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

A Course for Independent Study

Field Validation Version
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**Acknowledgements**

Manitoba Education gratefully acknowledges the contributions of the following individuals in the development of *Grade 9 Social Studies (10F): Canada in the Contemporary World: A Course for Independent Study, Field Validation Version*.

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

Introduction
Overview

Welcome to Grade 9 Social Studies!

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

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

What Will You Need?

Required Resources

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

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

Optional Resources

- A computer with access to the Internet will be helpful for completing your research.
- Access to a photocopier. That way, you could make a copy of your assignments before sending them to your tutor.marker. So, if your tutor marker wants to discuss an assignment with you over the phone, each of you will have a copy. Also, you could look back at your assignments as you continue on with the course.
What Will You Learn?

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

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

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

How Will You Know How Well You Are Learning?

You will know how well you are learning by your evaluation in the following:

Learning Activities

One of the easiest and fastest ways to find out how much you have learned is by completing the learning activities. These have been designed to let you assess yourself by comparing your answers with the answer keys at the end of each module. Some lessons have more than one learning activity.

Besides giving you feedback, the learning activities will help you practice what you have learned and prepare you to complete your assignments and exams successfully. Many of the questions on the exams will be similar to the questions in the learning activities.

**Note:** Do not mail learning activities to your tutor/marker.

Assignments

Most lessons contain assignments that you will be sending to your tutor/marker for assessment. The assignment component of this course is worth 60% of your final mark. In order to do well on each assignment, you should complete all learning activities first and check your answers in the answer key provided. Remember to keep all assignments that have been marked and returned to you, as you will need to review them for the exam. You are encouraged to have two copies of each assignment: one for the tutor/marker and one for yourself.
Note: You will mail these assignments to your tutor/marker along with the appropriate cover page.

Midterm and Final Examinations

The midterm exam is based on Modules 1 and 2, and is worth 20% of the final mark of the course. The final exam is based on Modules 3 and 4, and is worth 20% of the final mark of the course.

In order to do well on these exams, you should review all of the work that you have completed for each module, including all learning activities and assignments.

You are responsible for applying for both exams and making arrangements to have the exam sent to your proctor from the Independent Study Option office.

- You should make arrangements to write your midterm exam before you finish Module 2.
- Arrangements for the final exam should be made before you finish Module 4.

When you write your examinations, you will be supervised by a proctor.

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

- If you are attending school, ask your school’s Independent Study Option (ISO) school facilitator to request your examination. Do this at least three weeks before you are ready to write your examination. For more information on examination procedures, please contact your ISO school facilitator or visit the distance learning website at <www.edu.gov.mb.ca/k12/dl/iso/index.html>.

- If you are not attending school, check the Examination Request Form for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write the examination, fill in the Examination Request Form and mail, fax, or email it to
  
  ISO Office
  555 Main Street
  Winkler, MB R6W 1C4
  Fax: 204-325-1719
  Toll-Free Telephone: 1-800-465-9915
  Email: distance.learning@gov.mb.ca
Practice Examinations and Answer Keys

To help you succeed in your examinations, we have created the Midterm Practice Examination and the Final Practice Examination. They, along with their answers, are found at <www.edu.gov.mb.ca/k12/dl/downloads/index.html>

What Is a Typical Lesson Like?

Each module in this course is made up of several lessons, which are organized as follows:

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

Internet Safety

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

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

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

Plagiarism

Plagiarism is becoming more commonplace and IT IS a big deal. Why do you need to worry about it? Many schools and universities have plagiarism policies that have consequences of being suspended from a course or school.

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

How can you avoid plagiarism?
1. Begin early. Research takes time. In addition to the time needed to search for, evaluate, and read sources, you also need to remember to allow time to get help if you need it. Always document your sources immediately.
2. Present your research by quoting and paraphrasing. When you use a quote, you use the exact same words with quotation marks. When you paraphrase, you rewrite an author’s idea using your own words and you do not use quotation marks.
3. Learn how to use different citation styles.
4. Give credit where credit is due. Never pretend someone else’s idea is your own.

