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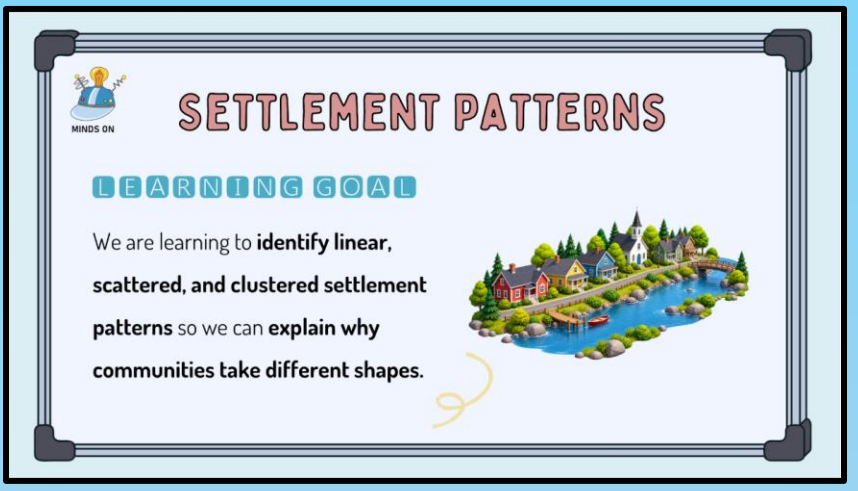
# BC Social Studies

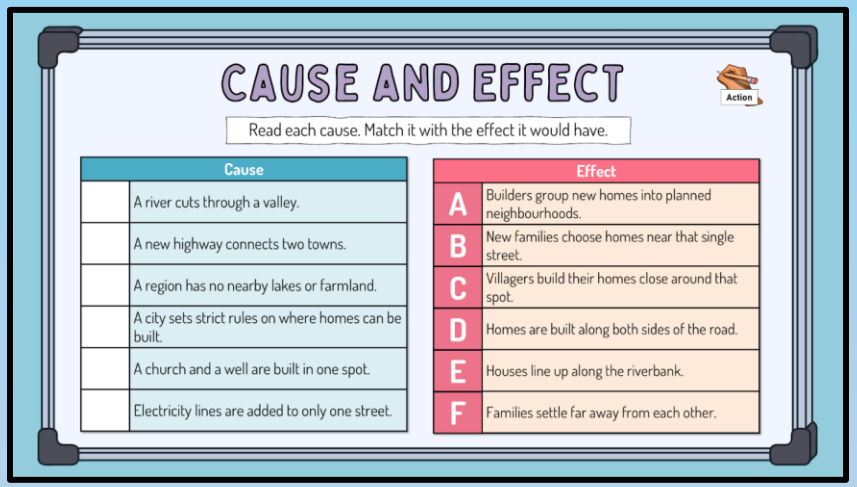
# Global Issues & Governance Unit– Grade 6

# 3-Part Lesson Format

## Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



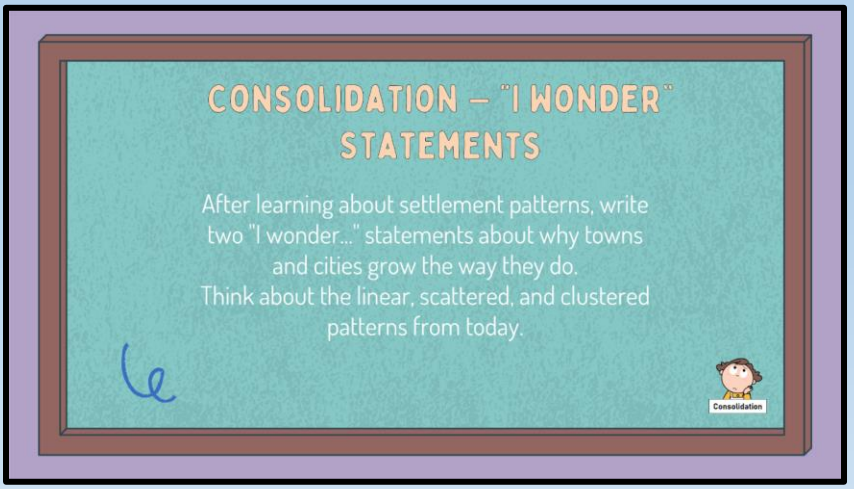




## Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

## Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



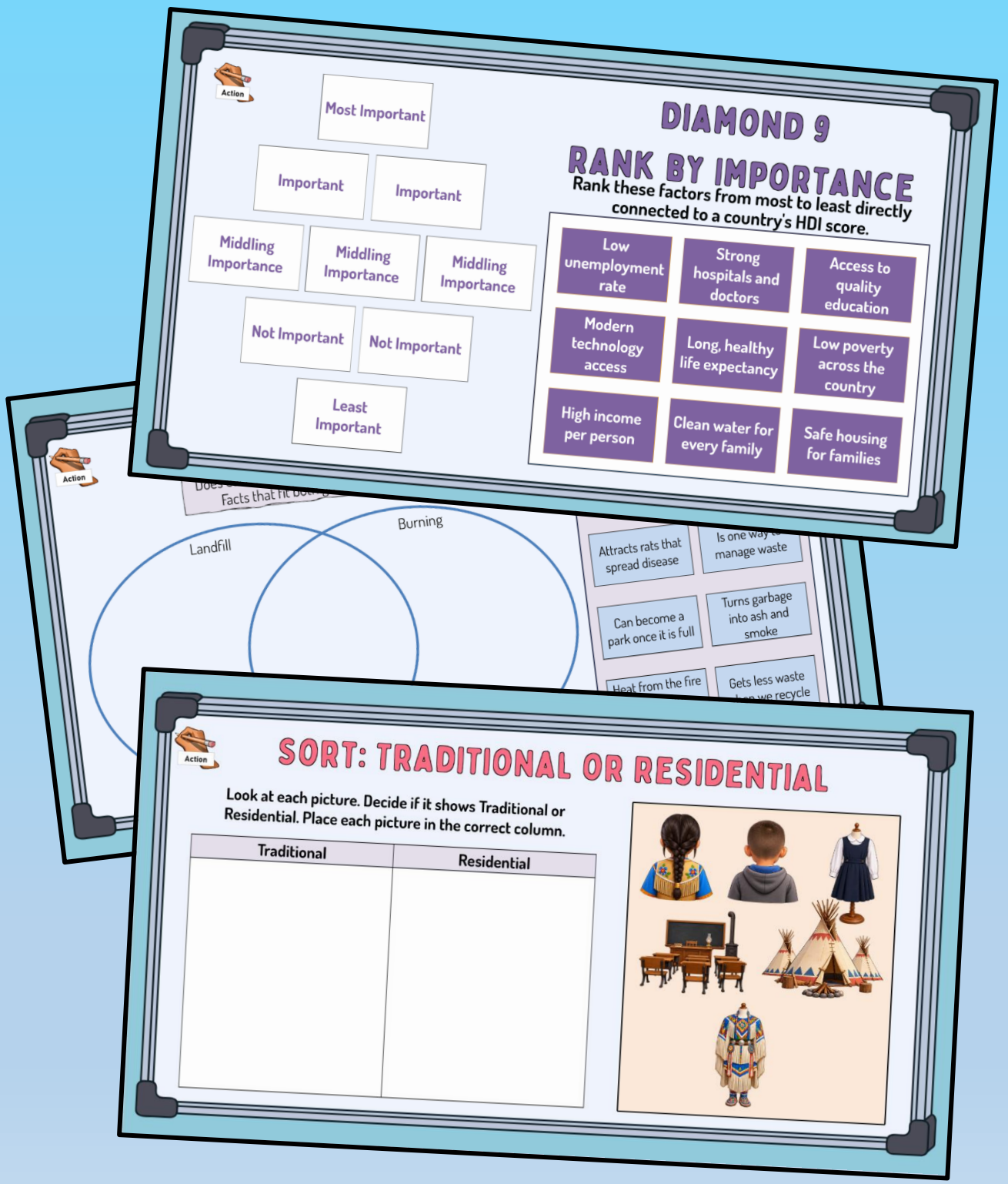
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# Global Issues & Governance Unit– Grade 6



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# Global Issues & Governance Unit– Grade 6



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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.

Preview of 130 pages from this product that contains 494 pages total.


| | Curriculum Expectations | Pages |
|---|---|---|
| 6.1 | | 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 |


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# GLOBAL ISSUES & GOVERNANCE




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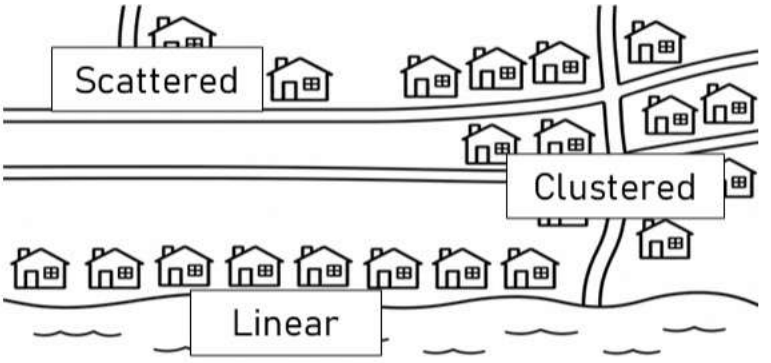
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Curriculum Connection
6.1

# 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 de[illegible] live. Geographers have named th[illegible] spatial patterns.




PREVIEW

1) Lin[illegible] Settle[illegible] [illegible]rn

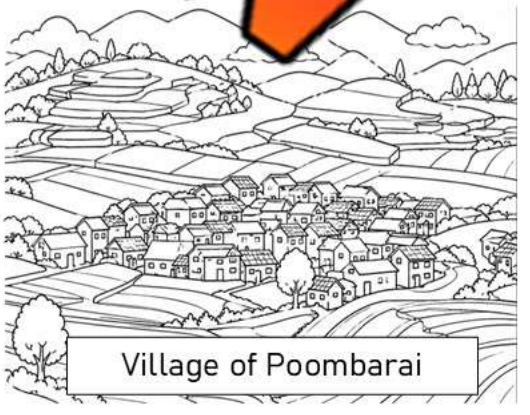
The most basi[illegible] line[illegible]tern. A **linear settlement pattern** means that houses are built in [illegible]ith e[illegible] [illegible] see linear settlement patterns along rivers and canals as well as ma[illegible]ys th[illegible]le want to live along. Houses on both sides of a 2-lane highway on th[illegible]tski[illegible] would be an example as well.

2) Scattered Settlement Pattern

A **scattered settlement pattern** is when houses [illegible]ildin[illegible]e [illegible]d out with no pattern. This settlement pattern is found in rural area[illegible] small po[illegible]ns. The areas that have this settlement pattern do not have natura[illegible]ourc[illegible]tion that people would want to live near. Instead, people live far away [illegible]

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.




