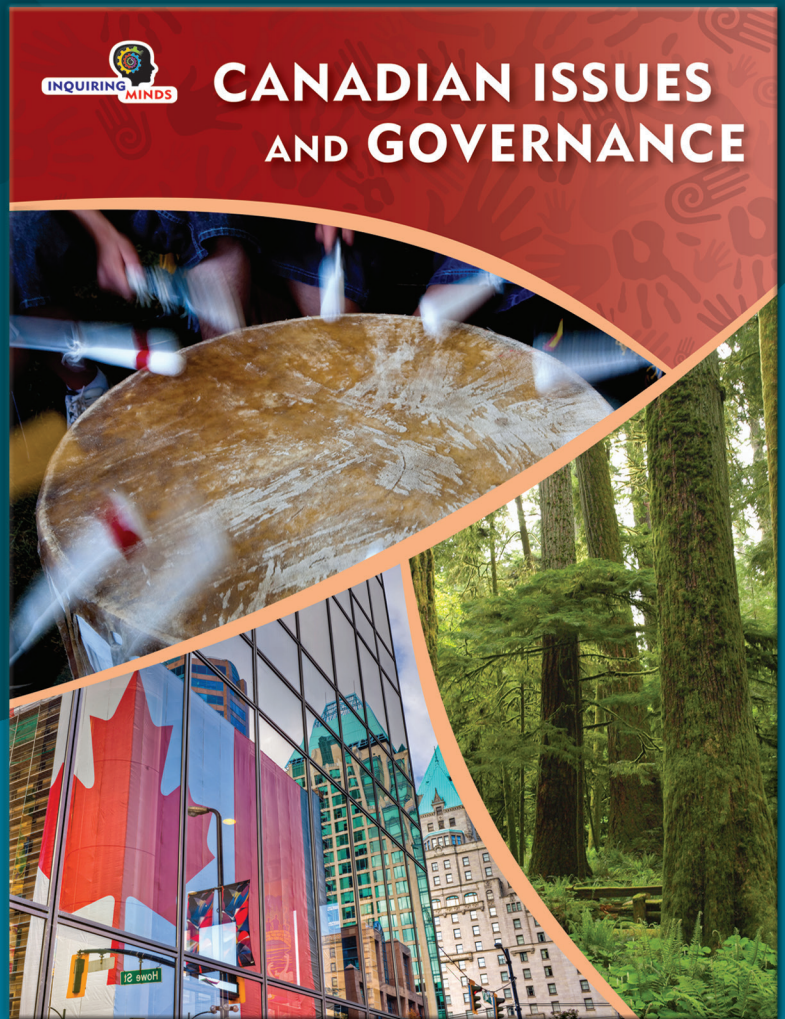




Grade 5



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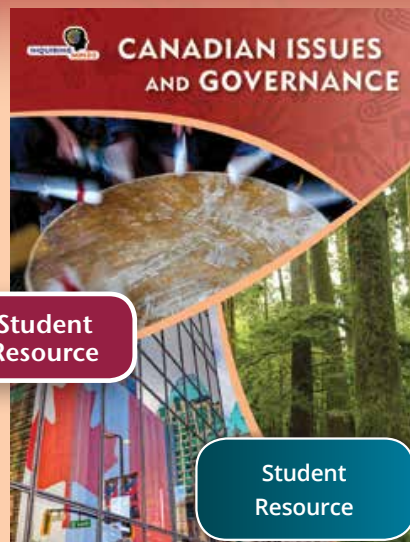