How to Cite References

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

Quotations

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

Although you could survive without food for several weeks, you could not survive without water for more than a few days. Humans require about 2.5 litres per day of drinking water to remain healthy. In fact, two-thirds of the human body is made of water.
In dry areas of the world, people view water as a resource more valuable than gold. In Canada, most people take water for granted. Studies show that the average Canadian uses about 330 litres per day for personal use.

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

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

Paraphrasing

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

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

A good paraphrase follows these rules:

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

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

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

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

How to Cite Different Sources

Books: (example below by author Bruce Clark.)
Author’s/Editor’s last name, first name. Title of the book. Publishing city and abbreviated province or state: Publisher name, year published. Print.

Article: (example below by author Laura Snyder.)
Author’s/Editor’s last name, first name. “Article title.” Title of the Journal or Newspaper. Date published: page number(s) if available. Web/Print. Date you looked up the article (if it was on the web). <URL>.

Website: (Example below has a corporate author. It is an article on water scarcity.)
Author’s/Editor’s last name, first name. Name of Site. Name of Publisher/Sponsor of site, day month year of creation: pages of the article. Web. Date you looked up the article. <URL>.

Bibliography


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

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

Assistance: Who Can Help You With This Course?

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

Your Tutor/Marker

Tutor/markers are experienced educators who tutor independent students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker’s name and contact information were sent to you with this course. You can also obtain this information in the Who Is My Tutor/Marker section of the distance learning website at <www.edu.gov.mb.ca/k12/dl/iso/assistance.html>.

Your Learning Partner

A learning partner is someone you choose who will help you learn. It may be someone who knows something about geography, but it doesn’t have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.
Your learning partner can help you keep on schedule with your course work, read the course with you, check your work, look at and respond to your learning activities, or help you make sense of assignments. You may even study for your examinations with your learning partner.

How Much Time Will You Need?

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

From the date of your registration, you have a maximum of 10 months to complete the course, but the pace at which you proceed is up to you. Read the next few pages to get a recommendation on how to pace yourself.

Chart A: Semester 1

Here is a suggested timeline that you can follow if you start your course in September and need to complete it by the end of January.

<table>
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<th>Module</th>
<th>Completion Date</th>
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<tr>
<td>Module 1</td>
<td>Late September</td>
</tr>
<tr>
<td>Module 2 and Midterm Examination</td>
<td>Early November</td>
</tr>
<tr>
<td>Module 3</td>
<td>Early December</td>
</tr>
<tr>
<td>Module 4 and Final Examination</td>
<td>Mid-January</td>
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Chart B: Semester 2

Here is a suggested timeline that you can follow if you start your course in January and need to complete it by June.

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<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
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</thead>
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<td>Module 1</td>
<td>Late February</td>
</tr>
<tr>
<td>Module 2 and Midterm Examination</td>
<td>Early April</td>
</tr>
<tr>
<td>Module 3</td>
<td>Early May</td>
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<tr>
<td>Module 4 and Final Examination</td>
<td>Mid-June</td>
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Chart C: Full School Year (Not Semestered)

Here is a suggested timeline that you can follow if you start your course in September and need to complete it by June.

<table>
<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
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</thead>
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<td>Module 1</td>
<td>Late October</td>
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<tr>
<td>Module 2 and Midterm Examination</td>
<td>Mid-January</td>
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<td>Module 3</td>
<td>Mid-March</td>
</tr>
<tr>
<td>Module 4 and Final Examination</td>
<td>Late May</td>
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Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. Make sure that you leave enough time for your work to travel through the mail, as it might take over a week. It may also take a few weeks for your tutor/marker to send the marks to your school.

If you need this course to graduate this school year, remember to schedule and complete your final examination by June 1.

Submission of Assignments: When and How Do You Send Assignments to Your Tutor/Marker?

When to Submit Assignments

While working on this course, you will mail or email completed assignments to your tutor/marker five times. Each time you send assignments, you must include the applicable cover sheet, which you will find at the end of this Introduction. The following chart shows you exactly what you will be mailing or emailing at the end of each module.