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6.1

## 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 rur houses have large farmlands | Linear | Scattered | Clustered |

## Examp

Give of people you know that live in each settlement pattern

| | |
|---|---|
| **Linear** | |
| **Scattered** | |
| **Clustered** | |

PREVIEW

## Draw

Draw your own diagrams that show the different se tterns

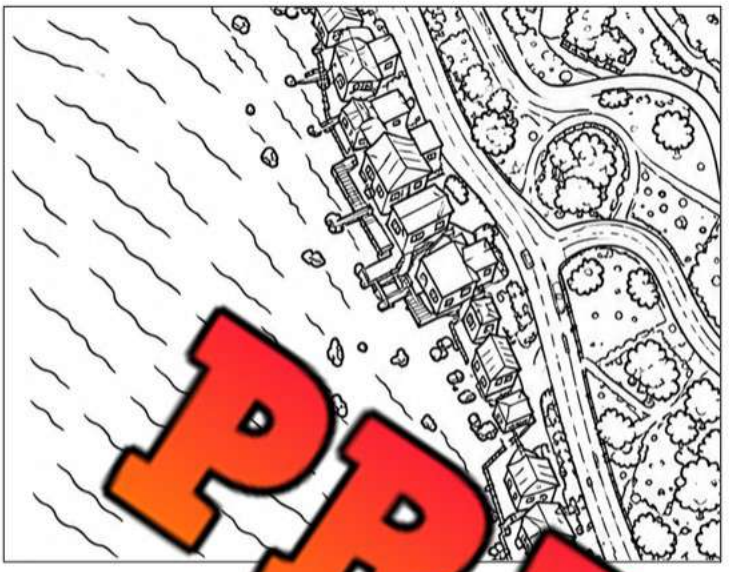
| | | |
|---|---|---|
| | | |
| **Linear** | **Scattered** | **Clustered** |

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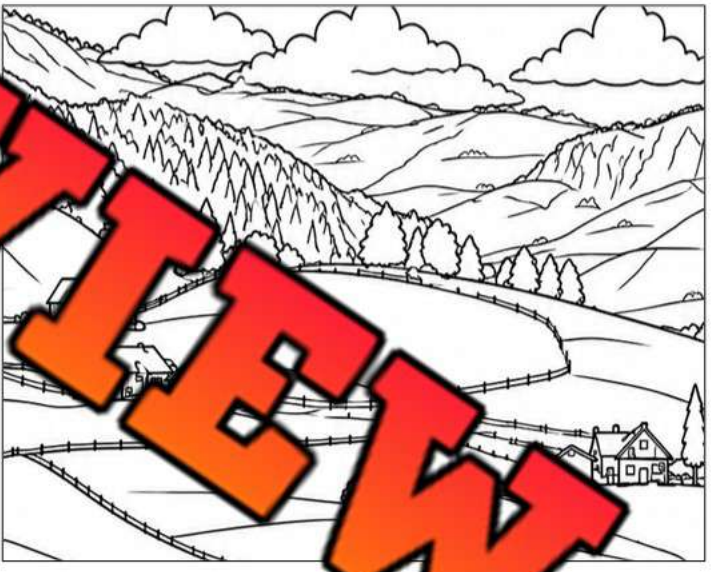
Curriculum Connection
6.1

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



| Linear | Scattered | Clustered |
|---|---|---|
| | | |

| Linear | Scattered | Clustered |
|---|---|---|
| | | |





| Linear | Scattered | Clustered |
|---|---|---|
| | | |

PREVIEW

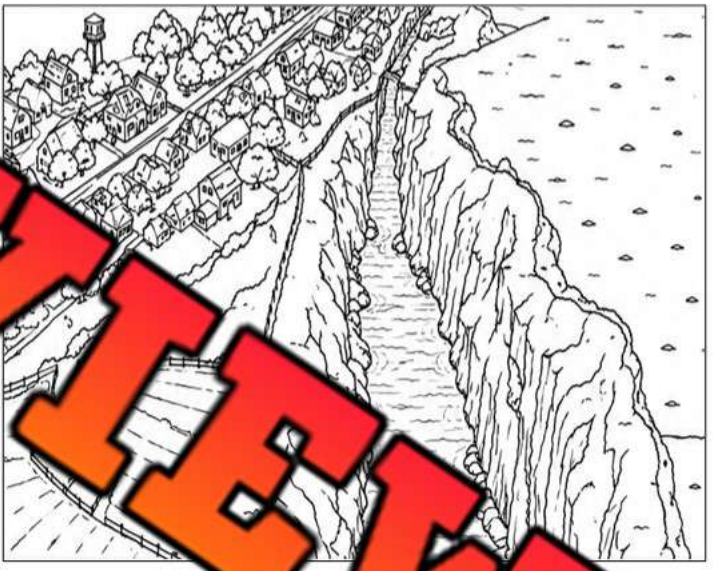
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Curriculum Connection
6.1



| Linear | Scattered | Clustered |
|---|---|---|
| | | |

| Linear | Scattered | Clustered |
|---|---|---|
| | | |





| Linear | Scattered | Clustered |
|---|---|---|
| | | |

PREVIEW

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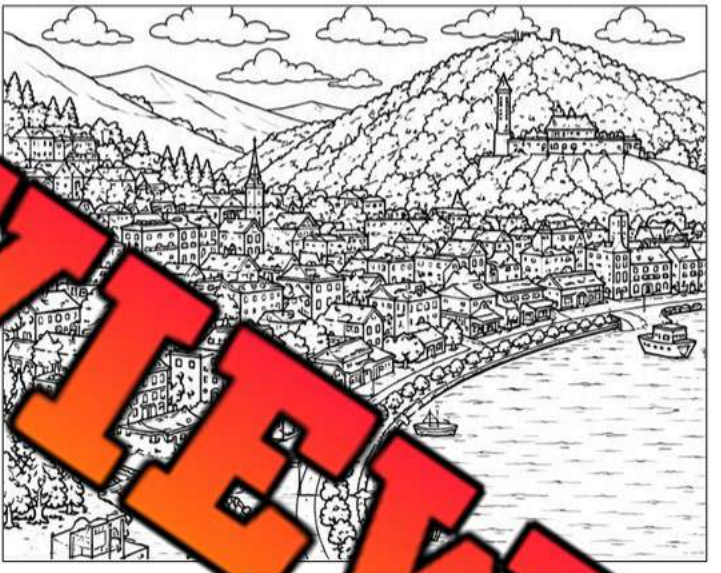
Curriculum Connection
6.1

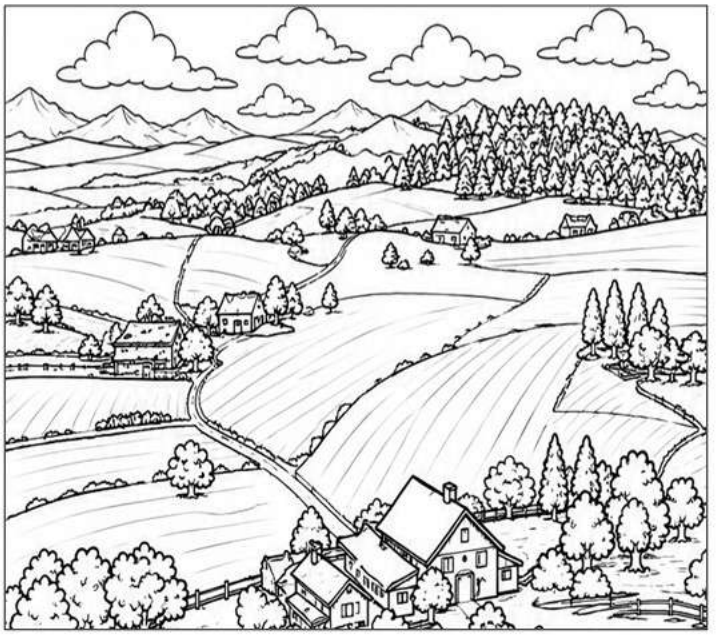


| Linear | Scattered | Clustered |
|---|---|---|

PREVIEW

| Linear | | ered |
|---|---|---|





| Linear | Scat ed | stered |
|---|---|---|

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Curriculum Connection
6.1

# 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 th[illegible]opulation density of a region by taking the total p[illegible] of an area and dividing it by the land size in square kilometers

PREVIEW

**Low [illegible]ities**

A low populatio[illegible]ld [illegible] rural area, where there is a lot of land and not many people living ther[illegible]one li[illegible]ral area will have more land. They will need to travel further to get to [illegible]bours. In the past, people preferred to live in rural areas so they could g[illegible] ov[illegible] will also see more wildlife in rural areas that have low population densities.

A high population density would b[illegible] urban [illegible]to or Vancouver. Urban areas with high population densities have high-[illegible]dos [illegible]of people can live in a building that takes up little space on the ground. M[illegible]n centres to find a job. They may also prefer the entertainment and sh[illegible]

**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.

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Curriculum Connection
6.1

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

| | | |
|---|---|---|
| High Population Density | 1) | |
| | 2) | |
| | 3) | |
| Low Populati Den | 1) | |
| | | |
| | 3) | |

**True or False** wh atement is true or false.

| | | |
|---|---|---|
| 1) Toronto has a low popula ity. | True | False |
| 2) Population density tells us how owd ntry is. | True | False |
| 3) Rural areas have a low population den y. | True | False |
| 4) More people are deciding to move to urban a | True | False |
| 5) Canada has a high population density. | True | False |

**Questions** Use information from the text to support your an

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.

PREVIEW

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Curriculum Connection
6.1

**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 –** **res** | 800 |
| **P** **000** | |
| **Population** **ty** | |

4)

| | |
|---|---|
| **Area – Square Kilometres** | 50 |
| **Population** | 10 000 |
| **Population Density** | |

5)

| | |
|---|---|
| **Area – Square Kilometres** | **000** |
| **Population** | 2 000 000 |
| **Population Density** | |

| | |
|---|---|
| **Square Kilometres** | 25 000 |
| **ulation** | 5 000 000 |
| **ion De** | |

PREVIEW

**Order** Rank the top 5 countries in the world in terms of their **ity.**

| 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 | **ountry** |
|---|---|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |

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Curriculum Connection
6.1

**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.

| | | |
|---|---|---|
| | Average Population Density | High Population Density |

**Calculate** d popu ensity of the provinces/territories below.

| Provinces and Territories | Popu | Land Size in Km² | Population Density |
|---|---|---|---|
| Saskatchewan | 1,2 | 588,243 | |
| British Columbia | 5,( | ,503 | |
| Manitoba | 1,484,135 | 552 | |
| New Brunswick | 860,355 | | |
| Newfoundland and Labrador | 545,880 | | |
| 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 | |

PREVIEW

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Curriculum Connection
6.1

**Rank** Rank the provinces and territories in Canada

| Highest Population Density | |
|---|---|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |

| Lowest Population Density | |
|---|---|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |

PREVIEW

**Questions** Use infor[illegible]om th[illegible] support your answer

1) What do you notice about the two pr[illegible]territo[illegible]th the highest population densities?

2) What did you notice about the provinces/territories with the [illegible]tion densities?