CANADIAN ISSUES AND GOVERNANCE

CANADIAN ISSUES AND GOVERNANCE

PRINT AND DIGITAL BLENDED LEARNING PROGRAM

GRADE 5: CANADIAN ISSUES AND GOVERNANCE



Student Resource

Student Resource



Companion Website

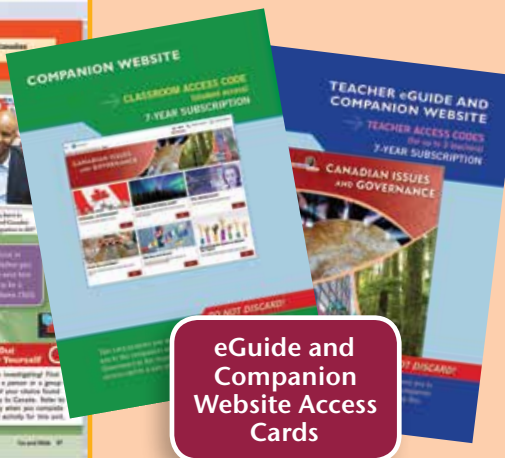
Companion Website



Teacher eGuide

Teacher eGuide

(comes with Companion Website teacher access)



eGuide and Companion Website Access Cards

INTERACTIVE FEATURES



You will find QR codes and Bounce Pages icons on some pages. Use a QR code scan app or the Bounce Pages app to access additional information related to content on that page.

DRAFT

O Canada, or O Canadas?

Focus Question: Is there one Canadian identity, or many?

Big Idea: Diversity and shared values continue to shape Canadian society and identity.

- Investigate: What Is Canadian Identity?
- Investigate: Why Is Canada Culturally Diverse?
- Examine: How Has Canadian Identity Changed Over Time?
- Investigate: How Have Media and Technology Affected Canadian Identity?
- Investigate: What Makes a Canadian a Canadian?

Our Home and Native Land?

Focus Question: How are peoples' relationships with the land connected to their identities?

Big Idea: Natural resources continue to shape the economy and identity of different regions of Canada.

- INVESTIGATE: How Does Geography Influence Identity?
- Investigate: How Are First Peoples Connected to the Land?
- Examine: Treaty Making in Canada
- Investigate: First Peoples and Resource Development

True Patriot Love?

Focus Question: Has Canada treated diverse peoples fairly?

Big Idea: Natural resources continue to shape the economy and identity of different regions of Canada.

- Investigate: How Have Government Policies Affected First Peoples?
- Investigate: Why Did Canada Discourage Chinese Immigration and Settlement?
- Examine: What Caused the 1907 Vancouver Riot?
- Examine: What Was the Media's Role in the Komagata Maru incident?
- Investigate Why Did Canada Intern People During the World Wars?

From Far and Wide?

Focus Question: How has immigration shaped Canadian stories over time?

Big Idea: Immigration and multiculturalism continue to shape Canadian society and identity.

- Investigate: How Would You Describe Canadian Society Today?
- Investigate: Why is Immigration Important to Canada?
- Examine: How has Immigration Policy Changed Canada?
- Investigate: Is Canada Fair to Everyone Who Wants to Come?

Glorious and Free?

Focus Question: How does government reflect the challenge of Canada's regional diversity?

Big Idea: Canadian institutions and government reflect the challenge of our diversity.

- Investigate: Do Canadians Have More Political Freedom Than People In Other Parts of the World?
- Investigate: How Do Canadians Choose Their Government?
- Investigate: Which Level of Government Affects Us the Most?
- INVESTIGATE: Who Is Who and What Do They Do in Canada's Parliament?

Does Canada Stand on Guard for Thee?

Focus Question: Has Canada done enough to protect human rights?

Big Idea: Canadian institutions and government reflect the challenge of our diversity.

- Examine: Why Did the UN Create a Declaration of Human Rights?
- Investigate: Does Canada Protect Human Rights Better Today Than It Did In the Past?
- Investigate: Has Canada Done Enough to Respect the Rights of First Peoples?
- Investigate: How Does the Charter of Rights and Freedoms Protect Canadians?
- Investigate: How Do the Courts Protect Our Charter Rights?
- Investigate: Does Canada Do Enough to Protect Human Rights?

Authors

Adam Woelders, Leona Prince, Margaret McClintock, Arnold Toutant, Sharon Jeroski, Paula Waatainen, Craig Harding

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O Canada... Investigating Canadian Identity

Everyone has probably either sung or heard Canada's national anthem, "O Canada." But this book isn't really about our anthem. Here the anthem is a tool to help you make new connections, think about Canada in ways you may never have, and challenge what you think you know about Canada.