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<tr>
<td>Mailing 1</td>
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<td>Mailing 2</td>
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<td>Mailing 3</td>
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<td>Mailing 4</td>
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</tbody>
</table>
How to Submit Assignments

In this course, you have the choice of either mailing or emailing your assignments.

- Each time you mail something, you must include the print version of the applicable cover sheet (found at the end of this Introduction).
- Each time you email something, you must include the electronic version of the applicable cover sheet (found at <www.edu.gov.mb.ca/k12/dl/downloads/index.html>).

Complete the information at the top of each cover sheet before mailing or emailing it along with your assignments.

Mailing Your Assignments

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

  ISO Tutor/Marker  
  555 Main Street  
  Winkler MB  R6W 1C4

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

Emailing Your Assignments

If you choose to email your completed assignments, make sure you have saved electronic copies before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original assignments are lost, you will be able to resubmit them.

To email your completed assignments, you will first need to do one of the following:

- **If you are attending school**, please ask your ISO school facilitator (the person who signed your ISO Registration/Admission Form) for permission to email your assignments and to determine your school’s procedure for emailing assignments. Contact your tutor/marker to confirm that the course material can be marked electronically.

- **If you are not attending school**, please obtain permission directly from your tutor/marker to submit your assignments electronically. Also, please confirm that the course material can be marked electronically.
**Saving and Submitting Your Assignments**

1. Save your work as described below.

   **File Names**
   When saving your work, identify the assignment number(s) in the file name (e.g., Assignment 1.1.doc).

   **File Types**
   Save your work in the following file types (as applicable):
   - **Written work**: Microsoft Word files (doc) or RTF files
   - **Presentation**: Microsoft PowerPoint files (ppt)
   - **Scanned work**: PDF files (save multiple pages on one file)

   The Independent Study Option office cannot access:
   - file extensions other than those listed above
   - cloud servers for file storage/sharing (e.g., SkyDrive)

   **File Size**
   - The total size of attached files per email must not exceed 5 MB.
   - If files are larger than 5 MB, you must submit them as compressed files.
     If you are not familiar with this process, please go online to <www.wikihow.com/> to learn how to compress files with your operating system.

2. Use the following format to compose your email.

   To: distance.learning@gov.mb.ca
   cc: [Your ISO school facilitator’s email address if you attend school]
   Subject: [Your Name] Grade 9 Social Studies
   Attachment(s): Module 1 Cover Sheet, Assignment 1.1.doc, Assignment 1.2.doc, Assignment 1.3.doc, and Assignment 1.4.doc
   Message: Module 1 Cover Sheet, Assignment 1.1, Assignment 1.2, Assignment 1.3, and Assignment 1.4
   Tutor/marker: ____________________________
   School: ________________________________

   The subject line of your email must clearly indicate your name and the course name. The assignment number(s) must be identified in the file names and in the body of the email message, as shown in the sample provided.

3. Attach your files to the email.
4. Email your assignments to <distance.learning@gov.mb.ca>. **Do not email your assignments directly to your tutor/marker.** Emails sent directly to the tutor/marker will be returned unread.

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

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**Note:**
The Independent Study Option office does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

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**What Are the Guide Graphics For?**

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

- **Assignment:** This guide graphic tells you that there is an assignment you must complete and send to your tutor/marker.

- **Examination:** It is time to write your exam.

- **Internet:** If you have access to the Internet, you can use it to get more information. Internet access is optional.

- **Check Your Work:** This graphic reminds you to check your work in the answer key.

- **Learning Activity:** Complete this learning activity to help you review or practise what you have learned, and to prepare for your assignment or examination. You will not send learning activities to your tutor/marker.

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

- **Mail or Email:** These graphics are to remind you that you must send in assignments for correcting, and that you must include the required cover sheet.

- **Note:** This icon signifies important material.

- **Telephone:** This icon indicates that now may be a good time to contact your tutor/marker for help.
Good luck with the course!

Remember, if you need help at any point during this course, contact your tutor/marker.
Diversity and Pluralism in Canada
Module 1: Diversity and Pluralism in Canada

Introduction to Module 1

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

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

Module 1 Assessment

Your tutor/marker will assess each of the assignments you will complete in this module. When you have completed this module, you will mail or email your completed assignments to the Independent Study Option office in Winkler, Manitoba. There, the staff will forward your work to your tutor/marker.

