



Grade 9 Social Studies

Workbook Module 4

Canada: Opportunities and Challenges

Name: _____

Date Started: _____

Module 4 Workbook Outcomes:

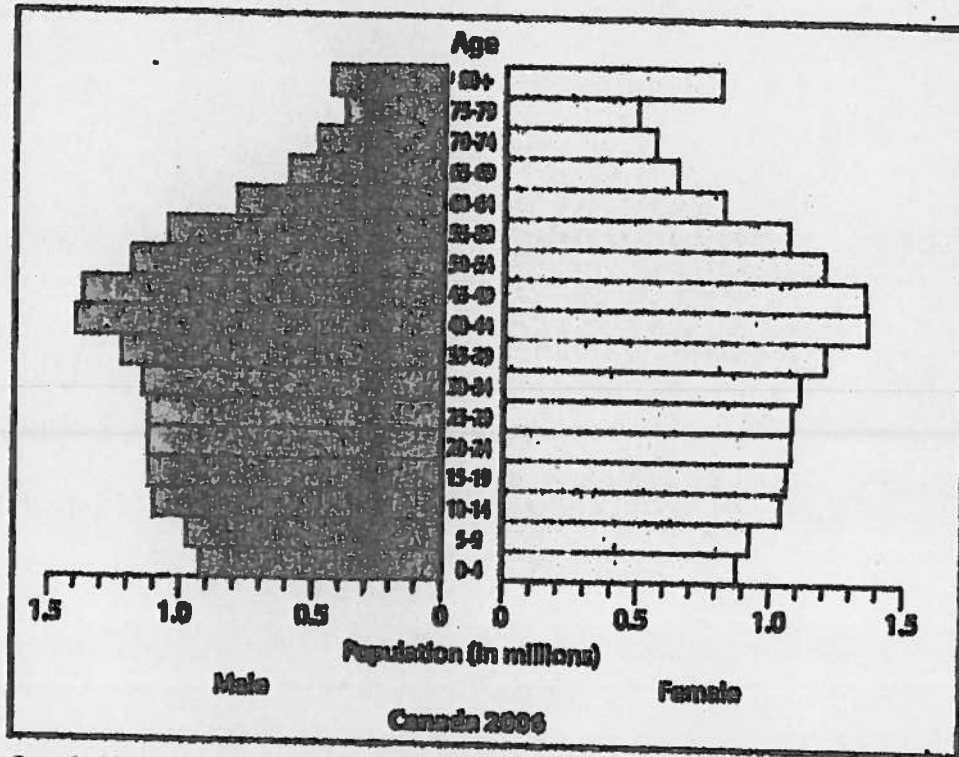
LA = Learning Activity A = Assignment

LA/A	Page	Outcome	To Do
LA 4.1	1-3	<ul style="list-style-type: none"> • KL-026 Analyze current Canadian demographics and predict future trends. • VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future. 	
A 4.1	3-5	<ul style="list-style-type: none"> • KH-033 Give examples of social and technological changes that continue to influence quality of life in Canada. • VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future. 	
LA 4.2	5-7	<ul style="list-style-type: none"> • KC-014 Describe current issues related to citizenship in Canada. 	
LA 4.3	7-8	<ul style="list-style-type: none"> • KC-014 Describe current issues related to citizenship in Canada. • KC-015 Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms. • KI-022 Analyze current issues surrounding Canadian culture and identity. • VC-003 Be willing to engage in debate about citizenship. 	
LA 4.4	9	<ul style="list-style-type: none"> • KI-022 Analyze current issues surrounding Canadian culture and identity. 	
LA 4.5	9-12	<ul style="list-style-type: none"> • KL-027 Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights. • VL-006 Respect traditional relationships that Aboriginal peoples of Canada have with the land. 	
LA 4.6	13-14	<ul style="list-style-type: none"> • KI-023 Identify possible ways of resolving social injustices in Canada. • KE-052 Identify poverty issues in Canada and propose ideas for a more equitable society. 	
A 4.2	13-14	<ul style="list-style-type: none"> • KI-023 Identify possible ways of resolving social injustices in Canada. • KE-052 Identify poverty issues in Canada and propose ideas for a more equitable society. 	
LA 4.7	14-18	<ul style="list-style-type: none"> • VL-007 Be willing to make personal choices to sustain the environment. • KG-042 Describe Canada's responsibilities and potential for leadership regarding current global issues. • KL-028 Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability. 	
LA 4.8	19-21	<ul style="list-style-type: none"> • KP-047 Identify opportunities and challenges regarding Canadian-American relationships. 	
A 4.3	22-23	<ul style="list-style-type: none"> • KP-047 Identify opportunities and challenges regarding Canadian-American relationships. • VG-013 Value Canada's contributions to the global community. • KG-041 Give examples of contributions of various Canadians to the global community. • KG-042 Describe Canada's responsibilities and potential for leadership regarding current global issues. 	

