reconciliation is learning about what happened in residential schools	True	False
4) The TRC came up with 94 calls to action	True	False
5) Steven Harper apologized on behalf of all Canadians in 2008	True	False

Questions Answer the questions below

1) What does reconciliation mean?

2) What is reconciliation not?

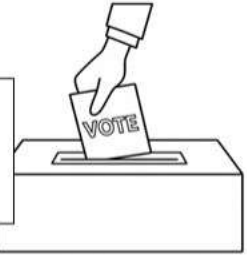
Making Connections

How is Canada working towards reconciliation?

Voting in the Year 1900

Who Could Vote in Federal Elections in the Year 1900?

Read the table below to learn more about the milestones achieved each year that led to new groups of people being able to vote.



Year	Milestone	Description
1867	British North America	Only men over 21 years of age and who own property can vote
1876	Indian Act	First Nation members that are governed by the Indian Act cannot vote. They can only vote if they give up their Indian status.
1900	Domination Act	Many minority groups cannot vote, such as immigrants from Japan, China, and India
1917	War-time Elections Act and Military Voters Act	All men and women who served in World War I can vote. Relatives of soldiers can also vote.
1918	Many women can vote federally	Canadian men can vote if they are over 21 and own property
1934	Inuit are disqualified	Laws are made to exclude Inuit from voting in federal elections
1948	All Asian Canadians gain the vote	All minorities can vote including Japanese, Chinese, and other Asian Canadians
1950	Inuit are able to vote	The Inuit get the right to vote
1960	First Nations women and men can vote	First Nation men and women are able to vote without giving up their Indian status
1982	Canadian Charter of Rights and Freedoms	Every Canadian citizen over 18 can vote and be a candidate in elections

Interesting Federal Election Voting Facts

- The Métis were never restricted from voting in federal elections. They had the same rights as other Canadians – only Métis men that owned land could vote initially
- During the First and Second World Wars, any Canadian born in an enemy nation was denied voting in the federal election
- In the year 1900, only men over the age of 21 that owned property could vote. In addition, no Asian men, First Nation or Inuit men, or men from India could vote. Almost half of the men in Canada were disqualified, while all women were denied the vote.

Name: _____

87

True or False

Circle whether the statement is true or false

1) Most people in the year 1900 could not vote	True	False
2) The Inuit were never denied the right to vote	True	False
3) The Metis were never denied the right to vote	True	False
4) Canadians from Asia were denied the vote	True	False
5) Canadians from Britain were denied the vote	True	False

Questions

Answer the questions below

1) Who could vote in 1900 in Canadian federal elections?

2) What changed in 1982? Who was given the right to vote? Was this a long time ago?

Reaction

How has voting changed over the last 100 years?

The Famous Five



Irene Parlby



Lora Kinney



Nellie McClung

Henrietta Muir
Edwards

Emily Murphy

Who Were the Famous Five?

The Famous Five were five women from Alberta who worked together to support women's rights in Canada. In the 1920s, the group included Emily Murphy, Nellie McClung, Henrietta Muir Edwards, Louise Brodeur, and Irene Parlby.

How the Famous Five Started

In 1916, Emily Murphy became the first female judge in the British Empire. At that time, women were not allowed to serve in the Senate because they were not legally considered "persons" under Canadian law. The Famous Five believed this was unfair and decided to challenge the rule.

In 1927, they gathered support from people across Canada and brought a case to the Supreme Court of Canada. The court ruled against them, but the women did not give up.

Winning the Persons Case

In 1929, the Privy Council of Britain overturned the decision and ruled that women were legally considered "persons." This important victory allowed women to serve in the Senate. In 1930, Cairine Wilson became Canada's first female senator.

Why They Matter

The Famous Five helped women gain more rights and opportunities in Canada. Their work encouraged equality and opened doors for future human rights movements. They helped shape Canada into a fairer and more equal country.

True or False

Circle whether the statement is true or false

1. Nelly McClurg was the first female judge in the British empire	True	False
2. The Supreme Court ruled women were not qualified to be in the Senate	True	False
3. The Privy Council over-ruled the Supreme Court	True	False
4. The Famous Five won the right for women to serve in the Senate	True	False
5. The first women senator was Emily Murphy in 1930	True	False

Questions

Answer the questions below using evidence from the text.

1) What do you think Sankey meant by the statement, "the exclusion of women from all public offices is a policy more barbarous than ours"?

2) How did the Famous Five impact the history of Canada? How might Canada be different now if they hadn't stood up to the government?

Dialogue

Write what the dialogue might be between Judge Emily and the Privy Council.

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Put the steps of the Famous Five's fight in order: Number 1-5.

	The women collected signatures from people across Canada.
	The women took their case to the Privy Council in Britain.
	Emily Murphy was told women couldn't be senators.
	The women took their case to the Supreme Court of Canada.
	Cairine Wilson became the first female senator in 1930.

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Working-Class History

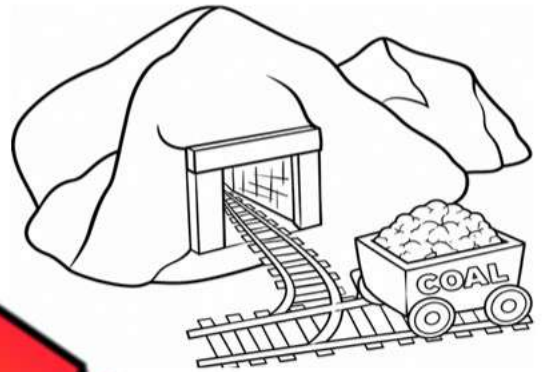
Working Class

The working class are people who work in manual labour or industrial work. The working class grew as more and more factories opened, requiring employees to work in them. The working class were looking for wage-paying jobs.

The population of Canada was rising due to immigration. From 1901 to 1911, the population grew by 34% as almost 2 million immigrants came to Canada. The rise in immigration led to more competition for jobs, which meant working conditions were poor.

Working Condition

Coal mining was one of the largest industries for the working class. Coal was used for fuel for steam powered machines, to heat homes, and for heating food and urban homes.



Workers in coal mines would spend each day hunched over and crawling, with no chance to stand up or stretch. They were underground in mines that were hot and damp. The musty coal-infested air had methane in it as well, which was dangerous to breathe all day. In addition, this mixture of air was flammable, which meant explosions happened from time to time. The mines needed to be properly ventilated, but this was often not done.

Another important industry in the early 1900s was the making of textiles. For these workers, a typical 10-hour day ran from 7:30 am to 5:30 pm, six days a week. The half-hour lunch break was unpaid. The working conditions in the factories were strict. Employees were not allowed to sit down on the job, talk to other employees, work slowly, or make mistakes. If they did, money was deducted from their wages.

Urban Poor

Working in these industries did not pay well. An average worker would earn \$1.75 for a 12-hour day, six days a week to make \$550 a year. This amount of money could not feed a family, which meant both parents needed to work, and often children worked as well. There was not enough money for extras – no recreational activities, house furnishings, or savings.

Questions

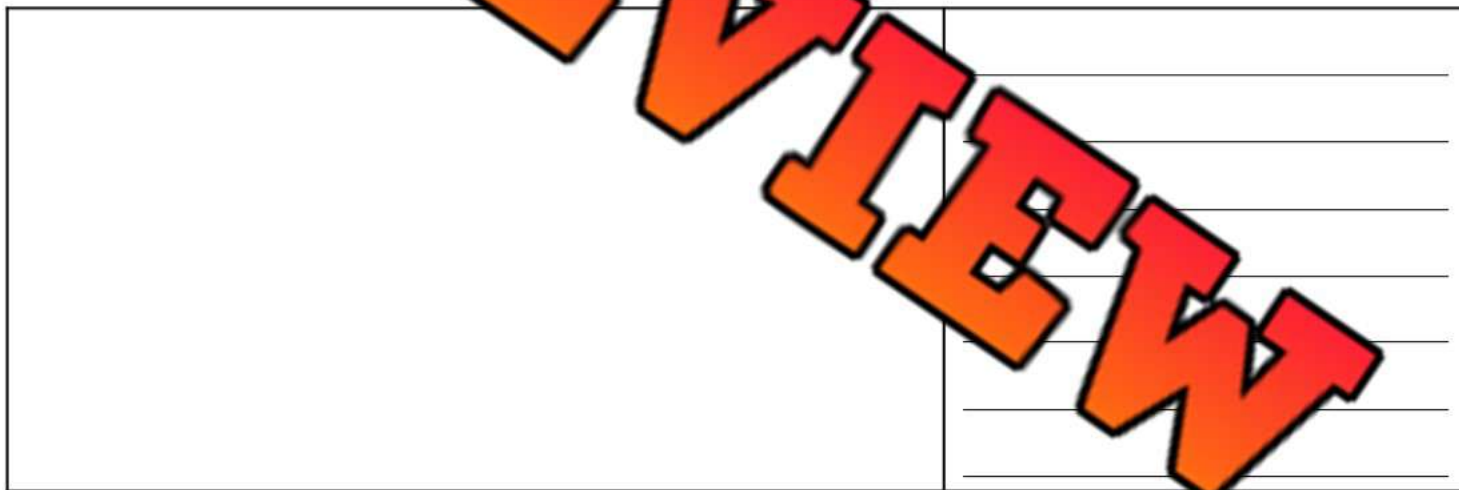
Answer the questions below

1) What were the working conditions like for the working class?

2) Were the working class making a lot of money? Explain.

Visualizing

Draw what you picture while you were reading. Explain the picture

**Multiple Choice**

Circle the correct answer

1) The working class worked how many days a week?	5	6
2) The working class worked how many hours a day?	8	10
3) The working class made an average of how much a day?	\$1.25	\$10
4) Many working class people were...	Rich	Poor
5) The conditions in underground coal mines were...	Comfortable	Terrible

Working Class – Men and Women

Men and Women in the Working Class

By the end of the 1800's, women were finding jobs in the textile and clothing industries. Most of the paying jobs for women involved household services, like cooking and cleaning. Industrialization was changing things and women began finding jobs in factories.

In 1901, 53% of all Canadian females were working in the labour force, compared to 78% of all men. Check out the breakdown of the labour force by job and gender.

Total – All Jobs				
Years	Total	Males	Females	
1911	2,517,100	2,358,519	366,629	13%
1901	1,782,000	1,544,050	238,571	13%
1891	1,100,000	936,000	196,009	12%

Total – Professional (Teachers, Nurses, Etc.)				
Years	Total	Males	Females	
1911	173,222	80,249	92,973	54%
1901	85,590	42,387	43,203	47%
1891	58,893	33,184	25,709	44%

Total – Factory Workers				
Years	Total	Males	Females	
1911	933,577	689,890	243,687	26%
1901	663,755	498,102	165,653	25%
1891	543,560	392,911	150,649	28%

Total – Farmers				
Years	Total	Males	Females	
1911	929,847	913,067	16,780	1.8%
1901	715,528	706,627	8,901	1.2%
1891	734,122	722,021	12,101	1.6%

True or False

Is the statement true or false

1) The number of total workers increased the most from 1891 to 1901	True	False
2) The number of total workers increased the most from 1901 to 1911	True	False
3) There were more female professionals than males in 1911	True	False
4) There are more female workers than male workers from 1891 to 1911	True	False
5) Only 13% of the total workforce was female in 1911	True	False

Question Answer the questions below

1) Why do you think all of the farmers were men from 1891 to 1911?

2) The percentage of females working in factories increased from 1901 to 1911. Which occupation (jobs) does it look like the females switched to?