'O Canada' lyric change sparks debate

O CANADA BECAME OFFICIAL NATIONAL ANTHEM IN 1980

Here are six phrases you probably know...

Have you ever thought about what these phrases mean? How could they connect with the history of Canada?

O Canada...

Our home and native land...

True patriot love...

From far and wide...

Keep our land glorious and free...

We stand on guard for thee...

What do you think each of these phrases mean? Do you disagree with any of the phrases or their meanings? Discuss your ideas with a partner or in a group.

This book is about how our history (the good and the bad) has shaped Canadian identity. It is likely to make you really smart about things everyone in Canada should know.



...but take another look

Looking at something a different way can help us learn more. Sometimes new information can change things. Other times we may be asked a question that gets us thinking and wanting to know more.

How might looking at the lyrics to “O Canada” in different ways help us learn more about people, places, and issues in Canada?

Ask yourself these questions as you read. What do the lyrics make you think about? How do they connect to you, your family, your friends, and your community?

O Canada...

Is there one Canada, or many?

When you hear the words “O Canada”, have you ever considered that there might be more than one perspective of this country?



Our home and native land...

How are people’s identities tied to their relationship with the land?

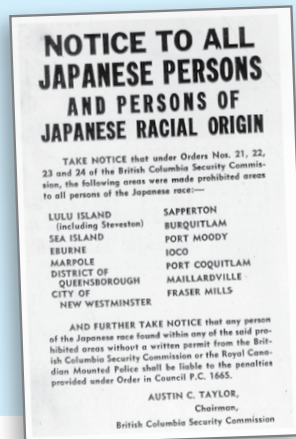
When we hear “our home and native land” what does that mean? How do people in Canada connect with the land? How do the ways we use the land shape who we are?



True patriot love...

Has Canada treated diverse peoples equitably and fairly?

Patriotism means feeling love and support for your country. Singing “true patriot love” might not make sense if you’re a member of a group who hasn’t been loved and respected because of your differences. How have diverse peoples experienced racism and rejection in Canada?



From far and wide...

Why do some people move?

“From far and wide” captures the immense size of Canada from coast, to coast, to coast, but it also shows how Canada is made of diverse peoples. Some have been here since time immemorial. Some are newcomers who have come from far away and traveled across wide distances. How has this shaped Canada?



How can we learn from each of these topics to make the future better for everyone in Canada?

Keep our land glorious and free...

Does Canada’s government system work for everyone?

Depending on who you are and where you’ve come from, you might take for granted that Canada is “glorious and free.” Canada is considered to be a great country with a government that many can rely on. Is that true for everyone?



We stand on guard for thee...

Does everyone enjoy human rights in Canada?

“O Canada” tells us we “stand on guard for thee.” Who is “thee”? Is it true that all of us are protected and safe in Canada? Who is and who isn’t? How do Canadians “stand on guard” for basic rights?



Using Historical Thinking

When we study places, people, and events we begin with a question.

These thinking concepts can be used as starting points for your questions. They can help you understand different perspectives, consider evidence, explain causes and consequences, look at how things change, decide what is important to remember, and make critical judgments.

Significance

Construct arguments about why certain places, people, and events are important.

Sample questions:

- How can perspective affect what we find significant?
- What do you consider significant in your life? Why?



Evidence

Consider where information comes from, and decide whether it is useful or trustworthy.

Sample questions:

- Why might people interpret the same piece of evidence in different ways?
- How do we know a source of evidence is reliable?

VOLUME 3, NUMBER 711

HINDU INVADERS NOW IN THE CITY HARBOR ON KOMAGATA MARU

Vessel Arrived Here This Morning before Daybreak—Excited Crowd of Hindus Assemble on Waterfront—Newcomers Seem Assured of Being Admitted—Gunget Singh Issues Statement Containing Veiled Threat.

Cause and Consequence

When we look at changes, we often ask, “Why did that happen?” Often the answer is that there was more than one cause. There may also be many consequences. Some of these consequences are intended, and some unintended.