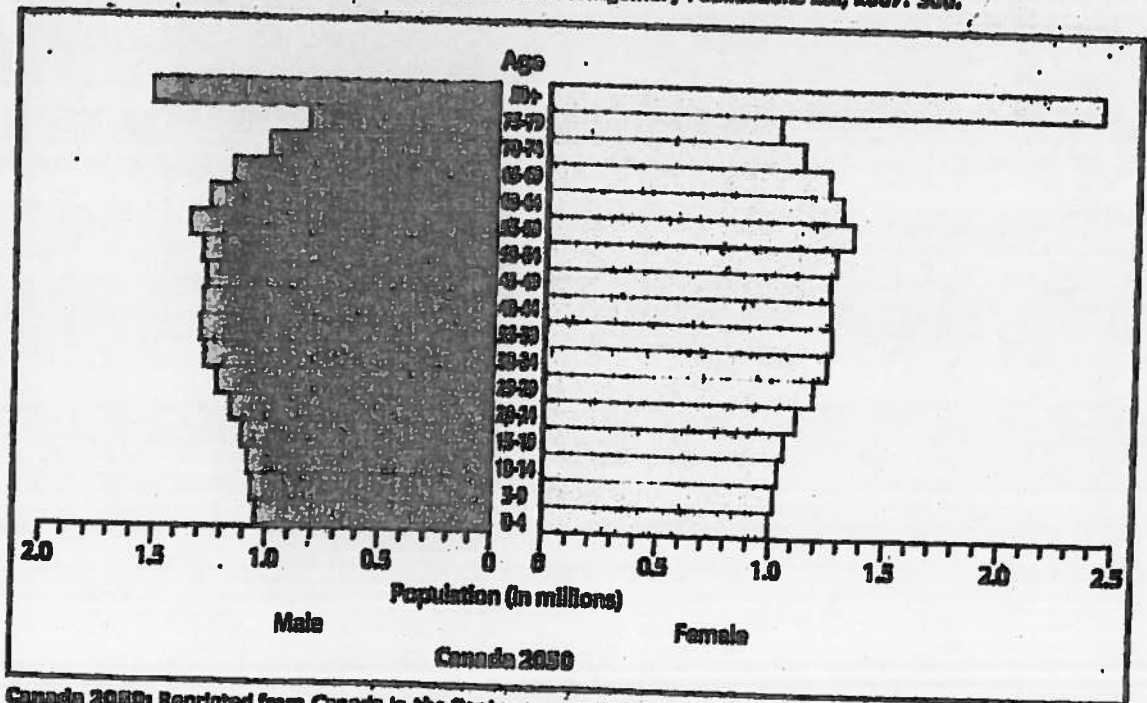
Predicting Canada's Demographic Future

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

1. Compare the following population pyramids for Canada 2006 and Canada 2050. Answer the questions that follow.



Canada 2006: Reprinted from *Canada in the Contemporary World* by John Ruyters, John Ryall, William Norton, and Linda Connor. Toronto, ON: Emond Montgomery Publications Ltd, 2007: 300.