Reaction

Interpret the data and write three conclusions you can make about it

1)	
2)	
3)	

Workers in Canada – Labour Unions

Work In Canada

After World War 1 in 1919, the Canadian soldiers returned home to find limited opportunities to work. The working conditions were rough, and the wages were low. There were no rules on how employers treated their employees, which made the working conditions unfavourable.

One Big Union

In March 1919, labour delegates from across western Canada met in Calgary to form the "One Big Union". Their plan was to overthrow Canadian capitalism by stopping big business owners from making absurd profits. They knew if they could get the workers of these businesses to demand more money, the owners would have to share more of their profits.

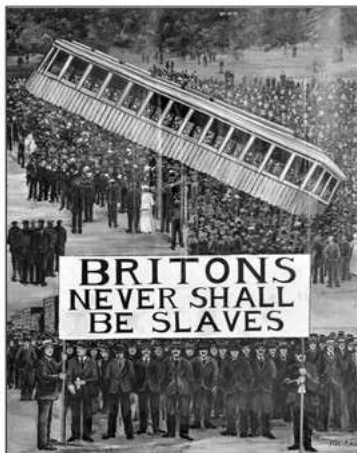


Winnipeg General Strike

In Winnipeg, workers began to organize and were encouraged to unionize. Forming a **union** means that a collection of workers for a business work together to demand fair wages and working conditions. If the conditions are not met, they **all** refuse to work. A union only works if all members agree and work together! Once the machine shop went on strike, all the workers walked off their job.

Word spread around Winnipeg about the machine workers' strike, which led to other workers also striking. Within a couple more days, virtually the entire working force, including the firefighters and police in Winnipeg, had joined the strike. To send a message to business owners to improve working conditions and wages, a total of 30,000 to 35,000 workers went on strike. These strikes are now known as the **Winnipeg General Strike**.

The General Strike was mostly non-violent, however, on June 30, 1919, the Northwest Mounted Police were called in to put a stop to the striking. They faced a crowd of strikers beating them with clubs and firing weapons. 30 were injured and one was killed on that day, which is now referred to as *Bloody Saturday*.



The Result

The rich wealthy elite tried to fight back against the general strike by hiring their own police force of militia to keep order in the city. Eventually, the workers gave up on the fight, and returned to work.

The business owners who were now worried of future strikes, decided to improve working conditions and wages. The Winnipeg General Strike improved working conditions for millions of people across Canada.

True or False

Circle whether the statement is true or false.

1) Factory owners were keeping most of the profits to themselves.	True	False
2) Working in factories was easy and you were paid well for the work.	True	False
3) A labour union means all the workers demand fair working conditions.	True	False
4) Striking is something a union can do to get fair working conditions.	True	False
5) In Winnipeg, 30 to 35 thousand workers went on strike.	True	False

Questions

Answer the questions below using evidence from the text.

1) What happens when a union decides to strike?

2) How did the Winnipeg General Strike work conditions across Canada?

Short Answer

Write the correct answer to each question.

1) What year did the Winnipeg General Strike happen?	
2) What is the name of the day when the police attacked the strikers?	
3) What city did the General Strike happen in?	
4) What group used clubs and weapons to stop the strike?	
5) What was the name of the large worker group formed in Calgary?	

Home Children

Who are the Home Children?

The Home Children were a group of over 100,000 kids who were sent to Canada from Britain from 1869 to the late 1930s. Britain sent their orphaned, abandoned and pauper

children to Canada for two reasons. One, so they could help Canadian farmers develop their land, so they could have a chance at a better life. The Canadian farmers welcomed these kids because they were a cheap source of labour.

How Were They Treated?

When the children arrived in Canada, they were sent to distributing and receiving homes. After that, they were sent to farms in rural areas. Many of the children



were often treated poorly and abused. They were forced to work long hours for little pay and not compensated fairly. Others found great success in Canada and enjoyed their new life, but many found their living conditions in the slums of the cities.

Off to a better life in Canada — perhaps

MARJORY HARPER writes about the mixed fates of the 100,000 or so British children shipped to the dominion by philanthropic bodies such as Quaker's and Barnardo's Homes in the years between 1870 and 1930.



William Courtenay on board ship with a party of girls bound for Canada.

Problems with the Home Children Program

While the Canadians believed these children were orphans, only 12 percent actually were. The British Home Child Advocacy and Research Association (BHCARA) was responsible for the program that sent these children to Canada. Many of the children that were sent to the program came from families that had fallen on hard times – had a sick parent or a parent who had just died. The families sent their child thinking it was a temporary solution, but it was not. Many parents went back to the program to get their child but found out that they had been sent to Canada forever.

Some of the children would run away, some died from ill-health or injuries resulting from neglect and abuse, and some committed suicide.

Name: _____

125

True or False

Circle whether the statement is true or false.

1. Canadians believed they were getting orphaned children from Britain	True	False
2. Most of the children were orphans	True	False
3. Most of the Home Children were accepted into families and treated well	True	False
4. Many of the Home Children were over worked and hated their new life	True	False
5. The program helped Canadian farmers get cheap labour from kids	True	False

Question

Answer the questions below using evidence from the text.

1) Why did some children come to Canada? Why did they come to Canada?

2) Do you think the Home Children program was fair? Why or why not?

Describe

What would you feel if you were one of the home children in this picture?

Home Children Travelling To Canada



The Runaway – Underground Railroad

The Runaway

This picture was used by people in the south as a stereotypical version of the **Runaway Slave**. It was posted in the newspaper to raise awareness to the local people that they may see slaves trying to escape. The picture offered a reward to anyone who caught a Runaway Slave.

The image was used to scare people and make them think runaway slaves were dangerous. It showed a man carrying a stick and a bundle on his back. It looked like he was hiding something. The image made it harder for people to get help when they saw a runaway slave trying to escape to freedom in Canada.



Questions

Answer the questions below using evidence from the text.

1) What questions or wonderings do you have about this picture?

2) Why would the slave owners in the south post this picture in the newspaper? Why would they offer a reward?

Harriet Tubman – Underground Railroad

Harriet Tubman Facts

- Tubman's grandmother arrived on a slave ship from Africa. Harriet was born a slave.
- In 1849, Harriet escaped to Pennsylvania, which was a free state.
- She used a network of routes known as the **Underground Railroad** to escape. The Underground Railroad was not a real train it was a series of routes with helpers called conductors. Safehouses called stations used to help fugitive slaves to escape to free states.
- She made 19 trips over the course of 10 years as a conductor on the underground railroad and freed over 300 slaves as she guided them or gave them specific instructions as to how to escape.
- She usually worked during the winter months to avoid being seen.
- She carried a handgun for self-protection.
- She was never captured, nor were any of the slaves she helped.
- More than 100,000 slaves were freed and 30,000 of them moved to Canada.
- The *conductors* of the railroad risked being harmed if they were caught.
- If a slave was caught even in states where slavery was illegal they were sent back to their owners in the South.



Questions

Answer the questions below.

1) What is your opinion on the Underground Railroad? What surprises you?

2) What questions do you still have about the Underground Railroad?

Quote

Harriet Tubman Quotes – Describe her feelings.

"There are two things I've got a right to, and these are, Death or Liberty – one or the other I mean to have. No one will take me back alive; I shall fight for my liberty, and when the time has come for me to go, the Lord will let them, kill me".

"I had crossed the river as free; but there was no one to welcome me to the land of freedom. I was alone in a strange land; and my home after all, was down in Maryland; because my father and mother, and brothers, and sisters, and friends were there. But I was determined that I should be free."

True or False

Circle whether the statement is true or false.

1) Harriet believed that liberty was worth dying for if needed.		False
2) She was afraid to fight back during her escape from slavery.	True	False
3) Tubman said no one could ever take her back alive.	True	False
4) She trusted strangers would greet her when she became free.	True	False
5) Most of the trips she made were during the summer.	True	False
6) Harriet never got caught and neither did those she helped.	True	False
7) Harriet Tubman helped over 30 slaves escape to freedom.	True	False
8) Tubman believed God would protect her during dangerous times.	True	False

Unit Test – Inequalities and Discrimination

Multiple Choice

Circle the best answer. Only choose 1 answer!

1) The Bessemer Method allowed for the creation of...

- a) Clothing
- b) Steel
- c) Brick
- d) Glass

2) When employees work together to demand fair wages and better working conditions...

- a) Labour team
- b) Labour squad
- c) Labour union
- d) All of the above

3) How many children were sent to Canada from which country?

- a) China
- b) Britain
- c) France
- d) Ireland

4) What were the segregation laws called?

- a) James Crow Laws
- b) Jim Crow Laws
- c) John Crow Laws
- d) John Crow Laws

5) Where did many Black Loyalists move?

- a) Birchtown
- b) Halifax
- c) Vancouver
- d) Kingston

6) Which group was paid the most?

- a) Women
- b) Men
- c) Men
- d) They were all paid the same

Define

What do the terms below mean?

Term	Definition – What does it mean?
Suffrage	
Industrial Revolution	

Short Answer

Answer the questions below – Each question is worth 3 marks

1) Who were the Famous Five? What did they fight for?

2) What does reconciliation mean? Why is it important?

3. What is segregation? What are some examples of segregation?

Long Answer

Answer the question below – Each question is worth 5 marks

What were the working conditions like for people working in factories around the year 1900? How were conditions different for men and women? Did you think they were fair? Why or why not?

Canada and the Global Community

What is the Global Community?

The **global community** is how all of the countries of the world are connected with each other. It is helpful for countries to stay closely connected to the global community so they can work together to make life on Earth better for everyone.

Canada is part of the global community the same way that your class is part of your school community. Think about how your class participates in your school community. Do you help others? Do you follow the rules of the school? Do you participate in activities with others? Canada participates with other countries in the global community in similar ways.

How Canada Participates in the Global Community

Canada is a powerful country with a strong economy, advanced society, and high standard of living. Canada participates in the global community in the following ways:



1. Trade with other countries

Canada has grown its economy through trade with other nations. We have also gained access to things we wouldn't have if we didn't trade (example: fruit all year round).

2. Through military alliances

Canada belongs to military alliances that make our country stronger. If one country were to get attacked, the other countries in the alliance would come to their defense.

3. To help developing countries with problems they are facing (e.g. poverty, inequality)

Other countries around the world do not have the same strengths that Canada has. Some have extreme poverty where people cannot afford food or even water. Canada belongs to organizations that help these other nations.

4. Sharing information to improve technologies and health-care in Canada and the world

If another country invents a technology that we want access to, Canada has the relationships with these other countries to get the technology from them.

Questions

Use information from the text to support your answer.

1. What is the global community? Why Does Canada participate in the Global Community?

2. How does Canada benefit from taking part in the global community?

Multiple Choice

Circle the correct answer.

1. Canada is part of the _____ community.	global	local
2. Countries in the global community _____.	work with each other	ignore each other
3. Canada helps _____ countries.	developing	developed
4. Alliances mean _____.	support	competition
5. Canada gives _____ to others.	aid	taxes

True or False

Circle whether the statement is true or false.

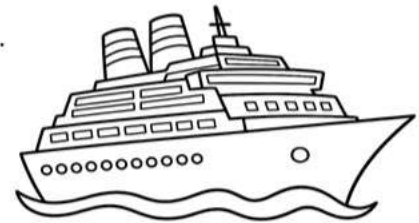
1) Canada is a powerful nation with a strong economy and advanced society.	True	False
2) Canada benefits from being a part of the global community.	True	False
3) Canada is not interested in trading with or helping other countries.	True	False
4) Canada has military alliances with other countries that keep us safe.	True	False
5) Canada keeps their latest technological advancements a secret from other nations.	True	False

Canadian Imports/Exports

Overview

Canada is a major player in the global economy. We have numerous trading partners that we import from and send exports to. An **import** is something we buy from another country and bring into Canada. An **export** is something we manufacture here in Canada and send to another country. Due to our physical geography and our climate, we have the need to import certain things to Canada. For example, certain fruits need to be imported to Canada because they cannot be grown here all year round.