Assignment Checklist

- Assignment 1.1: Canadian Contributions to Human Rights
- Assignment 1.2: First Nations Activists
- Assignment 1.3: Immigrating to Canada
- Assignment 1.4: First Nations, Métis, and Inuit Cultures in the Media
Lesson 1: The Geography of Canada

Introduction

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

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

Learning Outcomes

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

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

Geography of Canada

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

Canada’s Seven Physiographic Regions

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

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

2. Arctic Region

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

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

4. Cordilleran Region

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

5. Interior Plains Region

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

6. Great Lakes – St. Lawrence Region

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

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

Canada’s Population Clusters

Reproduced from <https://www12.statcan.gc.ca/census-recensement/2006/as-sa/97-550/vignettes/m2-eng.htm> under the terms of the Statistics Canada Open Licence Agreement.
Take a look at the Canada population density map on page 8, as well as the Physiographic Regions of Canada map on page 6. Then, think about the following questions:

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

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ontario &amp; Quebec</td>
<td>61.8%</td>
</tr>
<tr>
<td>Prairie Provinces</td>
<td>17.8%</td>
</tr>
<tr>
<td>(Alberta, Saskatchewan, Manitoba)</td>
<td></td>
</tr>
<tr>
<td>British Columbia</td>
<td>13.3%</td>
</tr>
<tr>
<td>Atlantic Provinces</td>
<td>6.8%</td>
</tr>
<tr>
<td>(Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island)</td>
<td></td>
</tr>
<tr>
<td>Territories</td>
<td>0.3%</td>
</tr>
<tr>
<td>(Yukon, Nunavut, Northwest Territories)</td>
<td></td>
</tr>
</tbody>
</table>

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

In the table above, take a look at each population percentage and then look at the two maps. What connections can you draw between the population table and the geography of the land?
Remember:
- Do NOT send the learning activities to your tutor/marker.
- Learning activities are meant to help you understand the content and prepare for the midterm and final exams.
- Once you have completed a learning activity, you can check your answers in the answer key at the end of the cluster.
  - If you answered most of the questions correctly, then you should continue on in the course.
  - If you did not answer most of the questions correctly, then you most likely did not fully understand that part of the chapter. You will need to go back and look through that part of the chapter again. If you need to, have your learning partner help with the parts of the chapter you did not understand.
- Make sure that you understand the answers in the answer key and that your answer includes those important points.
- Some learning activity questions do not have simple, straightforward answers. The answer key for these questions will contain elements of a good answer.

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

In this activity, you will make yourself a map of Canada’s regions. This will provide you with a helpful study tool for future assignments and exams.
Learning Activity 1.1

Mapping Canada

1. On the map provided on the following page, please include the following elements:
   
a. Label each physiographic region with the appropriate name. A list of names is provided below.
   - Appalachian Region
   - Canadian Shield Region
   - Arctic Region
   - Interior Plains Region
   - Cordilleran Region
   - Great Lakes–St. Lawrence Region
   - Innuitian Region
   
b. Label each province and territory with the appropriate name. A list of names is provided below.
   - Alberta
   - British Columbia
   - Manitoba
   - New Brunswick
   - Newfoundland and Labrador
   - Northwest Territories
   - Nova Scotia
   - Nunavut
   - Ontario
   - Prince Edward Island
   - Saskatchewan
   - Quebec
   - Yukon

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

a. What is a physiographic region?

b. How many physiographic regions are found within Canada?

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

continued
Learning Activity 1.1: Mapping Canada (continued)

3. For each of the cities listed, indicate the physiographic region in which it is located:
   a. Fredericton:
   b. Winnipeg:
   c. Whitehorse:
   d. Toronto:
   e. Iqaluit:
   f. Victoria:

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

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Percent of Population</th>
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<tbody>
<tr>
<td>Ontario &amp; Quebec</td>
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<td>0.3%</td>
</tr>
</tbody>
</table>

continued
Learning Activity 1.1: Mapping Canada (continued)

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

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

Summary

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