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

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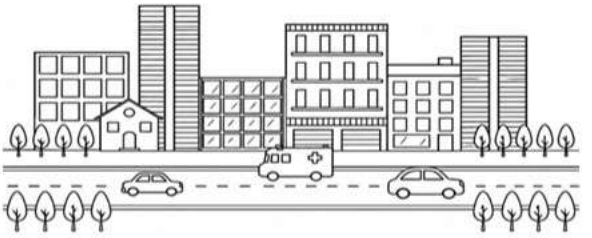
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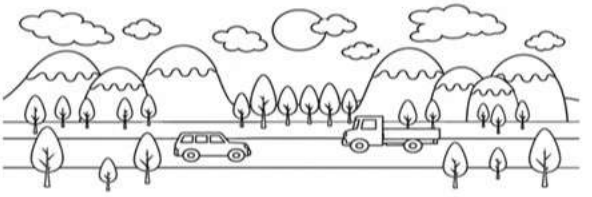
Curriculum Connection
6.1

# 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 Livin**

Pros

- L[illegible] are less expensive in rural [illegible]eas. T[illegible]nd [illegible]rvices tend to be less expensive in rural areas as well.
- More space [illegible]can aff[illegible]r houses and rural houses have more land.
- Proximity to natu[illegible]ru[illegible]e greenspace and wildlife

Cons

- Less job opportunities – there are m[illegible]n u[illegible]ities
- Fewer businesses – shopping and fi[illegible]g servic[illegible]ard[illegible] rural areas
- Access to utilities – in rural areas, you may [illegible]natu[illegible]igh-speed internet

**Urban Living**

Pros

- More people – more opportunities to meet new people and mak
- 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.

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Curriculum Connection
6.1

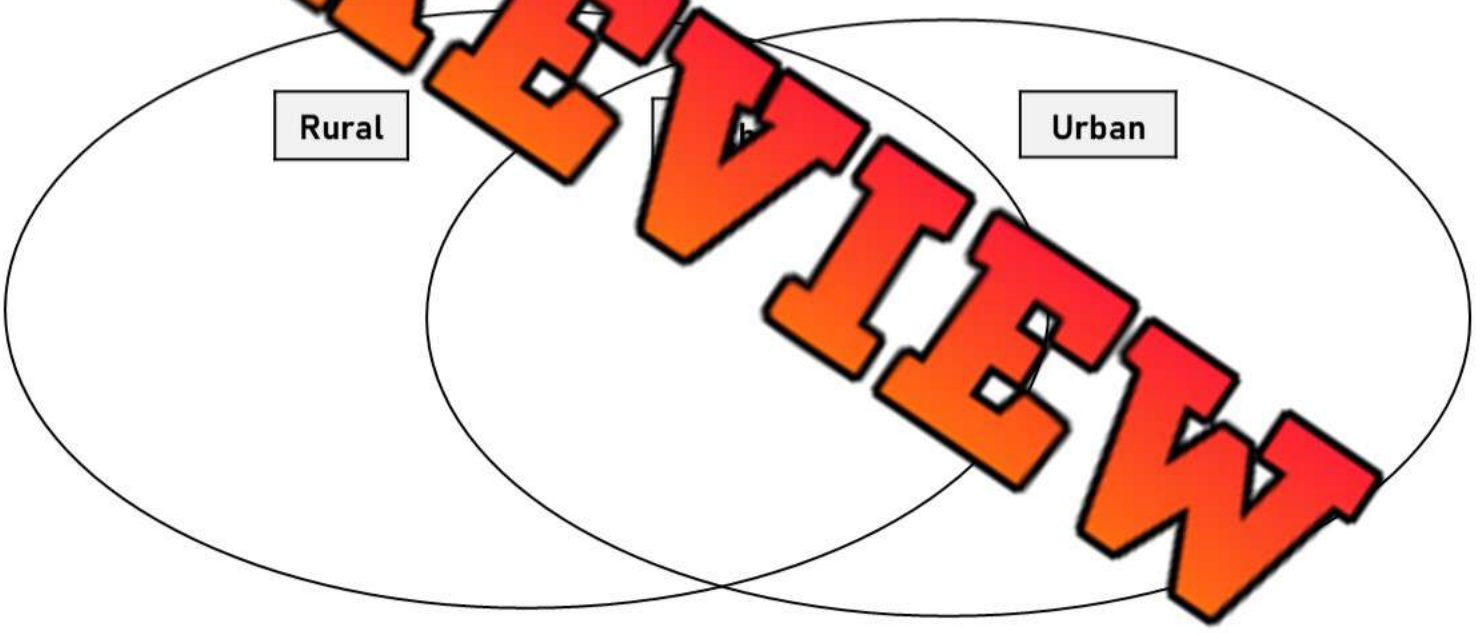
## Making Connections

List urban and rural communities near you

| Rural | Urban |
|---|---|
| | |
| | |
| | |
| | |
| | |

## Venn Diagram

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




PREVIEW

## 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 |

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Curriculum Connection
6.1

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




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

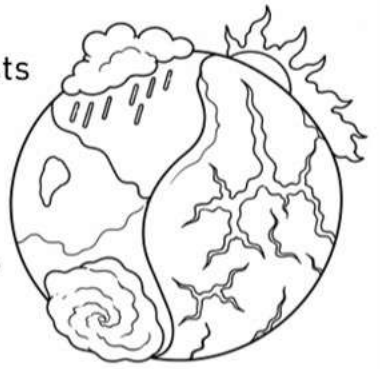
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Curriculum Connection
6.1

# 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 Cli... ...lement Patterns**

...ghout ... ...ople have chosen to live in warmer places. Most Canadians live in souther... ...caus... ...limate is warmer than in the north. Much of northern Canada is ...ult to ... ...se of its long, harsh winters and short summers.

One important reason p... ...settl... ...n Canada is agriculture. Farmers in the south have longer growing seasons ... ...g ther... ...ow more types of crops. In northern Canada, the short summers make farmin... ...e dif...

Another reason many Canadians prefer s... ...n are ... ...p... ...l comfort. Colder climates often have dangerous driving conditions, free... ...es, cold ... ...ratures, and shorter days. These challenges have slowed the growth of ... ...rn c...

PREVIEW



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Curriculum Connection
6.1

## 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.

PREVIEW

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Curriculum Connection
6.1

**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. Floodin | 4 | |
| E. Forest f | 5 | |
| F. Wat s | 6 | |
| G. Sea peratu | 7 | |
| H. Extreme he | 8 | |

**Task 2** Read Rita's sta low a limate change. Decide whether you agree or disagree ide lain your opinion using the effects from Task 1 to help yo

**Rita's Statem**

"Climate change is not as bad as people are g out see why it's such a big thing. It gets hotter. I live in England and hotter summers! It would mean I don't need to go abroad id . I al t live near the coast, so if the sea levels rise it doesn't really affe lu of ice on the planet. If a little bit melts, I don't think any of the anmals ce. It's not my job to fix climate change, I'm just one person so wh way?"

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Curriculum Connection
6.2

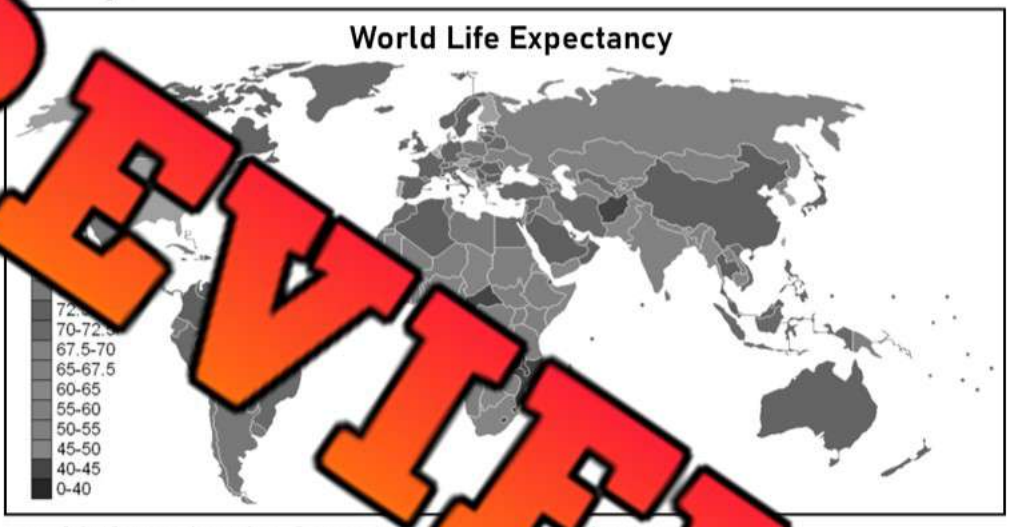
# Quality of Life

**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.




PREVIEW

- Infant mortality – number of infant deaths for every [illegible] 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
- 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

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Curriculum Connection
6.2

## Definitions

What do the terms below mean?

| | |
|---|---|
| **Quality of Life** | |
| **Life Expectancy** | |
| **Literacy R** | |
| **Per a Incol** | |

PREVIEW

## Questions

Use i ati m t to support your answer.

1) Why would having a lower p rat d gher quality of life?

2) Why would having a higher life expectancy lead to a h lity o

## 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 |

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Curriculum Connection
6.2

# 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. Ic[illegible]urrently has the highest HDI ranking in the world. Countries with lower HDI rank[illegible]allenges such as poverty, limited healthcare, and fewer educa[illegible]opportu[illegible]

PREVIEW

| Top 5 | Bottom 5 |
|---|---|
| 1) Iceland - 0.972 | 1) South Sudan - 0.388 |
| 2) Norway – 0.970 | 2) Somalia – 0.404 |
| [illegible]erland – 0.970 | 3) Central African Republic – 0.414 |
| [illegible]enma[illegible]962 | 4) Chad – 0.416 |
| 5) Ger[illegible]– 0.9[illegible] | 5) Mali– 0.419 |

**Long and Healt[illegible]**

One HDI indicator [illegible]xpect[illegible] birth. In Iceland, people[illegible] 84 years on average. In South[illegible] people live to about 58 years on average[illegible]

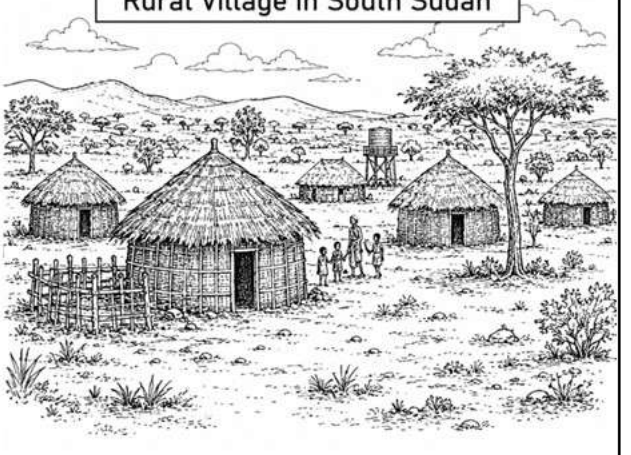
**Education**

For this indicator, there are two measurements us[illegible]he e[illegible]r of years of schooling and the average number of years of schooling[illegible]nd, th[illegible]ge number of years of schooling is about 14 years. In South Sudan, many c[illegible]en h[illegible] opportunities to attend school regularly because of poverty, conflict[illegible]cess 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



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## 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 S[illegible]n has good education statistics but a low life expectancy. | True | False |

## Explain

[illegible]y each of the 3 measures below lead to a high quality of life

| | |
|---|---|
| **Long and Healthy Life** | |
| **Education Levels** | |
| **Money Made in a Country** | |

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## Compare

What would life be life in South Sudan vs life in Ic[illegible]

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**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 | |
| | fant Mortality Rate | |
| | Phys 1000 People | |
| | Hea nditu ita | |
| | Access t ater | |
| | Fertility Rate | |
| School | Literacy Rate | |
| | Mean Years of Schooling | |
| Economy | Unemployment Rate | |
| | GNI per Capita | |
| | Poverty Rate | |
| Your Choice | | |
| | | |
| | | |

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**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) Wh[illegible]ut the schooling in Switzerland?