One of our physical geography is one of our strengths as we have access to rich oil fields, and vast oceans and waterways. These are excellent resources to trade with other countries.

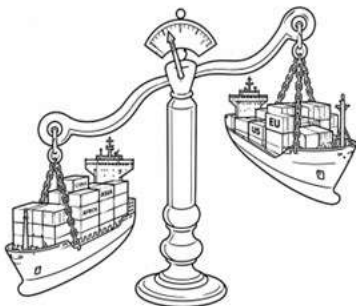


Imports

Canada imported over \$458 billion worth of goods and services in 2018. That is a 6% decrease from the year before. Canada's top imports are: (1) vehicles, (2) machinery/computers, (3) mineral fuels and oil, (4) plastic, and (5) medical equipment. 58% of Canada's imports come from the USA and Mexico, 21% from Asia, and 13% are from European countries.

Exports

In 2018, Canada exported \$449 billion worth of goods and services to other countries. 76% of the exports went to the USA and Mexico. 12% went to Asia and 8% to Europe. Canada's top 5 exports are: (1) fuel and oil, (2) vehicles, (3) machinery and computers (4) gems and precious metals, and (5) wood.



Trade Balance

Trade balance between imports and exports is crucial. Spending too much money on imports is not good for Canada because that is money going to other countries. We need to sell our exports to other countries to bring more money into our economy.

Name: _____

142

Curriculum Connection
6.6

True or False

Circle whether the statement is true or false

1. An import is an item that is sent to Canada	True	False
2. An export is an item that is sent to Canada	True	False
3. Canada's top import is oil	True	False
4. Canada's top export is oil and fuel	True	False
5. In 2018, Canada had higher imports than exports	True	False

Question

Answer the questions below using evidence from the text

1. How does our physical geography and climate impact our imports and exports?

2. What is a trade balance? Why is it important to have a similar number of exports and imports for our economy?

Fill in the Blanks

Write your answer on the blank line

1. Canada imported more than \$_____ billion in 2018.
2. Canada has rich oil fields, thick forests, and vast _____.
3. The trade balance is between imports and _____.
4. Canada's top trading partners are the USA and _____.
5. Canada's third largest trading partner is _____.

When countries trade with each other, everyone wins. One country usually receives money in the transaction while the other country usually receives a product or service. Trading with other countries earns Canada money and it brings new things to Canada that we don't make here ourselves.

Definitions

What do the trading terms below mean?

	Definition (What does it mean?)
International Trade	
Import	
Export	
Tariff	
Good	
Service	
Free Trade	

Many countries around the world are good at producing certain things. When that is the case, it is likely that they will export those things more.

On the other hand, if a country cannot easily produce something their citizens need or want, they will import these things more often. For example, the growing season in Canada is shorter than Mexico, which means we import a lot of fruits and vegetables from Mexico.

Definitions

Learn more about the top products Canada imports and exports

Look up Canada's top 10 imports and exports. Write down the first 5 from the list. Include the percent of total imports/exports if available.

	Product Groups	% of Total Imports/Exports
Top 5 Imports	1)	
	2)	
	3)	
	4)	
	5)	
Top 5 Exports	1)	
	2)	
	3)	
	4)	
	5)	

International Trading Partners Imports

Name: _____

Canada imports products from all over the world, but the majority of our imports are from: Europe, USA, China, and Mexico.

1. Find the countries and label them on the map
2. Use the legend to colour Canada's trading partners

Trading Partner	International Merchandise Being Imported per Month
USA	32,632,000,000
EUROPE	5,893,000,000
CHINA	3,693,400,000
MEXICO	1,717,700,000



Value Imported	Colour
30,000,000,000+	
5,000,000,000 -	
30,000,000,000	
3,000,000,000 -	
5,000,000,000	
1,000,000,000 -	
3,000,000,000	

International Trading Partners Exports

Name: _____

Canada exports products to all over the world, but the majority of our exports are sent to: Europe, USA, China, and Mexico.

1. Find the countries and label them on the map
2. Use the legend to colour Canada's trading partners

Country	Partners	International Merchandise Being Exported per Month
USA		37,716,600,000
China		4,270,900,000
Mexico		2,291,300,000
Europe		816,000,000



Value Exported	Colour
30,000,000,000+	
3,000,000,000 -	
5,000,000,000	
1,000,000,000 -	
3,000,000,000	
0 - 1,000,000,000	

CUSMA

Why was the CUSMA created?

The CUSMA (called USMCA in USA) was created to replace NAFTA, which had been in place since 1994. Over the years, some people criticized NAFTA for causing job losses, particularly in the United States, as companies moved their operations to Mexico where labour was cheaper.



Benefits of the CUSMA

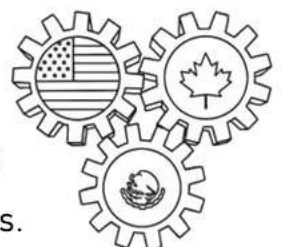
The CUSMA has several benefits compared to NAFTA, including:

- **Automotive industry:** The CUSMA requires that a higher percentage of car parts be made in the United States, Canada, or Mexico to qualify for tariff-free trade. This protects jobs and encourages investment in the automotive industry.
- **Labour rights:** The CUSMA has strong provisions regarding workers' rights and working conditions, particularly in Mexico. This ensures that workers are treated fairly and have safe working environments.
- **Environmental protections:** The CUSMA includes new rules to protect the environment. For example, the agreement promotes conservation of wildlife and ecosystems. It makes overfishing against the law and promotes sustainable resource management.
- **Digital trade:** The CUSMA includes new rules to protect digital trade and intellectual property rights, reflecting the growth and importance of the digital economy.

Drawbacks of the CUSMA

While the CUSMA has several improvements over NAFTA, there are still some drawbacks:

- **Limited impact on job losses:** Although the CUSMA aims to protect jobs in certain sectors, such as the automotive industry, it won't save jobs in other industries. It also doesn't stop our companies from using more automation (robots).
- **Environmental concerns:** Some critics argue that the environmental protections in the CUSMA are not strong enough and that more needs to be done to address climate change and to protect natural resources.



Multiple Choice

Circle the correct answer

1) Which trade agreement is currently in place?	USMCA	NAFTA
2) Which agreement has environmental protections?	USMCA	NAFTA
3) Which economy is growing fast?	Paper	Digital
4) NAFTA and USMCA lead to job losses in USA and	Mexico	Canada
5) Which country pays their workers the least?	Canada	Mexico

Question What are the benefits and drawbacks of the USMCA? Use point form

	Drawbacks

Draw

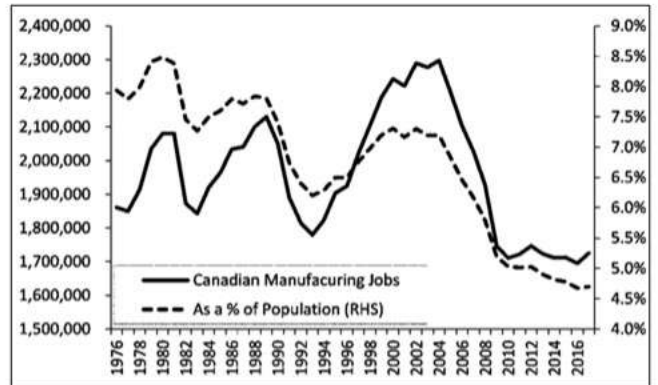
Draw a logo for the USMCA. Explain the logo.

Drawback of International Trade

Loss of Manufacturing Jobs

The manufacturing industry in Canada and other developed countries has declined over the years. Manufacturing means making products in factories.

Canada trades closely with countries such as the United States, Mexico, and China. In Canada, workers earn an average of about \$15 per hour. In some countries, factory workers make much lower wages.



For example:

- In Mexico, factory workers may earn about \$6 CAD per hour
- In China, factory workers may earn about \$7 CAD per hour

Because labour costs are lower in some countries, many companies choose to manufacture products outside of Canada.

As a result:

- fewer manufacturing jobs may be available in Canada
- some factories may close
- workers may lose jobs in certain industries



Supporting Poor Working Conditions in Other Countries

Some countries have weaker worker protection laws than Canada. In certain factories around the world, workers may: work very long hours; earn very low wages; work in unsafe conditions

The International Labour Organization (ILO) estimates that about 28 million people

worldwide are trapped in forced labour today. Some children are also forced to work instead of attending school.

Many companies now try to improve working conditions by following "fair trade" or ethical labour standards. Fair trade helps make sure workers are treated more fairly and safely.

Questioning

Write 3 questions you have about the reading

1)	
2)	
3)	

True or False

Circle whether the statement is true or false

1) Manufacturing jobs in Canada have been in steady decline	True	False
2) It is too costly for businesses in Canada to manufacture products	True	False
3) Canadian businesses can't compete with China	True	False
4) Mexico's manufacturing cost is less than an hour	True	False
5) Manufacturing jobs are mostly in developing nations	True	False

Questions

Use information from the text to supply the answer

1. Why are most manufacturing jobs in developing nations? How do you feel about that?
2. What do you think about the company Bridgehead? Would you spend more on their products knowing they have been traded fairly?

Exchange Rates - Intro

There are 180 different currencies that are recognized in the world. Every currency is valued differently. This means that a lot of money in one currency could be worth very little in another. For example, if you took one dollar in Canadian money to Japan, it would be worth 90 Japanese Yen.

Exchange rates keep track of how much money is worth. A rate compares two or more currencies together, the exchange rate between a Canadian Dollar and a Japanese Yen is 1 CAD = 115 JPY

Part 1 Answer the questions below.



1. Why do you think we have exchange rates?

2. How much do you think a candy bar will cost in Japan? Explain your answer.

Part 2 Convert money between CAD and Yen using multiplication and division

	Canadian Dollar	Japanese Yen
1)	\$1	
2)	\$2	
3)	\$10	
4)	\$50	
5)	\$200	
6)	\$10,000	

	Japanese Yen	Canadian Dollar
1)	¥720	
2)	¥990	
3)	¥3600	
4)	¥5400	
5)	¥9000	
6)	¥900,000	

World Currency Exchange Rankings

Out of the 180 currencies worldwide, each one has their own value. This means that 1 dollar is worth a lot more and a lot less in different currencies. The list below is of the top 10 currencies worldwide.

One value of each currency can be exchanged for the money shown in CAD.

This means for every Kuwaiti Dinar, you could exchange it for \$4.48 Canadian Dollars. If you had 1 US Dollar, you could exchange it for \$1.39 Canadian Dollars.

The value of a currency changes all the time. In fact, currencies change by the second. The strength of a country's economy is determined by the value of their currency. Businesses in a country earn a lot of money and the country will have a stronger economy and therefore, a higher value.

Rank	Currency	CAD Rate
1)	Kuwaiti Dinar	\$4.48
2)	Bahraini Dinar	\$3.67
3)	Omani Rial	\$3.58
4)	Jordanian Dinar	\$2.00
5)	British Pound Sterling	\$1.87
6)	Cayman Islands Dollar	\$1.71
7)	European Euro	\$1.61
8)	Swiss Franc	\$1.67
9)	US Dollar	\$1.39
10)	Canadian Dollar	\$1.00

Part 1

Answer the questions below.

If you could have 100 of any of these currencies, which one would you choose? Explain your choice and how much 100 would be worth.

Part 2

Convert money from other currencies to Canadian Dollars (CAD).