Sample questions:

- What creates change in your life?
- What has caused you to make certain decisions? What were the consequences?



Perspective

Understand that we do not all see the world in the same way. Recognize that people’s perspectives are influenced by their beliefs, values, and worldviews.

Sample questions:

- How can we understand different perspectives?
- [text to come]



Ethical Judgment

Make informed decisions about actions in the past and present. What can we learn from those actions to help us create a better world?

Sample questions:

- How can we judge decisions and events that happened in the past?
- What are some examples from the world today that you think are unjust or unfair?



Our Home and Native Land?

How are peoples' relationships with the land connected to their identities?

BIG IDEA

Natural resources continue to shape the economy and identity of different regions of Canada.

Think about where you live. Does it look like any of these places? How is it the same? How is it different? What is the first thing you think of when you describe your community to someone else?



▲ Nak'abun (Stuart Lake), British Columbia. Canada has 20% of all the fresh water in the world. Why might that be important for all Canadians?



◀ Salmon are important to both First Nations and the fishing industry in BC. How do natural resources affect ways of life in Canada?



▲ What connects you to where you live?



▲ Why might someone want to live here?

Find Out For Yourself



Tell the story of one of the natural resources in your area. Explain the history of the resource, its importance to your community and identity, and its connections to First Peoples.



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Our Home and Native Land? 33

DISCOVER

- ▶ Geography impacts the Canadian economy
- ▶ First Peoples' connections to the land
- ▶ Treaties impact all Canadians
- ▶ Aboriginal rights to the land have existed since time immemorial

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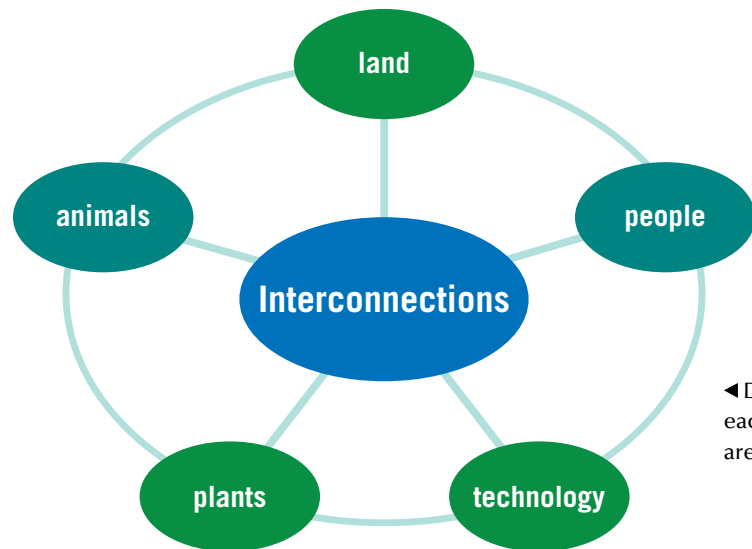
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Investigate How Are First Peoples Connected to the Land?

As the original inhabitants of what is now Canada, First Nations and Inuit have a traditional responsibility for the safekeeping of the land. They do not believe that they own the land. Instead, they feel a sense of **stewardship**. In the past, Nations lived within their own territories, but the land was not bought or sold. There was an understanding of who held rights to different resources at different times of the year.

How is land stewardship different from land ownership?

Stewardship is the responsible use of natural resources that balances the needs of people, future generations, and other species. First Peoples understand that if they care for the land, the land will care for them.



◀ Describe ways that each part of this web are connected.

► First Peoples in Canada see the role of human beings as caretakers of Mother Earth. Knowledge about respecting the land is passed down through generations.



How does the idea of land stewardship compare to your own perspective of land use?

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Our Home and Native Land? 41

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Identity Rooted in the Land

Stories are used to teach and learn. Stories pass down knowledge and history.

Traditional knowledge about the land includes knowledge about climate, plants and animals, and how to use resources sustainably.

For many First Peoples, their identities are connected deeply to the land. They can trace their histories of living on this land through language, songs, **stories**, and **traditional knowledge**. Archeological evidence shows how their ancestors survived within their territories for thousands of years. These traditions and histories tie First Peoples to the land.