Canada 2050: Reprinted from *Canada in the Contemporary World* by John Ruyters, John Ryall, William Norton, and Linda Connor. Toronto, ON: Emond Montgomery Publications Ltd, 2007: 301.

- 2
- a. On the population pyramid *Canada 2006*, in what age group do the greatest number of Canadians fall?
 - b. On the population pyramid *Canada 2050*, how many females (in millions) are between the ages of 15 and 19?
 - c. On the population pyramid *Canada 2050*, who lives the longest: males or females? What data did you analyze to reach this conclusion?
 - d. Between the two population pyramids, which appears to have the oldest total population?
2. Both population pyramids depict an aging population, where the majority of the population is older rather than younger. As the population ages, what challenges might the government encounter in providing services for its population?
3. In your view, how can accurate population pyramids help government planners in making decisions about government expenditures?
4. There has been a recent change in Canada's birth rate due to several factors discussed in this lesson.
- a. Describe the recent change in Canada's birth rates. What impact does this change have on our society in general?
 - b. How do you think changing family structure and styles have influenced the birth rate in Canada?

Technology and Quality of Life (21 marks)**Your Tasks**

Choose a specific human invention and research the changes it has brought to human societies. Some inventions/discoveries you might consider include the following:

- Jet engines
- Telephones
- Chemical fertilizers
- Solar powered cells
- Penicillin (an antibiotic)
- Refrigerators
- Nuclear power

Use your local library, the Internet, and any local experts to assist you in your research.

Use the following questions as a guideline for your research. When you present your findings, the reader should be able to find answers for all of the questions.

1. When was it first produced and/or discovered?
2. Briefly describe the original inventor/discoverer.
3. How did it affect people's quality of life?
4. Did it allow people to do new things?
5. Did it overcome any challenges or problems?
6. How is the invention used today?
7. Has it changed in design?
8. Have we found new uses for it?

You can present your findings as a written report, a poster, or a PowerPoint presentation.

Include a "Works Cited" page at the end of your report that details all of your research resources.



Lack of Voter Participation in Canada

1. Elections Canada surveyed voters and concluded that several factors play a role in the reasons why people don't vote. Read each of the following statements and underline the reasons why Canadians chose to stay home on election night.
 - Too busy to vote.
 - Can't afford gas or transportation to voting site.
 - Feeling that my vote is useless.
 - Friends told me not to vote.
 - Didn't know where or when to vote.
 - Lack of confidence in candidate or party leader.
 - Don't believe in democracy.
 - Didn't know there was an election.
2. Study the table from this lesson, *Main Reasons for Not Voting in the 2000 Election*, and answer the following questions.
 - a. Which age group had the *greatest* number of "vote meaningless" responses as a reason for not voting? Can you think of a reason why this age group might be so disinterested in voting?
 - b. Which age group had the *greatest* number of "lack of faith/confidence in candidates/parties/leaders" responses?
 - c. Which age group had the *least* number of "regional discontent" responses?
 - d. What *percent* of 35-44-year-olds cited "religious reasons" for not voting?
3. How does the issue of voter apathy relate to the concept of citizenship in Canada? Why is voting an important part of our democratic system?

The Same-Sex Marriage Debate

Your Task

Analyze the two quotes below and answer the questions that follow.

Quote 1:

"I rise today in support of Bill C-38, the Civil Marriage Act. I rise in support of a Canada in which liberties are safeguarded, rights are protected, and the people of this land are treated as equals under the law."

- Prime Minister Paul Martin's address to Parliament, February 16, 2005

Quote 2:

"Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability."

- Section 15. (1) of the *Canadian Charter of Rights and Freedoms*

1. Re-word Paul Martin's speech to Parliament regarding Bill C-38 so a student in Grade 5 or 6 (someone younger than you) can make sense of its meaning.
2. How could a person who is *in favour* of same-sex marriage use Section 15(1) from the *Canadian Charter of Rights and Freedoms* to defend Bill C-38?