	Money	Other Currency	CAD
1)	\$3	Swiss Franc	
2)	\$5	US Dollar	
3)	\$7	Cayman	
4)	\$10	Euro	
5)	\$20	Kuwaiti Dinar	

	Money	Other Currency	CAD
6)	\$2	British Pound	
7)	\$6	Bahraini Dinar	
8)	\$25	US Dollar	
9)	\$150	Omani Rial	
10)	\$500	Jordanian Dinar	

Organizations for Change

People all over the world are facing inequality that needs to be fixed. There are two types of organizations that are designed to help solve the issues of inequality: Non-Governmental Organizations and Intergovernmental Organizations.

Non-Governmental Organizations (NGO)

An NGO is a group of people who are not affiliated or paid by the government but want to help solve an inequality issue. It is a non-profit organization that's sole purpose is to help people in need deal with issues on the local, national, and international level. Most of the issues they focus on are the environment, and gender inequality.

NGO		Level
Ocean Wise	Protecting oceans and marine life	Local (British Columbia)
Canada Cancer Society	Researching cancer treatments	National
BRAC	The largest NGO that tackles issues related to poverty	International

Intergovernmental Organization (IGO)

An IGO is similar to an NGO because they are both designed to help people in need, but an IGO is connected with the government. This means countries can send government representatives to participate in the IGO if they feel they want to help with the issue. Not all countries participate in every IGO.

Here are some well-known IGOs:

IGO	Issue	Member Countries
United Nations	Maintain peace for all countries and foster relationships between countries	193
NATO	Military alliance between countries – keep peace	32
IPCC	Solve issues related to climate change	195

True or False

Circle whether the statement is true or false

1. An NGO is run by the government	True	False
2. An IGO is run by the government	True	False
3. Ocean Wise is an NGO that helps protect oceans and marine life.	True	False
4. NGO's and IGO's help solve inequality issues	True	False
5. BRAC is the world largest NGO	True	False

Question Answer the multiple choice and short answer questions below

1. Why do these organizations exist? What kinds of inequalities or issues do they help with?

2. Define the terms below

Intergovernmental Organization
(IGO)Non-Governmental
Organization**Activity**

Write whether each description is an NGO or an IGO.

Run by the government to keep the peace	
A group of people try to raise money for a well in Africa	
Canada, the USA, and Mexico join forces to protect their citizens	
A charity raises money for Cancer research	

The G20

Overview

The **G20** stands for group of 20 and is made up of the 20 richest and most powerful countries in the world. The G20 is an intergovernmental organization (IGO). Each country sends government representatives to meet once a year at the G20 Summit to discuss international trade and global issues.



A Powerful Group!

The countries in the G20 have the strongest economies in the world. They make up approximately 85% of the world's total economy. This means that these 20 countries buy and sell more money than is exchanged in the world. They also have 5 to 6 billion people in the world, which means that 175 countries make up the other 15% of the world's total economy. The G20 also makes up 65% of the world's total population.



The G20 Summit

The G20 Summit in 2025 was in Johannesburg, South Africa. The summit was held for countries to improve their international trade. Countries send their representatives to the summit to

G20 Members

- | | |
|------------------|------------------|
| - Argentina | - Italy |
| - Australia | - Japan |
| - Brazil | - Mexico |
| - Canada | - Russia |
| - China | - Saudi Arabia |
| - European Union | - South Africa |
| - France | - South Korea |
| - Germany | - Turkey |
| - India | - United Kingdom |
| - Indonesia | - United States |

making trade agreements that will boost their economies. They also discuss global issues that involve climate change, debt relief, and fair treatment. For example, they talked about helping developing countries that are facing poverty and money problems. They also made plans to support countries affected by climate change and to work together to create a more equal and sustainable world.

True or False

Circle whether the statement is true or false

1. The G20 is an non-governmental organization (NGO)	True	False
2. The G20 makes up 85% of the worlds population	True	False
3. The G20 makes up 85% of the worlds economy	True	False
4. The G20 has the 20 most powerful countries	True	False
5. They meet each year for the G20 Summit	True	False

Questions Answer the questions below using evidence from the text

1. What do countries discuss at the G20 Summit?

2. Why do countries want to be a part of the G20?

Fill in the Blanks

Write your answer on the blank line

1. Countries discuss international trade and global _____.
2. The _____ richest countries meet at the G20 Summit.
3. The G20 Summit in 2019 was in _____, _____.
4. The G20 discuss finance and human _____ issues.
5. The G20 help poorer countries with extreme _____.

Show And Tell: Products From Around The World

Objective

What are we learning about?

Students will bring a product from home that was made in another country. They will use tags or do research to find out where it came from. They will learn how this product connects to Canada's global trade. Students will also learn if it was part of a free trade agreement. Whether the product has environmental or labour concerns.

Materials

What do you need for the activity?

- A product from another country (e.g., snack, clothing)
- Planning page (provided)
- Example presentation (provided)



Instructions

How will you complete the activity?

- 1) Start by showing the example presentation so students know how to talk about their product and explain where it came from.
- 2) Give students a planning page to organize their ideas, such as where it was made, how it got to Canada, and any trade issues.
- 3) Ask students to check product labels or do research with their family to find out the country of origin.
- 4) Have students use the planning page to learn if the product was traded using a free trade agreement and if there were any issues like child labour or pollution.
- 5) On presentation day, students will show their product and explain what they learned about it.
- 6) After each presentation, classmates can ask questions and share comments.
- 7) End the activity with a class talk about how the things we use every day connect us to other countries.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Item Sharing	The student brought a product from home that was made in another country.
Trade and Travel Info	The student explained where the product came from and how it got to Canada.
Fair Trade & Free Trade	The student explained if the product was Fair Trade and if a free trade deal was used.
Global Connection	The student shared how this product connects Canada to another country.
Presentation Skills	The student spoke clearly, looked at the class, and showed confidence.

Example Presentation

Mr. Beast Feastables!

Mr. Beast Feastables!

Hey everyone! Today I brought a Feastables chocolate bar made by YouTuber Mr. Beast. It says "Made in the USA" on the wrapper, but the cocoa beans come from other countries like Ghana or Ecuador, where it's hot enough to grow cocoa.

Canada can't grow cocoa because our weather is too cold, so we import chocolate. This bar was likely shipped here by truck or plane after being made in the States.

I checked the label, and it doesn't say Fair Trade, so, I looked it up. Feastables says they try to make sure farmers are treated fairly, but it's not officially Fair Trade yet. There's no child labour used, which is good.

One cool thing I learned: the chocolate has only 4 ingredients! That's rare.

We don't have a free trade deal with Ghana and our CUSMA deal is being renegotiated with the US and Mexico. This shows how even snacks connect us to the global community!



Planning Page

Answer the questions below.

1) What is your item?

2) Where was your item made?

3) What company made it?

4) How did the item travel to Canada?

5) Why do you think Canada imports this item?

6) Is this country that has a free trade
agreement with Canada?

7) Is your item made of

8) Were there any issues with child labour or
pollution in making this item?

9) What is one thing you learned about the world from this product?

10) What is one interesting fact you found during your research?

11) Would you still buy this item if it was made using child labour or caused pollution? Why?

Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Item Sharing	Item missing or unclear	Item shown but not from another country	Product shown clearly and explained briefly	Product clearly shown and explained with country named
Trade and Travel Info	No info about where or how it came	Basic location or transport mentioned	Clear info about location and how it got to Canada	Clear, detailed info about both travel and origin
Fair/Free Trade	No info about trade types	One trade type mentioned (free or fair)	Both trade types explained simply	Both types clearly explained with research or examples
Global Connection	No connection shared	Some connection shared	Clear explanation of how the item connects countries	Strong connection shared with reflection or insight
Presentation Skills	Very quiet or hard to follow	Spoke a little clearly	Spoke clearly and looked at audience	Spoke clearly, made eye contact, and seemed confident

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Newspaper Article: United Nations

The United Nations Promotes Peace and Human Rights

Published: May 23, 2026

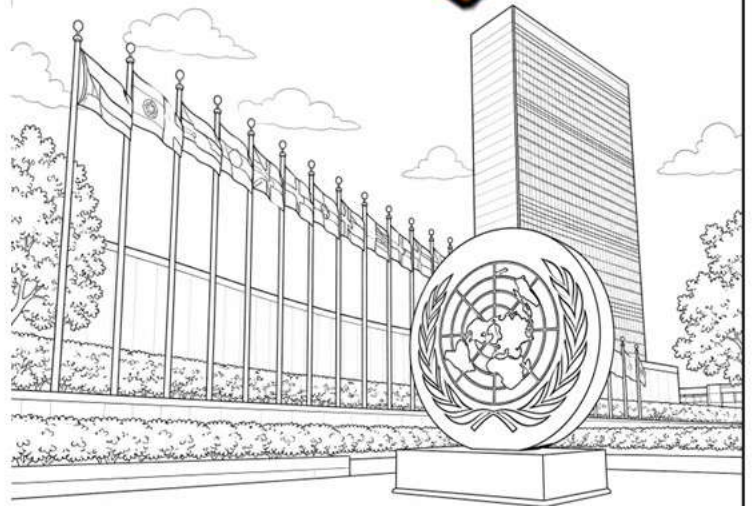
The **United Nations (UN)** is an international organization created in **1945** after the Second World War. Countries around the world came together to prevent future wars and encourage peace. The UN began with only a few countries, but today it has **193 member states** from all over the world.

The United Nations has three major goals: keeping peace, building friendly relationships between countries, and protecting human rights. The organization's headquarters is located in **New York City**. Every September, diplomats from different nations meet to discuss important global issues such as war, poverty, climate change, hunger, and education.

One important role of the UN is peacekeeping. During the **Korean War in the 1950s**, the UN sent soldiers from many countries to help South Korea. The organization also works to improve people's lives by supporting education, healthcare, and children's rights.

The UN created organizations such as **UNICEF**, which helps children around the world receive food, medicine, education, and protection during emergencies. The United Nations also encourages countries to work together through trade and economic programs. In times of natural disasters, wars, and health crises, the UN sends aid and support to countries in need. The organization also works on issues like climate change, hunger, clean water, and disease prevention.

Today, the United Nations continues helping countries reduce poverty, improve human rights, and maintain a peaceful world. It also promotes equality, supports sustainable development, and encourages countries to resolve conflicts peacefully instead of through war.



Multiple Choice

Circle whether the correct answer.

1. UN was created after which major world war ended?	WWI	WWII
2. The United Nations (UN) is what type of organization?	IGO	NGO
3. Where is the headquarters of the United Nations located?	London	New York City
4. During the Korean War, the UN helped which country?	South Korea	Japan
5. UNICEF mainly helps protect the rights of _____.	Children	Soldiers

Question Answer the questions below using evidence from the reading.

1. Why was the United Nations created? What are the 3 main goals?

2. How does the United Nations help people around the world today? Give at least two examples from the article.

Fill in the Blanks

Write your answer on the blank line.

1. Countries send _____ to the United Nations meetings.

2. The UN has _____ main goals.

3. The United Nations headquarters is in _____.

4. The UN had to send soldiers to _____ Korea in the 1950's.

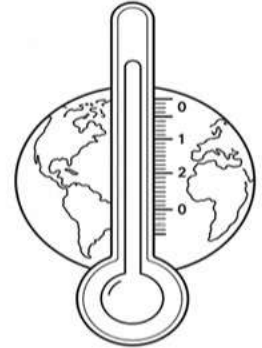
5. The UN created _____ to help children around the world.