3) What did you learn about Switz[illegible]rland[illegible]y?

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

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**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 | |
| | per 1000 People | |
| | Expen capita | |
| | Acce n Wa | |
| | Fertility Rate | |
| School | Literacy Rate | |
| | Mean Years of Schooling | |
| Economy | Unemployment Rate | |
| | GNI per Capita | |
| | Poverty Rate | |
| Your Choice | | |
| | | |
| | | |

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**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 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.

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# 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 it tends to focus on agriculture to meet their needs. When people focus on farming and finding 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.

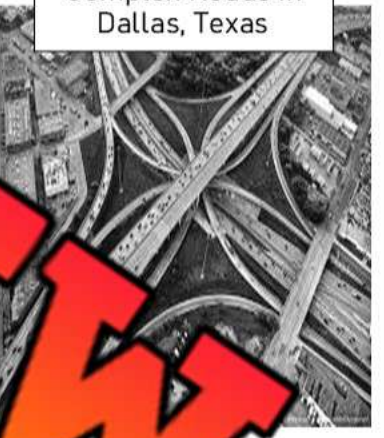
PREVIEW

**Infrastructure**

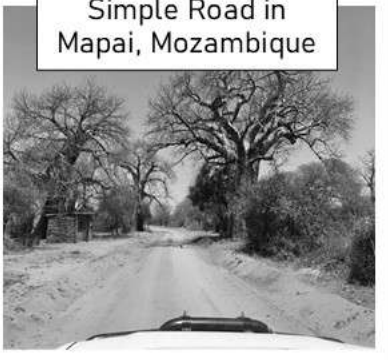
The term **infrastructure** means the buildings, roads, and region.

Buildings

In developed countries, hospitals, schools, libraries, and courts 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.



Complex Roads in Dallas, Texas



Simple Road in Mapai, Mozambique

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.

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## 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

wer the questions below using evidence from the text

1) Wh e diffe ween a developed and developing country?

2) Do you think Canada is a developed eloping y? xplain your opinion.

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## Day In The Life

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

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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 | | | |
| | | | |
| Germany | | | |
| Australia | | | |
| China | | | |
| Sudan | | | |
| United Kingdom | | | |
| Belgium | | | |
| Kenya | | | |
| Spain | | | |
| Nigeria | | | |
| France | | | |
| Venezuela | | | |
| Portugal | | | |
| Paraguay | | | |
| Rwanda | | | |
| Russia | | | |
| Nepal | | | |
| Brazil | | | |

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# Map – Developed & Developing Countries

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



| Legend | |
|---|---|
| Developed | |
| Developing | |

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# 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 ...<br>a) Linear settlement<br>b) Cluster settlement<br>c) Scattered [illegible]ent<br>d) All of th[illegible] | 2) When people live away from each other in a rural area, they live in a...<br>a) Linear settlement<br>b) Cluster settlement<br>c) Scattered settlement<br>d) All of the above |
| 3) Wh[illegible]erri[illegible]the highest popula[illegible]nsity?<br>a) Ontario<br>b) British Columbia<br>c) Prince Edward Island<br>d) Nunavut | 4) Which country has the highest population density?<br>a) Canada<br>b) Macau<br>c) China<br>d) [illegible]sia |
| 5) When urban cities have suburbs around the[illegible] grow the city...<br>a) Urbanization<br>b) Desertification<br>c) Megacity<br>d) Urban Sprawl | 6) Wh[illegible]cator best describes the economy?<br>a) [illegible]xpecta<br>b) [illegible]acy<br>c) GDP [illegible]it<br>d) Infant Mor[illegible]Rate |
| 7) Which indictor tells us how many children on average a woman has?<br>a) Birth Rate<br>b) Life Expectancy<br>c) Fertility Rate<br>d) Literacy Rate | 8) Which indicator wi[illegible]e[illegible]eloping countries?<br>a) GDP Per Capita<br>b) Infant Mortality Rate<br>c) Physicians per 1000 people<br>d) Access to clean water |
| 9) Which continent has the most developing countries?<br>a) North America<br>b) Europe<br>c) Australia<br>d) Africa | 10) Which country has the highest HDI?<br>a) Iceland<br>b) Australia<br>c) Norway<br>d) Canada |

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**Define** What do the terms below mean?

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

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**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?

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# 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 forced to attend and were taken from their families for months at a time.

They were also taught 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.

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### 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 and 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.



Inuit Children at a Residential School

### 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.



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## 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 Cana[illegible]overnment has admitted that residential schools were wrong. | T | F |
| 7) Reside[illegible]re in every province. | T | F |

## Questions

Answ[illegible]tion[illegible] below using evidence from the text.

1) Why did the Cana[illegible]gover[illegible]t[illegible] residential schools? What did they teach?

2) Why do you think they cut the Indigenous childre[illegible]n i[illegible]the[illegible]rms, and didn't let them speak in their Indigenous language?

## Reaction

What are your thoughts about residential schools?

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# 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.



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

**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 strongly that they had 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 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.



Innu children Posing in front of Sept-Îles Residential School

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.

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## 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 gove ment paid the schools based on the number of students. | True | False |

## Questions

e questions below.

1) Did th govern arg enough budget for residential schools? Explain.

2) What things did the children have to do to keep t choo ming?

PREVIEW

## 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 |

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**Research** Learn 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 di[illegible] Residential School close?

4) Wh[illegible] the last [illegible]al school in British Columbia close?

5) How were child[illegible] reside[illegible]s punished for breaking rules? List 4 punishments.

6) Canada is paying each survivor of residential school[illegible] comp[illegible]on for mistreating them at these schools. How much money do t[illegible] aid?

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

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

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# 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 [illegible]ives.

**Transgenerational trauma:**




**Tra[illegible]** is [illegible]emotional response to a terrible event. Immediately after the event, the p[illegible] in i[illegible] and denial of what happened. Longer term reactions include flashback[illegible] strain[illegible]hip[illegible] and unpredictable emotions. These emotions and reactions are o[illegible]d by tri[illegible]t happen in their day-to-day lives. It could be as simple as a word that [illegible]ing their time in the residential school.

**Intergenerational tra[illegible]uma[illegible]** [illegible]sed down from the trauma survivor to their children. In 2020, there were [illegible]ppro[illegible] [illegible]ving survivors of residential schools. For many survivors, the traum[illegible]ged th[illegible]kin[illegible] them depressed, angry, and violent. It led many survivors to drugs and a[illegible] to co[illegible] trauma.

Now, it is often the children and grandchildre[illegible] [illegible] are affected. These children grew up in violent households with angry [illegible]. They [illegible]e alcohol and drug abuse. They have their own trauma that stemmed from re[illegible]dent[illegible]s though they never stepped foot in one.

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## 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

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## 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 h al intergenerational trauma experienced by Indigenous people | True | False |

## Questi ns e questions below

1) What is inter tra How are residential schools affecting Indigenous people that didn sident ls?

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

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## Questioning

Write 2 questions you have about the reading

| | |
|---|---|
| 1) | |
| 2) | |

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# 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.



Reconciliation Monument

A basic definition for **Reconciliation** is the actions of restoring friendly relations. If you've ever been in a fight with a clas[illegible] you have hopefully reconciled by getting on friendly [illegible]gain.

In [illegible]nd Reconciliation Commission of Canad[illegible] cr[illegible]s part of the Indian Residential School[illegible]lemen[illegible]nt (IRSSA). The goal of the TRC is to inform [illegible]s al[illegible] what happened in residential sch[illegible] TRC has [illegible]d those directly or indirectly affected by residential schools [illegible]portu[illegible]o [illegible]their stories and experiences.

The TRC definitio[illegible]of [illegible]ation:

*". . . Reconciliation is about es[illegible]ng [illegible]n [illegible]ng a mutually respectful relationship between Indigenous and non-Indig[illegible]nous [illegible]n t[illegible]untry. In order for that to happen, there has to be awareness of th[illegible] an ack[illegible]gement of the harm that has been inflicted, atonement for the causes, [illegible]d action[illegible]hang[illegible]aviour."*

**Achieving Reconciliation**

In 2015, the TRC published a report with 94 calls to a[illegible]ll help[illegible]ve reconciliation. The calls to action include the following b[illegible]

- Educate today's youth with what happened in residential [illegible]ols
- 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."*

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## 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 H[illegible]er apologized on behalf of all Canadians in 2008 | True | False |

## Questio[illegible]

[illegible]wer the questions below

1) What d[illegible]s reco[illegible]ean?

2) What is reconciliation not?

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## Making Connections

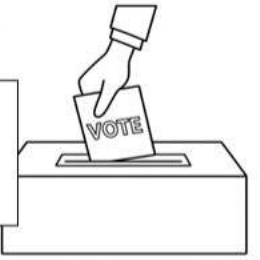
How is Canada working towards re[illegible]

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# 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 | 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 | Dominion Act | Many minority groups cannot vote, such as immigrants from Japan, China, and India |
| 1917 | Wartime Elections Act and Military Voters Act | All women who served in World War I can vote. Relatives of soldiers can also vote. |
| 1918 | Many women can vote federally | Canadian women 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 |

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**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.

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## 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) Canadian from Britain were denied the vote | True | False |

## Questio

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

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# The Famous Five











Nellie McClung

Henrietta Muir Edwards

Emily Murphy

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**Who Were the**

The Famous Fi Alberta who worked together to support women's rights in Canada up included Emily Murphy, Nellie McClung, Henrietta Muir Edward Irene Parlby.

**How the Famous Five Started**

In 1916, Emily Murphy became the first fema ish Empire. At that time, women were not allowed to serve in the Se ot legally considered "persons" under Canadian law. The Famous ed th unfair and decided to challenge the rule.

In 1927, they gathered support from people across Canada an ase to the Supreme Court of Canada. The court ruled against them, but the wome 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.

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## 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

r the questions below using evidence from the text.

1) Wh nk ankey meant by the statement, "the exclusion of women from all pub fices is ays more barbarous than ours"?

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

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## Dialogue

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

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# 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. |

Name: _____ | Mark

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

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

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PREVIEW

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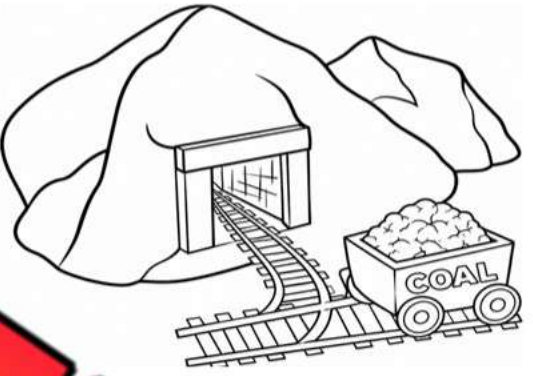
# Working-Class History

**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 [illegible] by 34% as almost 2 million immigrants came to Canada. The rise in immigrati[illegible]more competition for jobs, which meant working conditions were poor.

**Working [illegible]ndition**




Coal mining w[illegible] larg[illegible]ustries for the working class. Co[illegible]sed f[illegible] fuel for steam powered machi[illegible]; [illegible]o [illegible]heating food and urban homes.