American English**Note:**

This activity has four parts, and illustrates the influences on your spoken and written language.

Part A: Spelling

Complete the following sentences by filling in the blank space with the appropriate word. Pay attention to your spelling.

1. My favourite _____ is red. I particularly dislike yellow.
2. I love to collect _____. Every Christmas, I tell my family to buy me items like earrings, necklaces, and rings.
3. My fees for swimming lessons were due today so my dad wrote a _____ for \$450 to take to my instructor.
4. Criminals who are sentenced to less than two years serve their sentence in a provincial _____ and not in a federal prison.
5. I recently wrote my driver's test. I am so happy to finally have my driver's _____.
6. I went to the school track and field finals this weekend. I won the 100- _____ dash.

Part B: Vocabulary

Complete the following sentences by *underlining* the word you *most prefer*.

1. My favourite *cookie OR biscuit* is chocolate chip.
2. I have to stop after school and *mail OR post* this letter to my brother in Prince Albert.
3. For spring break this year, my family is going to take a *vacation OR holiday* to Mexico.
4. "Please set the table," said my mother. "Make sure to put a *napkin OR serviette* beside each place setting."
5. Don't forget to write the correct *zip code OR postal code* when addressing the envelope.
6. I could eat peanut butter and *jelly OR jam* sandwiches every day for lunch!

Now you will review your answers from Part A and B.

Part A:

How did you spell the words that you used to complete each sentence? Each word could be spelled two ways, American or British. Circle the spelling method that you used.

Sentences	American	British
1	color	colour
2	jewelry	jewellery
3	check	cheque
4	jail	gaol
5	license	licence
6	meter	metre

1. How many words did you spell the American way?
2. How many words did you spell the British way?
3. Is your spelling influenced by American conventions? **Yes/no (circle)**
4. What does this activity tell you about the influence of American culture on Canadians?

Part B

Which word did you prefer to use in each sentence? Each word is associated with either American or British usage. Circle the spelling method that you used.

Sentences	American	British
1	cookie	biscuit
2	mall	post
3	vacation	holiday
4	napkin	serviette
5	zip code	postal code
6	jelly	jam

2. Do you prefer any British words? If so, which ones?

3. Were there any American or British words that you found strange or weird and that you would never use in conversation? Which one(s)?

Part D: Reflection

1. Is it important for a language to have consistent spelling rules? Why or why not?

2. Should Canadian schools teach students to write using only British spelling, and mark American spelling as errors? *Explain*



Learning Activity 4.5



Read pages 9-12

First Nations People, the Land, and Treaties



Note:

You will require a dictionary for this assignment.

1. Why are First Nations treaties important today? Provide at least two reasons.

1.

2.

a. opportunity

b. challenge

3. Using the case of Donald Marshall, explain how the 1760 Peace and Friendship Treaty between his ancestors and the British government poses today both an *opportunity* and a *challenge* for

a. the Canadian government:

OPPORTUNITY:

CHALLENGE:

b. The Mi'kmaq people of Canada:

OPPORTUNITY:

CHALLENGE:

c. All First Nations, Métis, and Inuit Peoples in Canada:

OPPORTUNITY:

CHALLENGE:



Homelessness in Canada

1. Why is it difficult for the world to agree on a universal definition of poverty?
2. How is poverty measured in Canada?
3. What inspired Hannah to begin the Ladybug Foundation?
4. Describe how Hannah raises awareness and money for the homeless in Canada.
5. Hannah's quest to improve the lives for Canada's homeless is an example of the "power of one." What do you think this phrase means, and how does it apply to Hannah?



Assignment 4.2



Read pages 14-18

Assisting Canadians in Poverty (8 marks)

Part 1

Identify another Canadian organization that assists Canadians living in poverty (such as Main Street Project, Winnipeg Harvest, Mennonite Central Committee, or the Salvation Army). See if you can find one in your local community.