Global Issue: Climate Change

Overview

Scientific evidence has shown that our climate has warmed over the last 100 years due to human activity. The everyday actions of our society are creating greenhouse gases that are wrapping a thick blanket around our planet. These actions have major effects that need a global response.



Climate Change: The Science

The burning of fossil fuels to generate energy is the primary reason for climate change. When fossil fuels are burned, the result is carbon dioxide emissions that are called greenhouse gases. These gases rise into our atmosphere and disrupt the carbon cycle. A normal blanket of greenhouse gases is natural as plants and animals' decay and this blanket keeps some heat from the sun's rays from escaping. The problem is the extra carbon dioxide we are producing in vehicles, factories, and power plants is thickening the blanket and keeping more heat on the Earth's surface.

Global Effects

As the planet warms, the glaciers are melting, and sea levels are rising. The environment is unable to adapt to the unpredictable changes in temperature and this causes extreme weather such as hurricanes, tsunamis, droughts, and floods.

Global Response – Paris Agreement

In 2015, all 195 countries in the world realized that climate change needs to be corrected. They agreed to meet in Paris to discuss ways to fix the climate change issue. Each country has agreed that the climate cannot rise above a 2° increase from the normal temperature by the year 2100. Countries submitted carbon dioxide emissions targets that they would strive to achieve. If all countries can hit their targets, the amount of carbon dioxide would be significantly reduced. Countries also needed to submit their action plan for how they will achieve their targets. Some plans included implementing a carbon tax on gasoline to deter people from using too much fuel.



Name: _____

197

Curriculum Connection
6.7

Multiple Choice

Circle the correct answer

1. Burning fossil fuels release what into the air?	CO2	Carbon
2. Carbon dioxide emissions come from?	Vehicles	The Sun
3. Extra greenhouse gases disrupts the carbon...	Emissions	Cycle
4. Climate change refers to the temperature	Warming	Cooling
5. Climate change is causing more	Tsunamis	Glaciers

Questions Answer the questions below

1. What is climate change and why is it happening?

2. What is the Paris Agreement? What did the countries agree on?

Fill in the Blanks

Write your answer on the blank line

- Greenhouse gases create a _____ that keeps heat in.
- As the planet warms, the glaciers are _____.
- The Paris _____ needs countries to reduce emissions.
- Climate change is causing extreme _____.
- Climate change is a global _____.

The World Health Organization (WHO)

What is the World Health Organization (WHO)?

The **WHO** is an intergovernmental organization (IGO) that is part of the United Nations that aims to improve the health of the global community around the world. The headquarters for the WHO are in Geneva, Switzerland and the organization was created on April 7, 1948. There are 194 countries in the WHO.



**World Health
Organization**

The WHO's priorities

- 1) Help countries achieve universal health coverage so that anyone that needs a doctor can.
- 2) Helping countries improve hospitals and health-care systems
- 3) Send essential and high-quality medical products to countries that need them
- 4) Respond to pandemics, diseases that quickly spread out of control.

2020 – COVID-19 (Coronavirus) – WHO's response

Date	WHO's response
Jan 1, 2020	The WHO found out about the COVID-19 virus in Wuhan and setup a task force to help deal with the outbreak
March 11, 2020	The WHO declared COVID-19 as a pandemic
April 22, 2020	The WHO sent over 2.5 million masks to 133 different countries. They also supplied 1.5 million testing kits to 126 different countries.
July 15, 2020	COVAX is started, which stands for COVID-19 Vaccines Global Access. The WHO works with COVAX to make vaccines available for everyone in the world
August 5, 2020	The WHO launched a #WearAMask challenge on social media to spread the word about how and when to use a mask
November 11, 2020	The WHO raises \$360 million US dollars for COVAX to help make vaccines available for less developed countries
March 1, 2021	The First COVAX COVID-19 vaccine doses are given in Africa
April 10, 2021	WHO closed its 100-day challenge for vaccine equity which called on people and organizations to share vaccines equally world-wide

Name: _____

207

Curriculum Connection
6.7

True or False

Circle whether the statement is true (T) or false (F).

1) The WHO's goal is to provide health care equally world-wide.	T	F
2) The WHO's main goal is to ensure that richer nations have access to vaccines.	T	F
3) It is not important that vaccines are available for poorer countries.	T	F
4) COVAX works to ensure vaccines are available for everyone.	T	F
5) The first COVAX vaccine dose was given in the USA.	T	F

Questions

Answer the questions below using evidence from the text.

1) What are the World Health Organization's goals? Why do they exist?
2) How is the WHO responding to COVID-19? What is its main goal?

Questioning

Write 3 questions you have about the reading.

1)	
2)	
3)	

Canada's Response To The Coronavirus

How Has Canada Responded to the Pandemic?

What has Canada done to respond to the Coronavirus? Research below by filling in the table to learn more about the steps the Canadian government has taken to keep Canadians safe from the Coronavirus. Write a short report about your findings.

Categories	What has Canada done in these Categories?
Economic Financial Support	
Travel Measures	
Closing Businesses	
Social Distancing	
Testing and Health-Care	

Military Alliances

What is a Military Alliance?

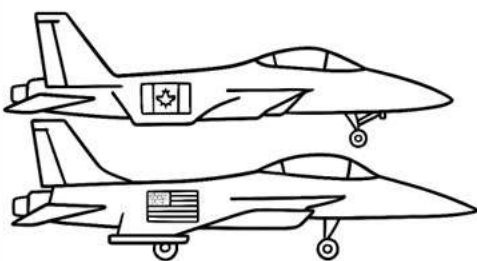
A **military alliance** is when countries team up to support each other in military situations like war or defense. The aim of military alliances are to stop the outbreak of war or conflict between countries.

The following are advantages of participating in a military alliance:

- **Pooled Resources** – Allies in a military alliance can share resources that they may not have on their own. An example of this may be how one country could be setup to build fighter jets and the other country could make the machine guns and they could share resources together. Now both countries are benefiting from pooling their resources.
- **Brings Nations Together** – When nations join a military alliance, they are forced to work together and share information about what is happening around the world. This collaboration strengthens relationships between countries and lessens the chance of war or conflict.
- **Stronger Together** – When countries belong to a military alliance, they are less likely to be attacked because the attacker would know they are joined into with other countries as well. This prevents war or conflicts from happening in the first place.

Canada's Military Alliances – Intergovernmental Organizations (IGOs)

Canada belongs to two very strong military alliances called NATO and NORAD. **NATO** is the North Atlantic Treaty Organization that was formed after World War II between 30 countries from Europe and North America. NATO's purpose is to help stop conflict between countries and guard the freedom and security of its members.



NORAD is the North American Aerospace Defense Command that Canada and the United States organized in 1958. The two countries work together to detect aircrafts, missiles, or space vehicles that might threaten North America. They use sensors to detect motion in the airspace.

True or False

Circle whether the statement is true or false.

1) NATO and NORAD are IGOs.	True	False
2) Military alliances make countries stronger together.	True	False
3) NATO is a military alliance between the USA and Canada.	True	False
4) NORAD protects the airspace surrounding North America.	True	False
5) NATO has 29 countries in it.	True	False

Questions

Answer the questions below using evidence from the text.

1) What are the benefits of military alliances? What are the benefits of military alliances?

2) Which two military alliances does Canada belong to? How do they protect Canada?

Word Search

Find the words in the wordsearch.

NATO	NORAD
Airspace	Stronger
Military	Alliance
Intelligence	Command
Defense	Security
Together	Peace

L N D O F N S E C U R I T Y H D N
 F Y D Z F R P B D X G R I A E O T
 I N T E L L I G E N C E U D I H R
 H K R E Y A L L I A N C E N S R E
 A I R S P A C E M I L I T A R Y G
 E K N N D A D Q B M W X U M X A N
 C Q E E T O G L B Q C D F M D N O
 A Y Y F H F K Y G J Q Y J O H U R
 E M B E W S O N O R A D Z C B E T
 P Y B D R T N A T O G E T H E R S
 T I H Q S J P T Y Q J I Q K Y R H

Directions

Label the following descriptions based on what alliance it falls under.

United Nations Military Alliance

The United Nations is another military alliance that was formed after WWII. It has 193 countries in it and its main purpose is to stop war from ever starting as opposed to other military alliances that could be used to attack.

Description	NATO/NORAD/UN
1) Was formed in 1949 in response to WWII	
2) Monitors and defends the airspace between the USA and Canada	
3) Formed in response to WWII	
4) Alliance has 29 member countries	
5) As part of the alliance, this alliance protects the USA and Canadians who live in the area	
6) If one of the member states is attacked, the others must come to their aid	
7) Alliance has 193 countries in it	
8) Founded in 1957	
9) Main role is to stop conflict/fighting between countries and people	
10) Uses satellites and radar to detect movement in the air and has fighter aircrafts ready if necessary	

Questions

Answer the questions below.

1) What is Canada's role in these alliances? What do they do?

2) Why is it important for Canada and other countries to belong to alliances?

Directions

Colour the picture to show how NATO, NORAD, and the UN help protect Canada.

*Canada is protected by alliances like **NATO, NORAD**, and the **UN** working together for peace.*



Non-Governmental Organization (NGOs)

What is an NGO?

An **NGO** is a non-governmental organization, which means they are not a part of the government. NGOs are a group of people who work together to raise money to solve a problem. Often, the problem relates to inequalities we see in our lives. Here are some common problems that NGOs try to solve:

- Poverty
- Hunger
- Child labour
- Exploiting the environment
- Violence
- Gender inequality



Goals of NGOs

To solve many of these problems, NGOs need money. Therefore, the main goal of NGOs is to raise money. NGOs will often raise money for the problem they are trying to help solve. They may run commercials on TV to show how the problem is. At the end of the commercial, an NGO often explains how we can help by donating money.

NGOs are usually non-profits. This means they don't make money for the people working for the NGOs to get rich, but instead they raise money to pay themselves a reasonable salary and to use the rest of the money to solve the problem.

Examples of NGOs and the Problem each NGO is Solving

NGO	Problem
Doctors Without Borders	The natural disasters around the world are harming people. The goal is to provide them with medical attention.
Free the Children	Children are living in poverty and are being exploited. The goal is to free these children by giving them the power to make a change
World Wide Fund for Nature	Our environment is being changed and harmed. The goal is to keep the environment healthy and stop species from going extinct
Cure Violence Global	To reduce the amount of violence in the world by teaching behaviour change methods

True or False

Circle whether the statement is true or false.

1) Most NGOs have rich leaders that run the NGO.	True	False
2) Most NGOs are non-profits.	True	False
3) NGOs need donations that allow them to help people in need.	True	False
4) Poverty is a common problem that NGOs try to help with.	True	False
5) Doctors without Borders provide medical attention to whoever needs it.	True	False

Questions

Answer the questions below using evidence from the text.

1) What is an NGO? How do NGOs exist?

2) What is the main goal of most NGOs? How do they achieve this goal?

Word Scramble

Unscramble the words from the word bank.

Word Bank				
Nonprofit	Poverty	Awareness	Homelessness	Gender
Violence	Donation	Inequality	Environment	Climate

NQTIIAYELU		ONODITNA	
NIEEMOTVNRN		OVTPYER	
LITCEMA		OEEHNSSMSLES	

Role-Play: Disaster Response

Objective

What are we learning about?

Students will act out real disaster situations to understand how Canada helps during global crises. They will learn how the Canadian government, the Red Cross, and NGOs work together to help people after disasters like earthquakes or outbreaks. This activity will help students understand Canada's role in the global community.

Materials

What will we need for our activity?

- Scenario cards (different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How will we complete the activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character or position within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
Voice	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
Actions	Use body movements, facial expressions, and actions that match your character's story.
Stay in Role	Like your character. Don't break role until you're finished.
Teamwork	Be fair and helpful. Take turns and make sure everyone joins.