Workers in coal mines wo[illegible] sper[illegible] each day hunched over and crawling, w[illegible] chang[illegible] stand up or stretch. They were underground in min[illegible]at we[illegible]nd damp. The musty coal infested air had methane in it as well, whic[illegible] dang[illegible]the all day. In addition, this mixture of air was flammable, which mea[illegible]ons ha[illegible]d from time to time. The mines needed to be properly ventilated, but t[illegible] we[illegible]

Another important industry in the early 1900s was the m[illegible]king[illegible] textiles. For these workers, a typical 10-hour day ran from 7:30 am [illegible] days a week. The half-hour lunch break was unpaid. The working conditions in th[illegible]tories 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.

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## 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.

PREVIEW

## Visualizing
Draw what yo[illegible] picture[illegible] 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 |

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# Working Class – Men and Women

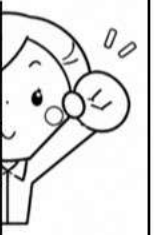
**Men and Women in the Working Class**

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 [illegible]. Check out the breakdown of the labour force by job and gender.

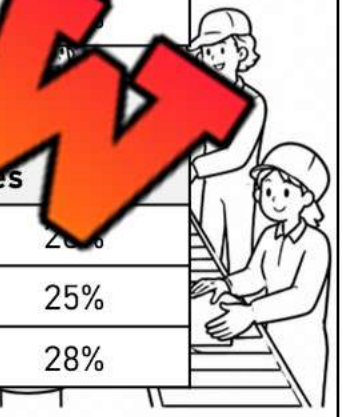
PREVIEW





| Total – All Jobs | | | | |
|---|---|---|---|---|
| Years | Total | Males | Females | |
| 19[illegible] | [illegible] | 2,358,519 | 366,629 | 13% |
| 190[illegible] | 1,782,[illegible] | [illegible]544,050 | 238,571 | 13% |
| 1891 | [illegible] | [illegible]936 | 196,009 | 12% |

| Total – Pro[illegible]ona[illegible] [illegible]e, Nurses, Etc.) | | | | |
|---|---|---|---|---|
| Years | Total | [illegible]es | Females | |
| 1911 | 173,222 | 80,249 | 92,[illegible] | 54% |
| 1901 | 85,590 | 42,389 | [illegible] | [illegible]7% |
| 1891 | 58,893 | 33,184 | [illegible] | [illegible] |



| Total – Factory Workers | | | | |
|---|---|---|---|---|
| Years | Total | Males | Females | |
| 1911 | 933,577 | 689,890 | 243,687 | [illegible] |
| 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% |

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## 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?

PREVIEW

## Reaction

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

| | |
|---|---|
| 1) | |
| 2) | |
| 3) | |

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# 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**

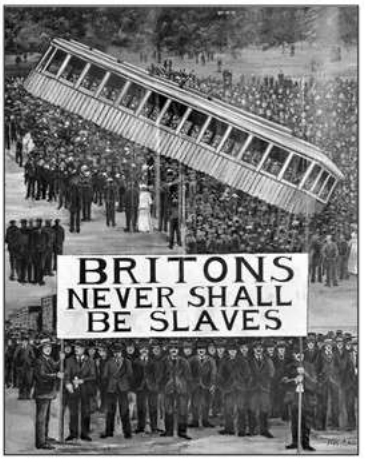
In March 19 labour delegates from across western Canada met in Calgary to e "One Big Union". Their plan was to overthrow Canadian by stopping big business owners from making absur They knew if they could get the workers of these esses t more money, the owners would have to share mo rofi

**Winnipeg General**

In Winnipeg, workers lo sought to unionize. Forming a **union** means th collectio kers for a business work together to demand fair wages and worki tio ditions are not met, they **all** refuse to work. A union only works if all me bers d work together! Once the machine shop went on strike, all the wo alked job.

Word spread around Winnipeg abo the mac wor n strike, which led to other workers also striking. Within a couple mo rtuall orking force, including the firefighters and police in Winnipeg d o to send a message to business owners to improve working condi wages al of 30,000 to 35,000 workers went on strike. These strikes are now o as **Winnipeg General Strike**.

The General Strike was mostly non-violent, however, on June Northwest Mounted Police were called in to put a stop to the striking he ed a crowd of strikers beating them with clubs and firing weapons. 30 were inj 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.

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6.2

## 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 affect working conditions across Canada?

PREVIEW

## 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? | |

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# Home Children

**Who are the Home Children?**


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 Quarrier's and Barnardo's Homes in the years between 1870 and 1930.

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 o[r]phaned, abandoned and pauper children t[o] for two reasons. One, so they could help Canadian farmers develop their l[and], s[o] could have a chance at a better life. The Canadian farmers welcom[ed] these ki[ds] they were a cheap source of labour.

**How Were They [Treated]**

When the children arr[ived] [in] C[anada] they were sent to distributing and receiving homes. After that, they were [sent] to farm[s] in the area. Many of the children were [mis]treated and abused. They were forced to work long hour[s] in the f[ields] and not compensated fairly. Othe[rs] had a great[er] life in Canada and enjoyed their f[amily] life more [than] their living conditions in the slu[ms] of England.



**Problems with the Home Children Program**

While the Canadians believed these children were orphans, only 12 perce[nt] 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.

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Curriculum Connection
6.2

## 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) Wh om en'? Why did they come to Canada?

2) Do you think the Home Children prog air? in.

PREVIEW

## Describe

What would you feel if you were one of the home children i icture?

Home Children Travelling To Canada



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6.2

# 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 peop[illegible]at they may see slaves trying to escape. Th[illegible]d a reward to anyone who caught a Run[illegible]

Th[illegible]nage w[illegible]o scare people and make them think run[illegible]s were[illegible]rous. It showed a man carrying a st[illegible]d a h[illegible]a[illegible]ook like he was hiding something. The[illegible]de of ima[illegible]n it harder for people to get help w[illegible]hey to escape to freedom in Canada.

PREVIEW

**Questions** Answer the questions below using [illegible]ce f[illegible]

1) What questions or wonderings do you have about this p[illegible]

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

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# 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 Undergr[illegible]d Railroad was not a real train it was a series of routes with helpers called conduct[illegible] safehouses called stations used to help fugitive slaves to escape to f[illegible]es.
- She [illegible] 19 tri[illegible] course of 10 years as a conductor on the undergroun[illegible]d fre[illegible] 300 slaves as she guided them or gave them spe[illegible]nstr[illegible]s[illegible] to escape.
- She usually worked du[illegible]e winter [illegible] avoid being seen.
- She carried a handgun for se[illegible]ote[illegible]
- She was never captured, nor were a[illegible]e slav[illegible]elped.
- More than 100,000 slaves were freed and 30,00[illegible]hem [illegible] Canada.
- The *conductors* of the railroad risked being h[illegible] they [illegible]
- If a slave was caught even in states where slavery w[illegible]g[illegible], they [illegible]ent back to their owners in the South.



PREVIEW

**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?

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**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 line of free; but there was no one to welcome me to the land of freedom. I was in the midst of a strange land; and my home after all, was down in Maryland; because my father, mother, brothers, and sisters, and friends were there. But I was free, and they should be free."*

PREVIEW

**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 |

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# Unit Test – Inequalities and Discrimination

**Multiple Choice** | Circle the best answer. Only choose 1 answer!

| | |
|---|---|
| 1) The Bessemer Method allowed for the creation of...<br>a) Clothing<br>b) Steel<br>c) Brick<br>d) Glass | 2) When employees work together to demand fair wages and better working conditions...<br>a) Labour team<br>b) Labour squad<br>c) Labour union<br>d) All of the above |
| 3) Ho[illegible]ldren w[illegible]t to Canada from whi[illegible] countr[illegible]<br>a) China<br>b) Britain<br>c) France<br>d) Ireland | 4) What were the segregation laws called?<br>a) James Crow Laws<br>b) Jim Crow Laws<br>c) [illegible]hn Crow Laws<br>d) [illegible]row Laws |
| 5) Where did many Black Loyalists move?<br>a) Birchtown<br>b) Halifax<br>c) Vancouver<br>d) Kingston | 6) Whi[illegible]p [illegible]as paid the most?<br>a) W[illegible]n<br>b) [illegible]en<br>c) Men<br>d) They were [illegible]d th[illegible] |

PREVIEW

**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 segr[illegible]re c[illegible]appen?

**Long Answer** Answer the question below[illegible]ch q[illegible] is worth 5 marks

What were the working conditions like for people w[illegible]es ar[illegible]e year 1900? How were conditions different for men and women? Did [illegible]work[illegible]ain.

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6.6

# 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 com[illegible]. Think about how your class participates in your school community. Do you help [illegible]? Do you follow the rules of the school? Do you participate in activi[illegible] Canada participates with other countries in the g[illegible] similar ways.



**How Canada Partic[illegible] in the [illegible] mmunity**

Canada is a powerful coun[illegible] stron[illegible]omy, advanced society, and high standard of l[illegible] ana[illegible]s in the global community in the following ways:

1. Trade with other countries

Canada has grown its economy through trade wi[illegible] r n[illegible] also gained access to things we wouldn't have if we didn't trade (ex[illegible] fruit all [illegible]und).

2. Through military alliances

Canada belongs to military alliances that make our country stronger. [illegible]y were to get attacked, the other countries in the alliance would come to their de[illegible]e.

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.

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6.6

## 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 doe[illegible] benefit from taking part in the global community?

PREVIEW

## Multiple Choice
Circle the [illegible]rect[illegible]

| | | |
|---|---|---|
| 1. Canada is part of the _____ community. | gl[illegible] | local |
| 2. Countries in the global community _____. | wo[illegible] | [illegible]nore each other |
| 3. Canada helps _____ countries. | | dev[illegible]loping |
| 4. Alliances mean _____. | support | [illegible] |
| 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 |

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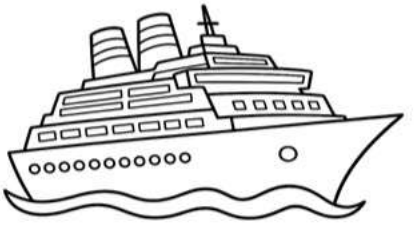
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6.6

# 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.

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

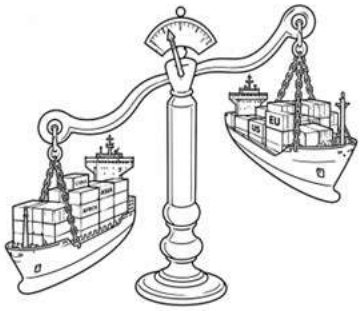


**Imports**

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) plastics, (5) medical equipment. 58% of Canada's imports come from the USA and Mexico. 24% are 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.

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## 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 |

## Questio

Answer the questions below using evidence from the text

1. Ho s our ph graphy and climate impact our imports and exports?

2. What is a trade balance? Why is it im to hav lar number of exports and imports for our economy?

PREVIEW

## 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 _____.

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Curriculum Connection
6.6

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?) |
|---|---|
| **Internati Tra** | |
| **Import** | |
| **Export** | |
| **Tariff** | |
| **Good** | |
| **Service** | |
| **Free Trade** | |

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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 Ca[illegible]'s top 10 imports and exports. Write down the first 5 from the list. Include the percen[illegible]otal imports/exports if available.