Answer the following questions about the organization using full sentences. To answer these questions, you may need to research the group, either by

- visiting the organization's website
- contacting the organization and asking for informational pamphlets
- interviewing a member of the organization

1. What is the mission (or goal) of this organization? What does it want to accomplish? (2 marks)

2. What services and programs does the organization offer to Canadians living in poverty? List at least three services and programs. (3 marks)

3. How can a person your age assist this organization? (3 marks)



Practising Stewardship and Sustainability

1. In the table below, rate your interest in the 12 suggestions from 1 to 5 (1 being *not willing to try*; 3 being *somewhat willing to try*; and 5 being *very willing to try*).

Personal Choice	Willingness to Try				
1. Connect with nature—get outside!	1	2	3	4	5
2. Improve the outdoor spaces that you enjoy.	1	2	3	4	5
3. Practise "green" gardening in your own yard.	1	2	3	4	5
4. Be aware of the chemical cleaners used in your house.	1	2	3	4	5
5. Reduce, reuse, and recycle.	1	2	3	4	5
6. Shop at a farmer's market.	1	2	3	4	5
7. Select seafood wisely.	1	2	3	4	5
8. Eat vegetarian meals more often.	1	2	3	4	5
9. Go on a litter alert.	1	2	3	4	5
10. Prevent hazardous waste spills.	1	2	3	4	5
11. Exercise your energy-saving potential.	1	2	3	4	5
12. Ride a bike whenever possible.	1	2	3	4	5

- a. Of the list of 12, which suggestion would you find the most difficult to practise? Why?
- b. Of the list of 12, which would you find the easiest to practise? Why?

2. According to Canada's Minister for International Cooperation (2001), Maria Minna, what ethical obligation does Canada have in regards to the sharing of our wealth and resources? What will happen if we fail?

The Arctic and Canadian Sovereignty

1. If a country is sovereign, this means that _____.
 - a. it has a king or queen as its leader
 - b. it is self-governing, independent
 - c. it owns the Arctic
2. Ownership of the Arctic Islands is not an issue that is seriously disputed by any country; however, _____.
 - a. control over the North Pole remains a controversial issue
 - b. control over the military base at Alert remains a controversial issue
 - c. control over the surrounding ocean remains a controversial issue
3. The Northwest Passage is _____.
 - a. a route from the Atlantic Ocean to the Pacific Ocean through the Arctic Islands of Canada
 - b. an international waterway linking the Pacific and Atlantic Oceans
 - c. A sea route from the Atlantic to Pacific that begins at the Great Lakes and ends in the state of Washington
4. Canadian sovereignty in the Arctic has been challenged by _____, who have sailed submarines under the ice and seas claimed by Canada.
 - a. United States and Denmark
 - b. United States and Russia
 - c. Russia and France
5. The issue of global warming is expected to increase challenges to Canada's sovereignty in the Arctic because _____.
 - a. the ice-laden seas will open up to year-round commercial navigation by many countries
 - b. fishers from other countries will travel to the Arctic seas in search of new fishing grounds
 - c. Canada has no ships or submarines capable of protecting the Arctic from other countries

Canadians and the Global Community (16 marks)

Your Task

This lesson identified eight characteristics of good global citizens. Now, it is your turn to see how well your fellow Canadians match these characteristics.

Identify a Canadian (preferably not a relative or friend) who demonstrates at least *one* of the eight characteristics of global citizenship.

- The Canadian may be currently living or a figure from the past.
- You will need to identify a Canadian who has made a significant contribution to the global community.

Once you have identified a suitable Canadian, complete the following organizer:

Name of Canadian: _____

Brief Description: (3 marks)

This person demonstrates the characteristics of...
(check all that apply)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Respect | <input type="checkbox"/> Citizenship |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Altruism |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Empathy |
| <input type="checkbox"/> Cooperation | <input type="checkbox"/> Justice |

These contributions demonstrated global citizenship characteristics because... (5 marks)

My information was obtained from... (3 marks)
(list at least three sources)

1. _____

2. _____

3. _____



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