Scenario Cards Choose one of the scenarios below.

Scenario	Description
1 Haiti Earthquake - 2010	The ground shakes and buildings collapse in Port-au-Prince, Haiti. People are crying and running in panic. A family is trapped under fallen bricks, calling for help. Days later, a Red Cross team arrives. A doctor checks injured children while a volunteer brings water and blankets. In a nearby tent, Canadian soldiers set up a hospital where a woman gives birth. A Red Cross worker talks to a Haitian boy who has lost his family. They help him find his uncle in the crowded camp. Back in Canada, stories are shared, and the government matches every dollar to help more people.
2 Ebola Outbreak - West Africa, 2014	In a small village in Sierra Leone, a boy watches his mother get sick. She has a high fever, and the family is scared. A neighbour rushes to tell the health worker. Later, Red Cross helpers wearing full protective suits arrive. They gently carry the mother to a treatment tent. At the airport, Canadian health officers scan returning travellers. In a clinic, a Canadian nurse gives instructions on handwashing and talks with a girl who lost her parents. A town leader and a WHO doctor argue about keeping the market closed but then agree on new safety rules. Across the ocean, a Canadian lab tests samples and helps develop a vaccine.

Scenario Cards

Cut out the topics below.

Scenario	Description
3 Fort McMurray Wildfires - Alberta, 2016	Smoke fills the sky as families rush to escape the wildfire in Fort McMurray. A mother drives away with her children, leaving everything behind. In Edmonton, a large gym is turned into a shelter. The Canadian Red Cross gives out gift cards, food, and hygiene kits. Volunteers help a boy who lost his father and comfort him with a new stuffed animal. A nurse checks seniors for health problems. At school, students from Fort McMurray meet new classmates and share their stories. Later, helpers return to check houses. One family returns home, but their dog is safe, rescued by fire crews.
4 Syrian Refugee Arrival - Canada, 2015	In a busy airport in Toronto, a Syrian family steps off the plane holding only two bags. They are nervous. A Red Cross volunteer greets them with warm jackets and food. A translator helps them fill out forms with a government worker. A local community group meets them and drives them to a small apartment with donated furniture. The children explore their new home, laughing when they see snow for the first time. Later, the kids visit a Canadian school. A teacher introduces them to the class and gives them a welcome card. One boy gives his extra pencil case to the teacher.
5 Typhoon Haiyan - Philippines, 2013	Waves crash and strong winds rip rooftops off homes in Tacloban. A girl holds her baby brother as water rises in their home. After the storm, people search for missing family members. Days later, Canadian Red Cross workers arrive with a mobile clinic. A doctor gives stitches to a boy injured by glass. A Canadian soldier helps carry bags of rice into a shelter where families sit on mats. A teacher reads to children under a tarp while UNICEF brings school kits. A man finds his wife safe at the emergency centre and cries with relief. In Canada, students sell baked goods to raise money for more shelters.

Scenario Cards

Cut out the topics below.

Scenario	Description
7 Pakistan Floods - 2010	Rain pours down for days in a small village in Pakistan. A father lifts his daughter as water rushes into their home. Villagers climb onto rooftops and wave for help. A rescue boat from the Red Cross arrives, and volunteers help families to safety. In a nearby school building now used as a shelter, a Canadian aid worker hands out food and listens to a woman share how she lost her home. A boy with a fever is brought to a mobile health tent. Later, people gather in a circle as a Red Cross worker teaches how to keep water clean. A truck with Canadian flags delivers cooking supplies and blankets.
8 Ukraine War Refugee Arrival - Canada, 2022	A mother and two children stand at a train station in Poland after fleeing Ukraine. A Canadian worker from the United Nations gives them food and directs them to a refugee camp. After the camp, they board a plane to Canada. At Pearson Airport, a Canadian volunteer greets them with small Canadian flags and a teddy bear. A local family welcomes them to dinner in their new home. At school, the Ukrainian boy shares his story through a translator, and a student gives him a Canada pin. His sister joins his class, remembering home. On the weekend, they video call their family left behind, and everyone in the room goes quiet as they wave.
9 COVID-19 Global Response - 2020 to 2022	Hospitals are full, and people wear masks everywhere. A nurse in Montreal puts on her face shield and gives vaccines at a pop-up clinic. A Red Cross volunteer delivers food to a senior who can't leave home. In a refugee camp far away, a Canadian shipment of vaccines arrives. A doctor from WHO explains how the virus spreads. Kids around the world join online school. In Kenya, a Canadian-funded program gives students tablets and teaches them how to use them. In Vancouver, students create thank-you cards for frontline workers. A tired doctor smiles when she reads one: "You are our hero."

Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
Voice	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
Action	Did not act.	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
Stay in Role	Acted like themselves, not the character.	Acted like the character, but not always.	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Helped a little.	Helped others and worked with the group.	Shared, listened, and helped make the group's work better.

Teacher Comments

	Mark
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Student Comments – What Could You Do Better?

Memory Game – Global Agreements & Organizations

Objective

What are we learning about?

Students will learn about international organizations and agreements by playing a memory match game. Each card will show a name or goal, and students will match it with a definition or Canada's role. This will help them understand how Canada is part of the global community.

Materials

What do you need for the activity?

- Set of Memory Game cards (provided)
- A small table or clear area on the floor



Instructions

How will you complete the activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (provided)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

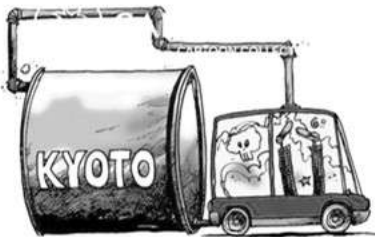
**NAFTA**

North American Free Trade Agreement made trading easier between Canada, Mexico, and the United States.

PREVIEW

**Paris Agreement**

Global promise to fight climate change by reducing greenhouse gas emissions before the year

**Kyoto Accord**

A past global deal to lower emissions; Canada joined in 1998 but later withdrew in 2011.

**United Nations (UN)**

Promotes world peace, human rights, and cooperation between countries; almost every country is a member.

Cards

Memory Game Cards

**World Trade Organization
(WTO)**

Helps countries trade fairly and safely by setting rules and lowering taxes on traded goods.

**World Health Organization
(WHO)**

Supports world health by fighting diseases, sending doctors, and helping countries with healthcare systems.

**G20**

Group of 20 richest countries meet yearly to discuss trade, poverty, and climate change.

**International Criminal Court
(ICC)**

A special court that punishes people for serious crimes like war crimes and genocide.

**North Atlantic Treaty
Organization (NATO)**

Military alliance of countries that protect each other in case of war or serious threats.

Cards

Memory Game Cards

**North American Aerospace
Defense Command (NORAD)**

Canada and the USA work together to detect air or space threats and protect North America.



Helps children around the world by giving food, education, healthcare, and protection from harm.

**Canadian Red Cross**

Supports people during emergencies by providing shelter, food, medical help, and disaster assistance.

**Doctors Without Borders**

Sends doctors and nurses to help people in poor or war-torn countries with medical care.

**Ryan's Well Foundation**

A Canadian charity that builds clean water systems in communities that don't have safe drinking water.

Positions in the Canadian Government

Overview

The government of Canada has 3 levels that employ Canadian citizens to work in roles and positions that make decisions for our country.



Municipal

At the municipal level, the mayor is the leader of the local government. They are elected by the citizens in a first past the post format. They work alongside city councilors who are also elected to make decisions for the city.

Provincial

The provincial government has elections for which a political party will take control of the government. The political party that wins will become the **premier**, who is in control of the provincial government.

Since provincial governments have only one leader, they are split up into ridings. Each riding will have a candidate to win a seat in the provincial parliament. The winner of each riding will become a Member of Legislative Assembly (MLA). There are 87 ridings in BC, therefore there are 87 MLAs.

Federal

The federal government has more positions because it runs the largest government. The prime minister is the leader of the federal government. Citizens vote for a political party candidate in the election and the political party that wins will become the prime minister.

Since the country is so large, the federal government is split into ridings across Canada that have one leader each. The winner of each riding who gets the most votes. They become a member of parliament (MP). The MPs sit in the House of Commons to pass laws.

Senators are appointed by the Prime Minister to review laws and make the final decision on whether to pass a law.

The Governor General is appointed by the Queen with advice from the Prime Minister. The Governor General represents the Queen in the government because she rarely travels to Canada and doesn't take part in much decision making anymore. The Governor General has a lot of duties that are done for symbolic reasons only, including

- Signing bills into law
- Appointing (choosing) Senate members as well as judges in the Supreme Court
- Inaugurating the Prime Minister (welcoming them)



Questions

Answer the questions below using evidence from the text

1) Senators are appointed positions. Do you think it's fair that they are given their job versus needing to be elected? Explain.

2) Why are there many districts and ridings across the country?

Making Connections

Does this connect you of in your life?

True or False

Circle whether the statement is true or false

1. The mayor is the leader of the federal government	True	False
2. The federal government has 338 districts	True	False
3. City councillors are appointed positions	True	False
4. MPP's work for the provincial government	True	False
5. The leader of the winning political party becomes the premier or prime minister	True	False

There are many important positions within our government structure. The people filling these positions are either **elected**, or **appointed**. There are 3 levels of government with positions at each level. This activity will focus on the Federal (country) and Provincial (province) positions.

Directions: Read the roles for each position in our government. Write the letter from the role beside the correct position/job.

**Elected**

Voted in by citizens

Appointed

Chosen by the Prime Minister or Queen/ Governor General

Answer	Positions/Jobs	Role - What they do
	Prime Minister	a) Represents the Queen here in Canada
	Speaker of the House of Commons	b) To maintain order in the House of Commons and ensure everyone is respecting the rules and
	Parliament (MP)	c) Elected representatives of a riding that represent the people in the legislative assembly
	Senators	d) Leader of the government and head of the government
	Speaker	e) Chosen by the P.M. to represent the Senate to pass bills (laws)
	Governor General	f) Prime Minister chooses members of the cabinet to make important decisions for the country
	Member of Provincial Parliament	g) Leader of the political party that comes second in the federal election
	Cabinet Members	h) Elected representatives of a district that represent their area in the House of Commons
	Leader of the Opposition	

Appointed or Elected

Write as many elected and appointed jobs as you can think of

Appointed	
Elected	

Provincial Government Structure

What the Government of BC Looks Like

There are four individuals or groups that make up British Columbia's government. The **Lieutenant Governor** represents the King and is the symbolic head of the provincial government. The **Premier** is the leader of the provincial government and chooses **Cabinet Ministers** from MLAs to help make important decisions.

The final group is the **Legislative Assembly**, which is responsible for representing the people of British Columbia and passing provincial laws.

Premier

The Premier is the leader of the political party that wins the most seats in the provincial election. In 2022, David Eby became the 37th Premier of British Columbia.

One of the Premier's most important jobs is working with the federal government and other provincial governments. The Premier explains BC's goals and priorities to the Prime Minister and leaders from other provinces and territories.

The Premier also helps guide government plans and responds to issues that affect people in British Columbia.



David Eby

Cabinet Ministers

The Premier chooses several MLAs to become Cabinet Ministers. Each minister is responsible for a different department in the government.



Minister of Health
Josie Osborne

In British Columbia, there are ministers responsible for education, health, environment and climate change, transportation, and public safety.

Cabinet Ministers help create government plans, prepare budgets, discuss laws, and work with MLAs to improve services for people in British Columbia.

MLAs

Members of the Legislative Assembly (MLAs) represent the people living in different areas of British Columbia called constituencies or ridings.