PREVIEW

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

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# 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

| ...ng Partner | International Merchandise Being Imported per Month |
|---|---|
| | 32,632,000,000 |
| E... | 5,813,000,000 |
| | 3,683,400,000 |
| ...co | 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 | |

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# 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

| Ca[illegible] Partners | International Merchandise Being Exported per Month |
|---|---|
| [illegible] | 37,716,600,000 |
| [illegible] | 4,270,900,000 |
| [illegible] | 2,291,300,000 |
| [illegible]xico | 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 | |

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# 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:

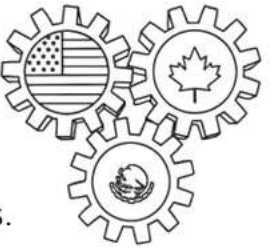
- **Automotive industry:** The CUSMA requires that a higher percentage of car parts be made in the United States, Canada, or Mexico to qualify for tariff-free trade. This protects jobs and encourages investment in the automotive industry.
- **Labour rights:** The CUSMA has strong provisions regarding workers' rights and working conditions, particularly in Mexico. These provisions ensure 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 fisheries 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.

PREVIEW

**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.



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## 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 — at are the benefits and drawbacks of the USMCA? Use point form

| | Drawbacks |
|---|---|
| | |

PREVIEW

## Draw — Draw a logo for the USMCA. Explain the logo.

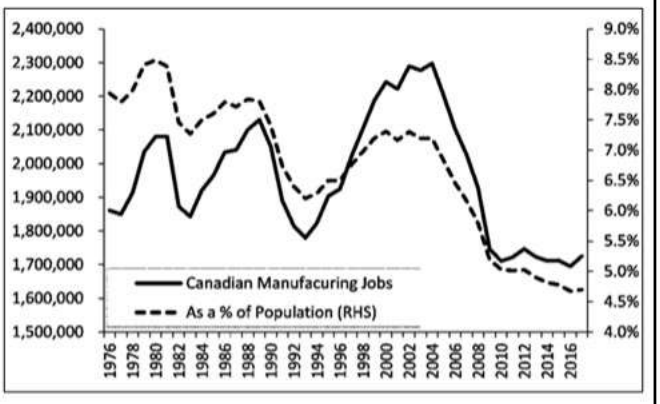
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# Drawback of International Trade

## 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 $ per hour. In some countries, factory workers may earn much lower wages.

For example:

- In Mexico, manufacturing workers may earn about $6 CAD per hour
- In China, many workers may earn about $7 CAD per hour

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

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.

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## Questioning

Write 3 questions you have about the reading

| | |
|---|---|
| 1) | |
| 2) | |
| 3) | |

## True or [illegible]

Circle whether the statement is true or false

| | | |
|---|---|---|
| 1) Manufacturing [illegible]da have been in steady decline | True | False |
| 2) It is too costly [illegible]nesses [illegible]anadians to manufacture products | True | False |
| 3) Canadian business[illegible] [illegible]hina | True | False |
| 4) Mexico's manufacturing [illegible] ma[illegible]an hour | True | False |
| 5) Manufacturing jobs are mostly [illegible] dev[illegible] | True | False |

## Questions

Use information from the [illegible] supp[illegible] answer

1. Why are most manufacturing jobs in developing nati[illegible] How d[illegible]eel about that?

2. What do you think about the company Bridgehead? Would you spend more on their products knowing they have been traded fairly?

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# 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 ... the questions below.

1. Why ... you thi... exchange rates?

2. How much do you think a candy bar ... Explain your answer.

PREVIEW

## Part 2 Convert money between CAD and Yen using multipli... n

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

| | Japanese Yen | ...dian Dollar |
|---|---|---|
| 1) | ¥720 | |
| 2) | ¥990 | |
| 3) | ¥3600 | |
| 4) | ¥5400 | |
| 5) | ¥9000 | |
| 6) | ¥900,000 | |

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# 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 ould exchange it for $4.48 Canadian . If you had 1 US Dollar, y x hange it for $1.39 Cana

alue of y changes all the time. In f cies ange by the second. s gth o country's economy s de n the value of their curr ness in a country earn a lot of e country will have a stronger omy 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) | anadian Dollar | $1.00 |

PREVIEW

## Part 1 Answer the questions below.

If you could have 100 of any of these currencies, which d you e? 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 France | |
| 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 | |

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# 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. They deal with issues on the local, national, and international level. Most of the issues they deal with are poverty, the environment, and gender inequality.

| NGO | | Level |
|---|---|---|
| Ocean Wise | Protects oceans and ocean life | Local (British Columbia) |
| Canada Cancer Society | Researching cures for cancer | 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 |

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6.3

## 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

nswer the multiple choice and short answer questions below

1. Wh hese or s exist? What kinds of inequalities or issues do they help with?

2. Define the terms below

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

PREVIEW

## 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 | |

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# 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 governmen[illegible]presentatives to meet once a year at the G20 Summit to [illegible]nternational trade and global issues.

PREVIEW

## A Po[illegible]Group!

The countries in t[illegible] th[illegible]rongest economies in the world. They make up approximately 8[illegible] total [illegible]nomy. This mea[illegible] these 20 countries buy [illegible]d [illegible]of t[illegible]oney tha[illegible] exchanged in the world. Ther[illegible]5 to[illegible]in the world, which means that 175 c[illegible]untri[illegible]p t[illegible] other 15% of the world's total economy. [illegible]G20 als[illegible] makes up 65% of the world's total population.




## The G20 Summit

The G20 Summit in 2025 was in Johannesburg, South Africa. [illegible]ne [illegible]for countries to improve their international trade. Countries send their [illegible] making trade agreements tha[illegible] 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.

**G20 Members**

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

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## 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 mee[illegible]ach year for the G20 Summit | True | False |

## Questio[illegible]

[illegible]er the questions below using evidence from the text

1. What do coun[illegible]at t[illegible]20 Summit?

2. Why do countries want to be a part of [illegible]?

PREVIEW

## 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 _____.

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# 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 and whether the product has environmental or labour concerns.

## Materials

What you need for the activity?

- A product from home made in 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 understand 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.

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**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 Tra** | The student explained if the product was Fair Trade and if a free trade deal was used. |
| **Globa Conne** | The student shared how this product connects Canada to another country. |
| **Pre ion Ski** | t spoke clearly, looked at the class, and showed confidence. |

PREVIEW

**Example Presenta** Mr stables!

**r. Bea ables!**

Hey everyone! Today I brought ... asta ... olate bar made by YouTuber Mr. Beast. It says "M ... e USA ... e back, but the cocoa beans come from other countr ... ke Ghana or Ecuador, where it's hot enough to grow ... a.




Canada can't grow cocoa because our weathe ... 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!

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**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 [illegible] Canada imports this item? | |
| 6) Is thi[illegible]ntry that has a free trade agree[illegible] with Can[illegible] | |
| 7) Is your item [illegible] | |
| 8) Were there any [illegible] with [illegible] or pollution in making thi[illegible]e | |

9) What is one thing you lear[illegible]t gl[illegible]om 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?

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**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 ar… Travel In…** | No info about where …or how it …me | Basic location or transport mentioned | Clear info about location and how it got to Canada | Clear, detailed info about both travel and origin |
| **Fair/… Trade** | N… | One trade type …entioned …r fair) | Both trade types explained simply | Both types clearly explained with research or examples |
| **Global Connection** | No connection shared | Som… …nne… sha… | Clear explanation of how the item …connects …tries | Strong connection shared with reflection or insight |
| **Presentation Skills** | Very quiet or hard to follow | Spoke a little clearly | …oke c… …look… | Spoke clearly, made eye contact, and seemed …onfident |

PREVIEW

**Teacher Comments**

_____

_____

_____

_____

| Mark |
|---|
| |

**Student Comments – What Could You Do Better?**

_____

_____

_____

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# Newspaper Article: United Nations

## The United Nations Promotes Peace and Human Rights

Published: May 23, 2026

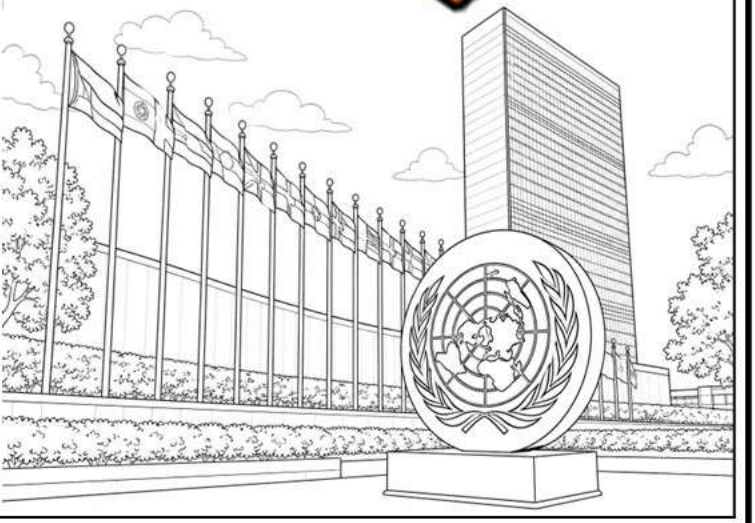
The **United Nations (UN)** is an international organizati[illegible]ted in **1945** after the Second W[illegible] Countries around the world[illegible]re wars and encourage peacef[illegible]on. The UN began with only [illegible]**er cou**[illegible] today it has **193 mem**[illegible] fr[illegible] world.

The United Nations has three maj[illegible] goal[illegible] 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 [illegible]mate change, hunger, clean water, and [illegible]s prevention.

Today [illegible]ited Nations continues helping co[illegible]s red[illegible]verty, improve h[illegible]care[illegible] rights, and maintai[illegible]e around[illegible]orld. It also promotes eq[illegible], su[illegible] and encourages countrie[illegible]tems peacefully instead of thro[illegible]ar.



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## 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

nswer the questions below using evidence from the reading.

1. Wh the Unite s created? What are the 3 main goals?

2. How does the United Nations help pe ound th today? Give at least two examples from the article.

PREVIEW

## 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.

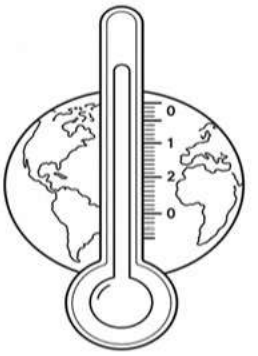


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# Global Issue: Climate Change

**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 Ch The Science**

The bur to generate energy is the primary reason for climate change. When fuels a the result is carbon dioxide emissions that are called greenhouse ga ise into our atmosphere and disrupt the carbon cycle. A normal blanket emiss al as plants and animals' decay and this blanket keeps some heat from th r atm e. The problem is the extra carbon dioxide we are producing in vehicles, s, a nts is thickening the blanket and keeping more heat on the Earth's surfa

PREVIEW

**Global Effects**

As the planet warms, the glaciers are melting, a sea g. The environment is unable to adapt to the unpredictable ch in tempe and this causes extreme weather such as hurricanes, tsunamis, drou floo



**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.

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## 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. Wha[illegible]nd why is it happening?

2. What is the Paris Agreement? What di[illegible]e countr[illegible]gree[illegible]n?

PREVIEW

## Fill in the Blanks

Write your answer on the blank line

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

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# 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 helps countries**

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 life-saving medical products to countries that need them
4) Respond to pandemics, disease outbreaks that quickly spread out of control.

**2020 – COVID-19 (Coronavirus) – WHO Response**

| Date | WHO 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 |

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## 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 is the World Health Organization? Why do they exist?

2) How is the WHO responding to COVID? What is their goal?