VOICES

The Aboriginal people are, by tradition, people of the land. Their very nature is tied strongly to the land and any answer to the economic problems must include their remaining on the land.

—Rae Stephensen, Old Crow, Yukon

▼ The 22nd Nunavik Inuit Elders Conference, in Kuujjuaraapik, 2017. Inuit traditional knowledge helps scientists understand how the environment has changed in the Arctic.



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Connections to the Land

Using the photos, captions, and quotations, investigate how First Peoples are connected to the land.



These petroglyphs in Ontario are thousands of years old. Local Anishinaabeg First Nations call them “the Teaching Rocks.”



This photo shows the remains of a tent ring near Ennadai Lake, Nunavut. These tent rings are evidence that Inuit have been living here for thousands of years.

In a First Nations’ worldview, land is a living being. You’ll hear Indigenous people talk about the Earth as our mother. That’s an expression of a worldview that says everything that we need to sustain our life comes from the Earth. The water comes from the Earth. The elements of fire and air are connected to the Earth. They’re absolutely necessary for life. We depend upon them the same way we depend on our biological and extended family.

—Carol Hopkins, Delaware First Nation

Inuit are people of sea ice. If there’s no more sea ice, how can we be people of the sea ice?

—Anthony Andersen, Nain, Nunatsiavut

Protecting and maintaining sacred places such as salmon spawning grounds, moose calving areas, freshwater springs, food and medicine gathering areas, ceremonial spaces and burial grounds carries a responsibility to future generations.

—Jacinda Mack, Secwepemc and Nuxalkmc

Do First Peoples today use land and resources in different ways than their ancestors did? What do you think has changed? Why?

This painting of a Métis settlement on the Red River was created in 1822 by Peter Rindisbacher.

[Land] is essential because Indigenous peoples are inextricably related to land: it sustains our spirits and bodies; it determines how our societies develop and operate based on available environmental and natural resources; and our socialization and governance flow from this intimate relationship.

—Clément Chartier, Métis



Kliluk (Spotted Lake), in BC, is a sacred site for the Okanagan First Nation.

From Far and Wide?

How Has Immigration Shaped Canadian Stories over Time?

BIG IDEA

Immigration and multiculturalism continue to shape Canadian society and identity.

When I was just a baby, Mom had a chance to come to Canada to be a nanny. She couldn't bring me or anyone else with her for a long time. It was very hard for our family. But now we are together.



► Members of Vancouver's Filipino community at Pinoy Fiesta, the biggest Filipino cultural event in BC



▲ Italian immigrants arriving at Union Station, Toronto, 1951

My mom's grandma had a big fight with her family when she was 16 and ran away from her home in Italy. She got to New York and worked in a factory. She married another Italian and they moved to Canada.



My family left Somalia when I was seven years old. We left because of war. I speak five languages: Somali, Swahili, Ugandan, Arabic, and English.



▲ Ahmed Hussen, born in Somalia, appointed Canada's Minister of Immigration in 2017



My great grandfather was born in England in 1908. When his mother became ill, his father put him into an orphanage. The orphanage sent him to Canada when he was nine years old to be a farm worker in Nova Scotia. He was a Home Child.

◀ Harry Knight, born in England in 1908

After moving from Iran to Halifax, I thought everyone was just into the outdoors. I was thrilled that some of my favourite bands, who happen to be some of the best bands in the world, do visit Halifax.



Find Out For Yourself



Do some investigating! Find out how a person or a group of people of your choice found their way to Canada. Refer to this story when you complete the final activity for this unit.