MLAs have two main responsibilities. First, they represent the needs and concerns of the people in their communities. Second, they help create, debate, and vote on provincial laws.

When citizens have concerns about schools, healthcare, roads, housing, or other provincial services, they can contact their MLA for help.

Questions

Use information from the text to support your answer

1) What is the role of the Lieutenant Governor?

2) Who are the ministers? What is their job?

Making Connections

What does this remind you of in your life?

Multiple Choice

Circle the correct answer

1. The leader of the winning political party becomes the...	Minister	Premier
2. Cabinet Ministers are each in charge of one...	Department	Province
3. The premier needs to communicate with which level of government?	Municipal	Federal
4. Who does the premier choose for their cabinet ministers?	Mayors	MLAs
5. Which party does David Eby belong to?	NDP	Liberal

Research

Learn about the leaders of your provincial government.

1) Who is the premier of British Columbia?	
2) When did they get elected (or become the leader of the government)	
3) Which political party are they part of?	
4) Who is your Member of Provincial Parliament (MPP) for your electoral district?	
5) What political party do they belong to?	
6) What year did they first get elected to the legislature?	
7) How many electoral districts are there in British Columbia?	
8) How many MLAs are there in British Columbia?	
9) Where does the provincial government work in British Columbia??	
10) Who is the leader of the opposition?	
11) Who is the Minister of Health in British Columbia?	
12) Who is the Minister of Labour in British Columbia?	
13) Who is the Minister of Education in British Columbia?	
14) Who is the Minister of Forests in British Columbia?	
15) Who is the Lieutenant Governor of British Columbia?	

Comparing Governments: Canada vs. USA

Overview

Canada and the USA have governments that share many similarities. Both countries are democratic, which means that the citizens have the power to vote for elected positions. Both countries were once under British rule, however only Canada maintains its connection with Britain. Canada is a constitutional monarchy that is governed by a prime minister and a parliament. The USA is a republic that is governed by a president and congress.

Constitutional Monarchy

A constitutional monarchy is a type of government that has a Monarch. The Monarch for Canada is the King or Queen of the United Kingdom. Right now King Charles III is the "ruler" or head of state of Canada by name only. The true decision makers are elected representatives so that democracy can prevail.



Republic

A republic gives all the power to the president. They are the head of state and the leader of the government. Most would say that the USA is truly democratic because the people in power are always elected by the people. In a monarchy, the leader is the king or queen, and they are not elected.

	Canada	USA
Type of Government	Constitutional Monarchy	Republic
Head of State	King Charles III	President
Government Leader	Prime Minister	President
Government Structure	House of Commons (Elected MP's), Senate (Appointed Senators)	House of Representatives (Elected), Senate (Elected Senators)
Frequency of Elections	Every 4 years, but the Prime Minister can stay in Power if they keep winning elections – No Fixed Term	Every 4 years – The President can only serve 2 terms (8 years maximum)

Questions

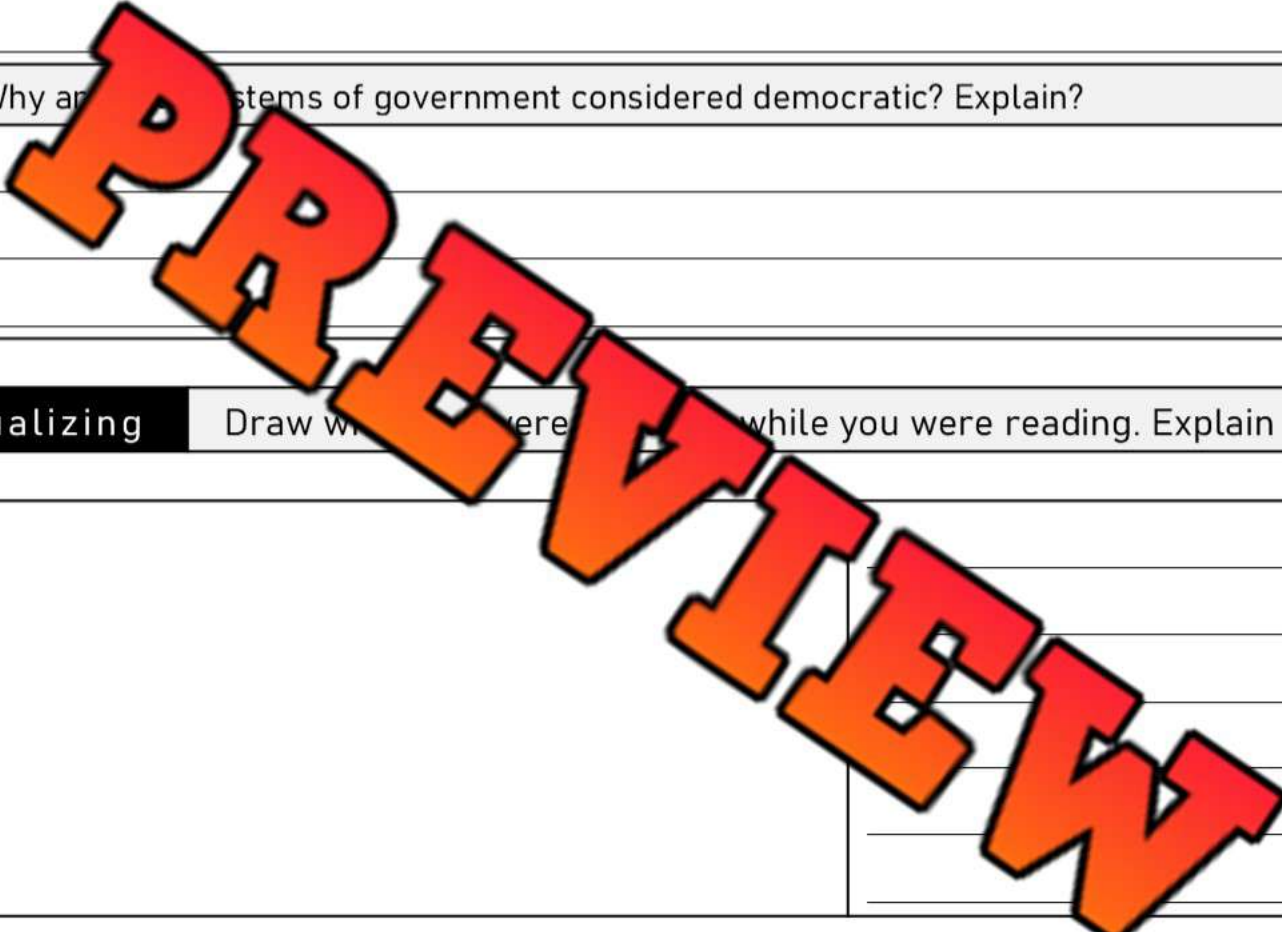
Answer the questions below using evidence from the text

1) Which government system do you think is better? Why?

2) Why are some systems of government considered democratic? Explain?

Visualizing

Draw what you were thinking while you were reading. Explain it.



Multiple Choice

Circle the correct answer

1. The USA has which type of government?	Monarchy	Republic
2. Britain's Monarch is the	Queen	King
3. Canada's head of state is the	Prime Minister	Queen
4. Which government is more democratic?	Republic	Monarchy
5. The USA has an election every	4 years	5 years

Resource Management - Policies

What is Resource Management?

Resource management is about making smart choices to use and protect nature, like land, water, and animals. It tries to balance what people need, the environment, and money.



Canadian Resource Management Policies

- **Forest Care:** Canada has strict rules for cutting down trees. They make sure forests stay healthy by replanting trees and keeping animals and their homes safe.
- **Fishing Rules:** Canada has rules on how many fish can be caught to protect fish and their homes. This stops too many fish from being caught and keeps fish numbers healthy.
- **Water Care:** Canada watches over its rivers and lakes by checking water quality, stopping pollution, and making sure water is used wisely.
- **Animal Protection:** Canada has laws to keep endangered animals and their homes safe. This includes making special areas, like national parks, to protect animals in danger of extinction.
- **Project Checks:** In Canada, before starting a big project like a mine or a dam, companies must study how it could hurt the environment and find ways to reduce harm.

Why is Resource Management Important?

- **It keeps the environment safe:** By taking care of resources, we can lower pollution, protect homes for animals, and stop losing different kinds of plants and animals.
- **It saves resources for the future:** By using resources wisely, we make sure there's enough for everyone now and later.
- **It helps the economy grow:** A clean environment and smart use of resources can create jobs and make money.

Think

Is the scenario a misuse or proper use of natural resources?

1)	A factory gets rid of its dangerous waste in a river	Misuse	Proper
2)	A logging company cuts trees carefully and plants new ones	Misuse	Proper
3)	A builder uses recycled materials, saving new resources	Misuse	Proper
4)	A farmer uses chemical pesticides to ensure their crops grow well	Misuse	Proper
5)	A farmer uses less water and uses less, protecting rivers and nearby.	Misuse	Proper
6)	A logging company takes all trees in a forest without planting new ones	Misuse	Proper
7)	A mining company cleans up and fixes the land after taking minerals.	Misuse	Proper
8)	A builder takes sand from a beach and uses it far away	Misuse	Proper
9)	A power plant uses too much water to cool down its equipment	Misuse	Proper
10)	A fishing company catches only allowed amount and doesn't hurt other species.	Misuse	Proper

Question

Why is it important that we have rules about how we use natural resources?

Name: _____

Date: _____

Unit Test – Government and Organizations

Multiple Choice

/10

1. A product that is sent to another country is called? a) Merchandise b) Import c) Goods d) Export	2. The USA has which type of government? a) Monarchy b) Parliament c) Republic d) All of the above
3. A trade _____ generally reduces or eliminates _____. a) Tax b) Surcharges c) Tariffs d) Sales	4. Which job below is appointed? a) Senator b) Prime Minister c) MLAs d) Premier
5. NAFTA has steadily grown and _____ increased _____. a) Technology b) Communications c) Globalization d) All of the above	6. _____ is an example of which of the following? a) Military Alliance b) Non-Governmental Organization c) Agricultural Organization d) All of the above
7. An NGO stands for _____. a) Non-Governmental Organization b) New-Governmental Organization c) New-Grassroots Organization d) None of the above	8. An IGO stands for _____. a) Intercontinental Governmental Organization b) Intercontinental Governmental Organization c) International Grassroots Organization d) International Governmental Organization
9. Ryan's Well is an example of an _____. a) IGO b) NGO c) Political Party d) Grassroots Organization	10. Which country/region do we trade with the most? a) China b) Mexico c) Europe d) USA

Definitions – What does the term mean (1 mark each) /3

Term	Definition (what does it mean)
NGO	
Tariff	
Public Resource Management	

Short Answer Questions (2 marks each) /6

1) Who are the leaders in the political group? List at least 3 and explain their role.

2) What policies do cities have that help manage its resources? List at least 3.

3) What is the purpose of the United Nations?

Short Answer Questions (2 marks each)

/6

1) Which countries does Canada do most of its trading with? What are they importing and exporting? Why do they trade more with these countries?

2) Describe the Federal government. Name at least three different positions and whether they are elected or appointed. Explain what the role is in each position.

Media – Helping People In Need

What is the Media?

The **media** is any channel of communication – broadcasting, publishing and the internet. Anyone with the internet can post their opinion through their social media, but their audience might not be very large. **Mass media** is the mass communication through mediums like television, newspapers, and online articles.

Mass media has a large audience, meaning a lot of people watch, listen, or read the message through the channel of communication.