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## Questioning

Write 3 questions you have about the reading.

| | |
|---|---|
| **1)** | |
| **2)** | |
| **3)** | |

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6.7

# 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? |
|---|---|
| Economi… Fi… Su… | |
| Travel Measures | |
| Closing Businesses | |
| Social Distancing | |
| Testing and Health-Care | |

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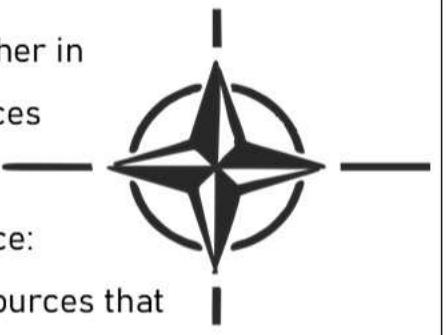
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# Military Alliances

**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.



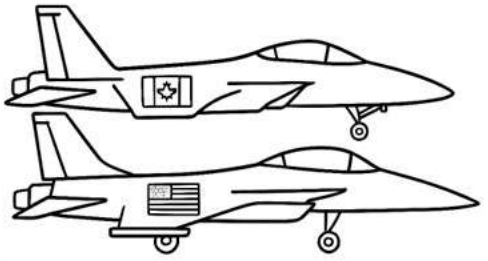
The following are advantages of participating in a military alliance:

- **Pooled R[illegible]es** – Allies in a military alliance can share resources that they m[illegible]. An example of this may be how one country could be setup to bui[illegible]ter jets [illegible]achine guns. The other country could make the machine guns and they cou[illegible]eso[illegible]s together. Now both countries are benefiting from pooling their re[illegible].
- **Brings Nations Toget[illegible]** – [illegible]nation[illegible]g to a military alliance, they are forced to work together and share in[illegible]e a[illegible] happening around the world. This collaboration strengthens relationshi[illegible]en co[illegible]s and lessens the chance of war or conflict.
- **Stronger Together** – When countries belong t[illegible]itary [illegible]y are less likely to be attacked because the attacker would know they a[illegible] into w[illegible]h other countries as well. This prevents war or conflicts from ha[illegible] in [illegible]

PREVIEW

**Canada's Military Alliances – Intergovernmental Organizations (IGOs)**

Canada belongs to two very strong military alliances called NATO and NO[illegible]. **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.

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## 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

r the questions below using evidence from the text.

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

2) Which two military alliances does Ca long t do they protect Canada?

PREVIEW

## 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 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

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**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 this alliance, this alliance protects the USA and Canadians | |
| 6) If one of the member states is attacked, 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 groups of people | |
| 10) Uses satellites and radar to detect movement in the air, has fighter aircrafts ready if necessary | |

PREVIEW

**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?

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| 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.*

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# 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:

- Pover
- Hor
- [illegible]
- [illegible] the e
- Violence
- Gender in

PREVIEW

**Goals of NGOs**

To solve many of these pro[illegible]ney. Therefore, the main goal of NGOs is to raise money. NGOs will often rais[illegible]ware[illegible]blem they are trying to help solve. They may run commercials on TV [illegible]how h[illegible]problem is. At the end of the commercial, an NGO often explains how we [illegible]p by d[illegible]

NGOs are usually non-profits. This means the[illegible]the people working for the NGOs to get rich, but instead they raise [illegible]ay t[illegible]elves a reasonable salary and to use the rest of the money to solve th[illegible]prob[illegible]

**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 |

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## 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 many NGOs exist?

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

PREVIEW

## 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 | |

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# 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 costume options
- 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 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.

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**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 R** | your character. Don't break role until you're finished. |
| **Tea** | lpful. Take turns and make sure everyone joins. |

**Scenario Card** out t cs below.

| Scenario | | Description |
|---|---|---|
| 1 | **Haiti Earthquake – 2010** | The gr kes collapse in Port-au-Prince, Haiti. People are crying and runnin fills A family is trapped under fallen bricks, calling for help. ys later, adia Cross team arrives. A doctor checks injured children while nteer water and blankets. In a nearby tent, Canadian soldiers set up h ion an a woman give birth. A Red Cross worker talks to a Haitian boy car lost. They help him find his uncle in the crowded camp. Back in Canada, st y, and the government matches every dollar to help more pe le. |
| 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. |

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**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 ves out gift cards, food, and hygiene kits. Volunteers help a boy who lost his r and comfort him with a new stuffed animal. A nurse checks seniors blems. At school, students from Fort McMurray meet new classm are their stories. Later, helpers return to check houses. One fa ne, but their dog is safe, rescued by fire crews. |
| 4 | **Syrian Refugee Arrival – Canada, 2015** | In a e airpo onto, a Syrian family steps off the plane holding only two b ey nervous. A Red Cross volunteer greets them with warm jack ood. lator helps them fill out forms with a government worker. A local com ty gr ets them and drives them to a small apartment with don urnitu e dren explore their new home, laughing when they see snow f time. ter, the kids visit a Canadian school. A teacher introduces th d c them a welcome card. One boy gives his extra pencil case to t |
| 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. |

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**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 [illegible]dian aid worker hands out food and listens to a woman share how she [illegible]me. A boy with a fever is brought to a mobile health tent. Later, [illegible] a circle as a Red Cross worker teaches how to keep water clea[illegible], a t[illegible]k with Canadian flags delivers cooking supplies and blan[illegible] |
| 8 | Ukraine War Refugee Arrival – Canada, 2022 | A m[illegible] two c[illegible] stand at a train station in Poland after fleeing Ukraine. A [illegible]orke[illegible]nited Nations gives them food and directs them to a refugee ca[illegible]er, the[illegible]d a plane to Canada. At Pearson Airport, a Canadian volunteer[illegible] the[illegible]n small Canadian flags and a teddy bear. A local family wel[illegible] them[illegible] dinner in their new home. At school, the Ukrainian boy sh[illegible]s story th[illegible] translator, and a student gives him a Canada pin. His siste[illegible]su[illegible]class, remembering home. On the weekend, they video call the[illegible] 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." |

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**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 [illegible] | 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** | Ac[illegible]ke themselves [illegible] the charact[illegible] | [illegible] acted tik[illegible] cha[illegible] | Mostly stayed in character during the scene. | Stayed in character the whole time. |
| **Teamwork** | Did not help or listen. | Help[illegible]ttle [illegible]. | [illegible]ed others [illegible]d with the [illegible] | Shared, listened, and helped make the group's work better. |

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**Teacher Comments**

_____

_____

_____

_____

[illegible]rk

**Student Comments – What Could You Do Better?**

_____

_____

_____

_____

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6.3

# 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 com

## Mater

u need for the activity?

- Set of Mem ta cards group (provided)
- A small table or clear ar flo



## Instructions

How will you complete ctivity?

1. Divide the class into groups of 3 or 4. Give ea our y Game cards. (provided)
2. Have each group lay all the cards face down in a grid on ble
3. The students take turns flipping over two cards at a time, trying ching 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.

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6.3

Cards | Memory Game Cards




**NAFTA**

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

**USMCA**

Replaced NAFTA with updated rules on trade, labour rights, environment, and digital trade protections.



**Paris Agreement**

Global promise to fight climate change by reducing greenhouse emissions before the year 2050.




**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.

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Cards | Memory Game Cards

| | |
|---|---|
| **World Trade Organization (WTO)** | Helps countries trade fairly and safely by setting rules and lowering taxes on traded goods. |
| **World He[illegible]rgan[illegible] (W[illegible])** | Supports world health by fighting diseases, sending doctors, and helping countries with healthcare systems. |
| **G20** | Gr[illegible]f 20 richest countries [illegible]e[illegible]yearly to discuss [illegible]ade, [illegible]noverty, and [illegible]ge. |
| **International Criminal Court (ICC)** | A special court tha[illegible]shes people for serious c[illegible]nes 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. |

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6.3

Cards | Memory Game Cards

| | |
|---|---|
| **North American Aerospace Defen Command (NORAD)** | Canada and the USA work together to detect air or space threats and protect North America. |
| **UN E** | Helps children around the world by giving food, education, healthcare, and protection from harm. |
| **Canadian Red Cross** | orts people during ies by providing er, f dical help, and ssistance. |
| **Doctors Without Borders** | Sends doctors and es to help people in poor 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. |

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6.4

# 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.



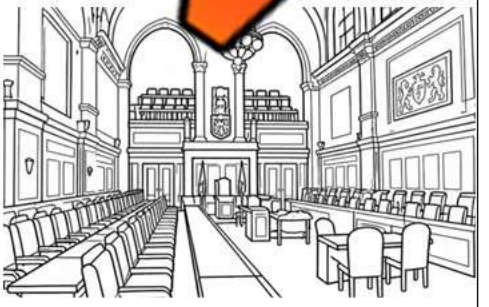
**Municipal**
At the municipal level, the mayor is the leader of the local government. They are elected by the citizens in a first past the post format. They work alongside city councilors who also elected to make decisions for the city.

**Provi**
The pr ial gove s elections for which political party will take control of the government. The e p ical party that wins will become the **premier**, who is in control of the p overn

Since provin too only one leader, they are split up into ridings. Each riding will have to win a seat in the provincial parliament. The winner of each riding me a M f Legislative Assembly (MLA). There are 87 ridings in BC, therefore the 7 M

**Federal**
The federal government has more positions becaus y ne un the largest government. The prime minister is the leader of deral t. Citizens vote for a political party candidate in the election and the r of rty that wins will become the prime minister.

Since the country is so large, the federal government is it in across Canada that have one leader each. The winner of each distric o gets the most votes. They become a member of parliament (MP). The P's 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)

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6.4

## 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 a[illegible] many districts and ridings across the country?

PREVIEW

## Making Connections

[illegible] 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 |

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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 pos[illegible]/job.



**Elected**
Voted in by citizens

**Appointed**
Chosen by the Prime Minister or Queen/ Governor General

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| Answer | [illegible]/Jobs | Role – What they do |
|---|---|---|
| | Pri[illegible]er | a) Represents the Queen here in Canada |
| | [illegible]r of Par[illegible]t (M[illegible] | [illegible]) To maintain order in the House of Commons and [illegible]e sure everyone is respecting the rules and [illegible]s |
| | Senators | c) E[illegible]esentatives of a riding that represent the[illegible]islative assembly |
| | Speaker | d)[illegible]r of th[illegible]n[illegible]ower and head of the government |
| | Governor General | e) Chosen b[illegible] P.M[illegible]r[illegible]t[illegible] Senate to pass bills (laws) |
| | Member of Provincial Parliament | f) Prime Minister choo[illegible]em[illegible]ake important decisions for the cou[illegible] |
| | Cabinet Members | g) Leader of the political party that [illegible]second in the federal election |
| | Leader of the Opposition | h) Elected representatives of a district that represent their area in the House of Commons |

**Appointed or Elected** Write as many elected and appointed jobs as you can think of

| | |
|---|---|
| Appointed | |
| Elected | |

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# 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 gr is the **Legislative Assembly**, which is responsible for representing the people of B olumbia and passing provincial laws.

**Prem**

The Pre is the e political party that wins the most seats in the pro h. 22, David Eby became the 37th Premier of Briti ia.



David Eby

One of the Pr s mo obs is working with the federal government an t rs. The Premier explains BC's goals and pri ing ith Canada's Prime Minister and leaders fro r p territories.

The Premier also helps guide gov plans esponds to issues that affect people in British Columbia.