How The Media Help People In Need

Many organizations use media to spread awareness of the quality-of-life problems they are trying to help solve. In order for organizations to help people in need, they need to fundraise by asking for money. Generally, these organizations will create a marketing campaign that delivers a message showing how bad the problem is, and how the viewers can help. Check out some examples below.

World Vision

Through many World Vision commercials, Canadians have learned about children in developing countries. The World Vision commercials show children in the developing countries who do not have access to regular food, water, health care, and education. These heartbreaking commercials have helped millions of children become part of families around the world.

United Nations

The United Nations has used celebrities to help spread their important message to more people. In 2013, Katy Perry became an ambassador for UNICEF. In 2014, Emma Watson became the UN Goodwill Ambassador. She is working to promote gender equality with her HeForShe campaign.



When celebrities join organizations, the important message gets delivered to more people because the celebrities have large audiences and are trusted by many people.

True or False

Circle whether the statement is true or false

1) The mass media is when anyone posts an opinion on social media	True	False
2) NGOs use the media to ask for help in solving inequality worldwide	True	False
3) Emma Watson is a global ambassador for the UN	True	False
4) World Vision uses commercials asking people to sponsor poor children	True	False
5) Celebrities increase the size of the audience who hear important messages	True	False

Questions Answer the questions below using evidence from the text

1) Why do NGOs use the media to help people living in poverty around the world?
2) Why do organizations partner with celebrities to help people?

Summarize

A summary is a brief explanation of the reading passage

Media – Coverage and Bias

Current events make up what is happening in the world around us. They are reported on in many different media forms. For example: print media, television, radio, and social media. Finding trustworthy news can be challenging for people!

1) Match the term to the definition to the example by drawing a line

Terms	Definition	Examples
Social Media ☐	A system of transmitting sound through electromagnetic waves ☐	☐ CNN, Global News, CTV News
Television ☐	Any written or pictorial form of communication ☐	☐ Globe and Mail, The Province, Vancouver Sun
Print Media ☐	Web applications that allow users to create and share content in social networking ☐	☐ Twitter, Facebook, Instagram, YouTube
Radio ☐	A system for transmitting visual images and sound that are reproduced on screens ☐	☐ 1130AM, SiriusXM News

In each of these forms of media, bias occurs. Media bias is when the media shares a news story in favour of one side versus the other because of the feelings they have on the subject. Some bias is intentional, while other times, it is unintentional.

How might bias occur in this scenario:

1) The Conservative government owns a newspaper that covers the news. The conservative government has been in favour of cutbacks. How might they report the story? What is the other side of the story?

Forms of Media Bias

1) Media bias can happen in 6 different forms. Try to match the form with the definition.

Answer	Term	Definition
	Bias by omission	a) Putting a news story on the front page versus hiding it on the last page
	Bias by selection of sources	b) Labelling a person an expert to make their argument stronger
	Bias by selection	c) Only choosing stories that help support the views of the media company
	Bias by omission	d) The reporter tells his/her side of the story only
	Bias by selection of sources	e) When investigating a story, only choosing sources that support the same viewpoint as the reporter
	Bias by spin	f) Leaving out important facts of a story when reporting because it doesn't align with the reporter's views

2) Read the following scenarios of media bias that a reporter might be guilty of and label it one of the forms above.

Scenarios	Bias by _____
1. A reporter says Vancouver is the best city in Canada and provides statistics why it is.	
2. A newspaper company hides a successful meeting between Trudeau and Trump on the last page of the newspaper because they are supporters of the Conservative government.	
3. A reporter is investigating why hockey is the most popular sport in Canada, so she interviews only hockey players.	
4. A radio show brings on a so called "expert" to discuss why the world is flat.	
5. The documentary shows many facts why the person might be innocent, however, they leave out why they might be guilty.	
6. A TV news program chooses to air stories of controversy in the Liberal government, instead of the progress they have made.	

World War II

Background – World War II

World War II was a huge war that happened between 1939 and 1945. Many countries fought in it, and it caused a lot of destruction and suffering. This report will tell you about the main events and reasons for World War II.

Causes of the War

- Treaty of Versailles: The harsh rules from World War I made Germany angry and weak.
- Rise of Dictators: Leaders like Adolf Hitler in Germany and Benito Mussolini in Italy wanted more power and control.
- Expansionist Policies: Countries like Germany and Japan wanted more land and resources, leading to invasions.

The Spark: Invasion of Poland

World War II started when Germany invaded Poland in September 1939. This caused the United Kingdom and France to declare war on Germany.

The Big Players

- The Allies: The United Kingdom, the United States, the Soviet Union, China, and many others.
- The Axis Powers: Germany, Italy, and Japan.

Major Battles and Events

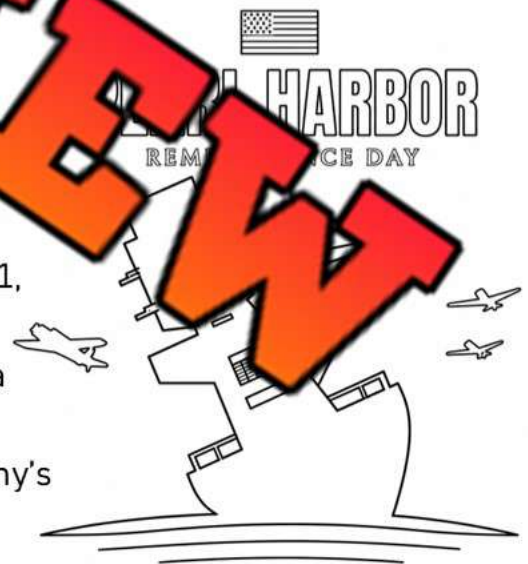
- Battle of Britain: The United Kingdom defended itself against German air attacks in 1940.
- Pearl Harbor: Japan attacked the United States in 1941, causing the US to join the war.
- D-Day: Allied forces invaded France in 1944, starting a big push against the Axis Powers in Europe.
- Battle of Stalingrad: The Soviet Union stopped Germany's invasion in a brutal battle from 1942 to 1943.

The Holocaust

During the war, Adolf Hitler and the Nazis tried to kill all Jewish people in Europe. This terrible event is called the Holocaust, and millions of Jewish people were killed.

The War Ends

In 1945, the Allies won the war. Germany surrendered in May, and Japan surrendered in August after the United States dropped atomic bombs on Hiroshima and Nagasaki.



Questions

Answer the questions below

1) What caused World War II?

2) Who fought against who in World War II?

3) Why was the Pearl Harbor attack important to World War II?

4) How did the war end?

Questioning

Write 3 questions you have about World War II

1)

2)

3)

Genocide – The Holocaust

Introduction

The Holocaust is an example of **genocide**, a terrible event where one group tries to kill many people from another group because they're different. The other group could be a different race, ethnicity, nationality or religion.

Holocaust
Remembrance Day
WE WILL NEVER FORGET



What is the Holocaust?

The Holocaust happened during World War II when Adolf Hitler and the Nazis tried to kill the Jewish people in Europe. They targeted Jewish people because they believed they were "different." The Holocaust is an example of genocide because the Nazis tried to destroy a group of people.

Details about the Holocaust

- **Number of Victims:** The Nazis killed millions of Jewish people and millions of others, like Romani people, disabled people, and others they called "undesirable."
- **Concentration Camps:** Nazis made camps where people were forced to live in awful conditions and work like slaves. Many died from hunger, illness, or overwork.
- **Extermination Camps:** Some camps, like Auschwitz, were used to kill people. Nazis used gas chambers and other ways to kill many people fast.
- **The Final Solution:** In 1942, the Nazis planned to kill all Jewish people in Europe. They tried to keep this plan secret, but the news got out.

Stopping Genocide

- ✓ **Teach kindness:** Learning to accept and respect people's differences can help prevent hate and discrimination.
- ✓ **Stay informed:** Knowing about events around the world can help us recognize warning signs of genocide and take action.
- ✓ **Support organizations:** There are organizations, like the United Nations that work to prevent and respond to genocides.



HOLOCAUST
WE WILL NEVER FORGET

Questions

Answer the questions below using evidence from the text.

1) What does genocide mean?

2) What was the Holocaust?

3) How can we prevent genocide from happening?

Multiple Choice

Circle the best answer.

1) Genocide is the same as war...	True	False
2) Genocide is when _____ group(s) of people is targeted...	One	Many
3) What is an example of genocide?	World War I	Holocaust
4) How many Jewish people lost their lives in the Holocaust...	1 million	6 million
5) What was the name of camps where Jewish people worked as slaves...	Concentration	Extermination
6) Which country caused the Holocaust?	Germany	Russia
7) A genocide is the killing of one nation or _____ of people?	Nation	Group
8) Which group was responsible for the Holocaust...	British	Nazis

Propaganda

What is Propaganda?

Propaganda is information that is created to persuade people to think or act in a certain way. It can be found in different forms, such as posters, movies, speeches, or social media posts. While some propaganda might be based on true facts, it often presents only one side of the story and uses misleading information to make a point.



Examples of Propaganda

- ☐ Political campaigns: These advertisements promote a political candidate or party, sometimes by making their opponents look bad or using exaggerated claims.
- ☐ War-time posters: Governments often create posters encouraging people to support the war effort, sometimes portraying the enemy in a negative light.
- ☐ Social media campaigns: Some groups use social media to spread false information or biased messages to gain support for a cause.
- ☐ Public speeches: Leaders may give speeches with emotive language and strong statements to persuade people to follow their lead.
- ☐ Movies or TV shows: Sometimes, movies or TV shows present a certain point of view or idea in a subtle way, like portraying a specific group of people as villains.

Importance of Critical Thinking

It's essential to think critically about the information you see and hear, especially when it comes to propaganda. Here are some tips to help you:

- ☐ Look for different perspectives: Make sure to check different sources and viewpoints to get a complete understanding of a topic.
- ☐ Question the reliability: Consider the source of the information and whether it is known to be trustworthy or biased.
- ☐ Fact-check: Verify the facts presented in a piece of propaganda to see if they are accurate or misleading.

Explain

Analyze the propaganda and explain the bias and intent of the media

Propaganda**Questions to answer:** What is the Bias? Why was the propaganda made? What are they leaving out?

Explain

Analyze the propaganda and explain the bias and intent of the media

Propaganda

Questions to answer: What is the Bias? Why was the propaganda made? What are they leaving out?



I WANT TO VOTE, BUT
MY WIFE WONT LET ME



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Unit Test – Media and War

Multiple Choice

Circle the best answer. Only choose 1 answer!

1) Putting a news story on the front page versus hiding it on the last page a) Bias by omission b) Bias by placement c) Bias by labelling d) Bias by story selection	2) Only choosing stories that help support the views of the media company a) Bias by omission b) Bias by placement c) Bias by labelling d) Bias by story selection
3) Why did some countries leave their country to join the war to fight other countries a) Nationalism b) Imperialism c) Militarism d) Alliances	4) The Allies in WWI a) Canada, US, France, Russia b) UK, Germany, Russia, and China c) France, Russia, and US d) Germany, France, and Canada
5) Why did the US join World War II? a) D-Day battle b) Bombing of Pearl Harbor c) The Holocaust d) They got paid to join the Allies	6) When did WWI end? a) 1914 b) 1915 c) 1918 d) 1919

Define

What do the terms below mean?

Term	Definition – What does it mean?
Terrorism	
Genocide	

Short Answer

Answer the questions below – Each question is worth 3 marks

1) What is bias in the media? Give examples.

2) What is propaganda? Why is it used? Give an example.

3) Give an example of a terrorist attack that you have learned about. Explain what happened and why it was a terrorist attack.

Long Answer

Answer the question below – Each question is worth 5 marks

Choose either WWI or WWII and explain the cause, who fought in it, the important battles, and how it ended.