**Cabinet Ministers**

The Premier chooses several MLAs to become Cabinet Each r is responsible for a different department in the governme



Minister of Health
Josie Osborne

In British Columbia, there are ministers re ible and child care, health, environment and climate ch transportation, and public safety.

Cabinet Ministers help create government plans, prepa gets, 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.

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6.4

## Questions

Use information from the text to support your answer

1) What is the role of the Lieutenant Governor?

2) Who are [illegible] ministers? What is their job?

PREVIEW

## Making Connections

[illegible]t doe[illegible]emind 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 |

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6.4

**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 [illegible] your electoral district? | |
| 5) What political [illegible] belong to? | |
| 6) What year did th[illegible] the [illegible] | |
| 7) How many electoral distri[illegible]her[illegible] 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? | |

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# 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 as the head of state. The Monarch for Canada is the King or Queen of Great Britain. Right now, King Charles III is the "ruler" or head of State of Canada, but only in name only. The true decision makers are elected officials 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 a republic 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.

PREVIEW

| | Canada | USA |
|---|---|---|
| **Type of Government** | Constitutional Monarchy | Republic |
| **Head of State** | King Charles III | |
| **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) |

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## Questions

Answer the questions below using evidence from the text

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

2) Why ar[illegible]stems of government considered democratic? Explain?

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## Visualizing

Draw wh[illegible]ere[illegible]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 |

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# 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 t[illegible]s to balance what people ne[illegible]vironment, and mone[illegible]



**Canadian Resou[illegible]ent[illegible]licies**

- Forest Care: [illegible]has st[illegible]r cutting down trees. They make sure forests stay healthy by rep[illegible]ti[illegible]an[illegible]g animals and their homes safe.
- Fishing Rules: Canada li[illegible]mar[illegible]e caught to protect fish and their homes. This stops too many fish fro[illegible]ugh[illegible]keeps fish numbers healthy.
- Water Care: Canada watches over its[illegible]ers and l[illegible]by [illegible]king water quality, stopping pollution, and making sure water i[illegible]wisely.
- Animal Protection: Canada has laws to keep end[illegible]nat[illegible]a[illegible]ir homes safe. This includes making special areas, like national parks[illegible]ns t[illegible]ani[illegible]ls in danger of extinction.
- Project Checks: In Canada, before starting a big project like a mi[illegible]or[illegible]mpanies must study how it could hurt the environment and find ways to reduce h[illegible]rm.

**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.

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**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 far[illegible]ses chemical pesticides to ensure their crops grow well | Misuse | Proper |
| 5) | [illegible]ater and uses less, protecting rivers and [illegible]near by. | Misuse | Proper |
| 6) | A logging[illegible]s al[illegible]es in a forest without planting new ones | Misuse | Proper |
| 7) | A mining compa[illegible]lea[illegible]fixes the land after taking minerals. | Misuse | Proper |
| 8) | A builder takes sand from a[illegible]each[illegible]r away | Misuse | Proper |
| 9) | A power plant uses too much water to cool d[illegible]s eq[illegible]nt | Misuse | Proper |
| 10) | A fishing company catches only allowed am[illegible]an[illegible]isuse hurting other species. | | Proper |

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**Question** Why is it important that we have rules about how w[illegible]ces?

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# Unit Test – Government and Organizations

**Multiple Choice** /10

| | |
|---|---|
| 1. A product that is sent to another country is called?<br>a) Merchandise<br>b) Import<br>c) Goods<br>d) Export | 2. The USA has which type of government?<br>a) Monarchy<br>b) Parliament<br>c) Republic<br>d) All of the above |
| 3. A trade ___nt generally reduces or eliminat___.<br>a) Ta<br>b) Surcharges<br>c) Tariffs<br>d) Sales | 4. Which job below is appointed?<br>a) Senator<br>b) Prime Minister<br>c) MLAs<br>d) Premier |
| 5. NAFTA has steadily grow... increased ___.<br>a) Technology<br>b) Communications<br>c) Globalization<br>d) All of the above | ...TO is an example of which of the ...<br>a) Mili... ...ance<br>b) ...<br>c) ... Ag... ...<br>d) All o... ...ove |
| 7. An NGO stands for _____<br>a) Non-Governmental Organization<br>b) New-Governmental Organization<br>c) New-Grassroots Organization<br>d) None of the above | 8. An IGO sta... ...r _____<br>a) Intercontinental G... ...ization<br>b) Intercontinental Govern... ...t Organization<br>c) International Grassroots Organization<br>d) International Governmental Organization |
| 9. Ryan's Well is an example of an _____<br>a) IGO<br>b) NGO<br>c) Political Party<br>d) Grassroots Organization | 10. Which country/region do we trade with the most?<br>a) China<br>b) Mexico<br>c) Europe<br>d) USA |

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

| Term | Definition (what does it mean) |
|---|---|
| NGO | |
| Tariff | |
| Mana ment | |

**Short Answer Questions (2 ach)** **/6**

1) Who are the leaders in the p al g p ist at least 3 and explain their role.

2) What policies do cites have that help manage its resources? st at

3) What is the purpose of the United Nations?

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**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?

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2) Describe the Federal government. Na[illegible]at least [illegible]ere[illegible]sitions and whether they are elected or appointed. Explain what the role i[illegible]ch po[illegible]

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# 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 Helps 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 donations. General organizations will create a marketing campaign that delivers a message showing emotion, how bad the problem is, and how the viewers can help. Check out some examples below.

PREVIEW

World Vision

Through many World Vision commercials, Canadians sponsor children in developing countries. The World Vision commercials show children in these developing countries who do not have access to regular food, water, healthcare, etc. These heartbreaking commercials have helped millions of children become sponsored and 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.

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## 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?

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## Summarize

A summary is a brief explanation of the reading passage

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# 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 Med | ❑ | A system of transmitting sound through electromagnetic waves | ❑ | ❑ CNN, Global News, CTV News |
| Televis | ❑ | y written or pictorial form of nmunication | ❑ | ❑ Globe and Mail, The Province, Vancouver Sun |
| Print Media | ❑ | Web pplications that all te and share n soci rking | ❑ | ❑ Twitter, Facebook, Instagram, YouTube |
| Radio | ❑ | A sy or t ual images and s are reproduced cens | ❑ | ❑ 1130AM, SiriusXM News |

PREVIEW

In each of these forms of media, bias occurs. Me s is dia shares a news story in favour of one side versus the other becaus have on the subject. Some bias is intentional, while other times, it is al.

How might bias occur in this scenario:

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

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# Forms or 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 s... | b) Labelling a person an expert to make their argument stronger |
| | ...election | c) Only choosing stories that help support the views of the media company |
| | ...as by ... | d) The reporter tells his/her side of the story only |
| | Bias by ...g | ...When investigating a story, only choosing sources ...pport the same viewpoint as the reporter |
| | Bias by spin | f) Le... ...t important facts of a story when rep... d... ...ecause it doesn't align with the rep... ...ws |

| 2) Read the following scenarios of media bias th... ...porter ... guilty of and label it one of the forms above. | |
|---|---|
| **Scenarios** | **...ias by _____** |
| 1. A reporter says Vancouver is the best city in Canada and p... ...es 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 shows 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. | |

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# World War II

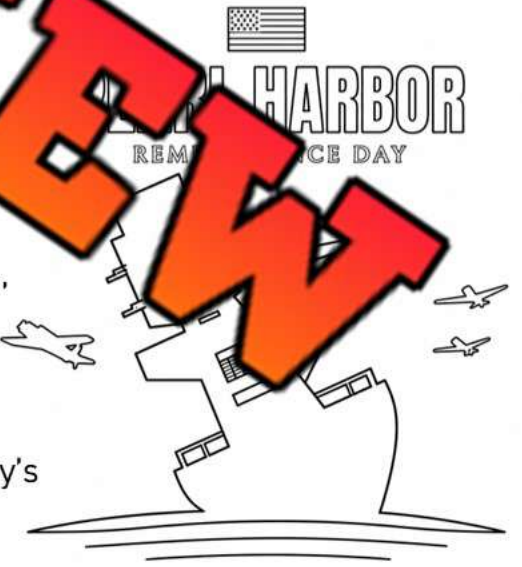
**Background – World War II**
World War II was a huge war that happened between 1939 and 1945. Many countries fought in it, and it caused a lot of destruction and suffering. This report will tell you about the main events and reasons for World War II.

**Causes of the War**
- Treaty of Versailles: The harsh rules from World War I made Germany angry and weak.
- Rise of [illegible]s: Leaders like Adolf Hitler in Germany and Benito Mussolini in Italy wante[illegible] control.
- Ex[illegible] Co[illegible] like Germany and Japan wanted more land and resources, lead[illegible] invas[illegible]

**The Spark: Invas[illegible] and**
World War II started [illegible] Ger[illegible] Poland in September 1939. This caused the United Kingdom and Fra[illegible] re Wa[illegible] ermany.

**The Big Players**
- The Allies: The United Kingdom, the [illegible]ates, [illegible]oviet 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.

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## Questions

Answer the questions below

1) What caused World War II?

2) Who fought against who in World War II?

3) Why was the Pe[illegible]arb[illegible]t[illegible]portant to World War II?

4) How did the war end?

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## Questioning

Write 3 questions you have about World War II

| | |
|---|---|
| 1) | |
| 2) | |
| 3) | |

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# 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.




**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 "inferior." The Holocaust is an example of genocide because the Nazis tried to destroy a group of people.

PREVIEW

**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 disease.
- **Extermination Camps:** Some camps, like Auschwitz, were for killing. There, the 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.




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## Questions

Answer the questions below using evidence from the text.

1) What does genocide mean?

2) What was the Holocaust?

3) How can we [illegible] fr[illegible]pening?

PREVIEW

## 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 | [illegible]e |
| 3) What is an example of genocide? | World War I | [illegible]olocaust |
| 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 |

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# 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 or 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 or portraying enemies in a negative light.
- ❑ Social media campaigns: Some groups may use social media to spread false information or biased messages to gain support for their cause.
- ❑ Public speeches: Leaders may give speeches filled with emotional language and strong statements to persuade people to follow their ideas.
- ❑ 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.

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**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? |
| --- | --- |
|   | |
|   | |

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**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? |
| --- | --- |
|   | |
|   | |

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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<br>a) Bias by omission<br>b) Bias by placement<br>c) Bias by l<br>d) Bias by | 2) Only choosing stories that help support the views of the media company<br>a) Bias by omission<br>b) Bias by placement<br>c) Bias by labelling<br>d) Bias by story selection |
| 3) Wh ve their country uch th t to fight other countries<br>a) Nationalism<br>b) Imperialism<br>c) Militarism<br>d) Alliances | 4) The Allies in WWI<br>a) Canada, US, France, Russia<br>) UK, Germany, Russia, and China<br>rance, Russia, and US<br>France, and Canada |
| 5) Why did the US join World War II?<br>a) D-Day battle<br>b) Bombing of Pearl Harbor<br>c) The Holocaust<br>d) They got paid to join the Allies | 6) Wh WWI end?<br>a<br>b) 1<br>c) 1914<br>d) 1918 |

PREVIEW

## 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 exa[illegible] oris[illegible]hat you have learned about. Explain what happened and why it was a[illegible]terror[illegible]

**Long Answer** Answer the question below – [illegible]n 5 m[illegible]

Choose either WWI or WWII and explain the cause, who fo[illegible]ght [illegible]h important battles, and how it ended.

PREVIEW