DISCOVER

- Why immigrants choose to live in Canada
- How immigration has affected First People
- What influences people to leave their home country or stay
- How immigration has changed Canadian society
- If Canadian immigration laws are fair

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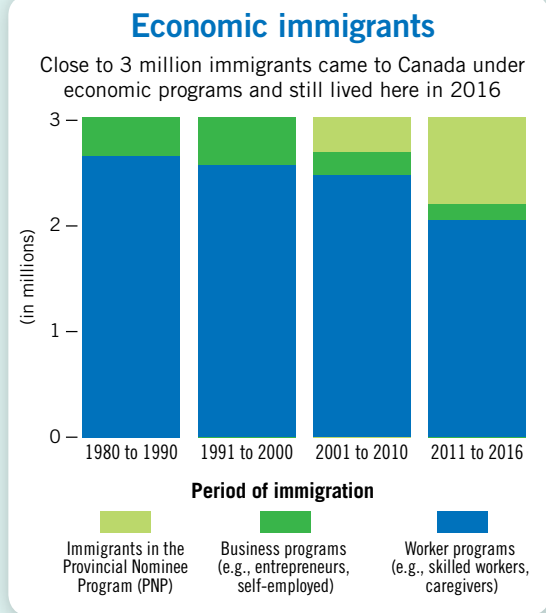
Far and Wide 97

Coming to Canada

Three Classes of Immigrants

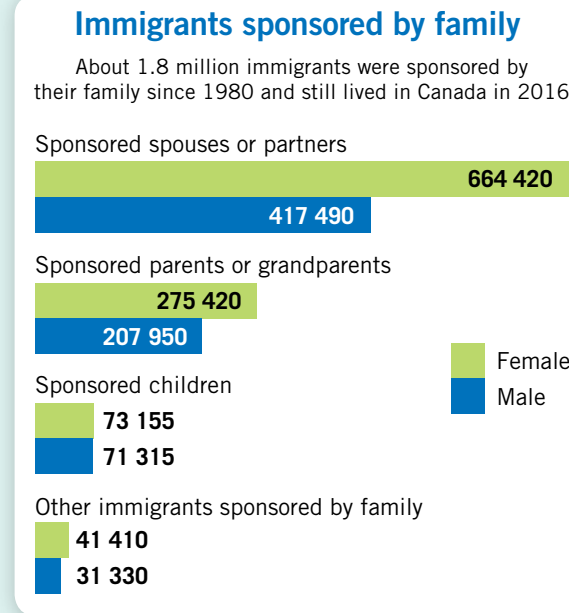
1 **Economic immigrants** have the skills, training, and experience to adapt quickly to Canada.

About 5 of every 10 immigrants in 2016



2 **Immigrants sponsored by family** must have adult family members in Canada who are citizens or permanent residents and who could support them financially.

About 2.5 of every 10 immigrants in 2016

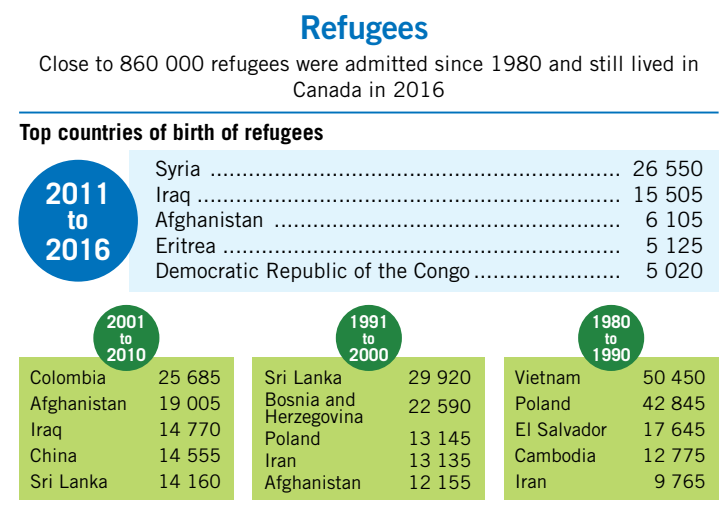


3 **Refugees** have fled their countries. Some have lived in refugee camps.

After they start over in Canada, they may not return home.

About 2.5 in 10 immigrants in 2016

Notice the different countries listed under the dates (right). Why do the countries change with the dates? What part of the world have most of the refugees come from?



SOURCE: Statistics Canada: Gateways to immigration in Canada, 2016 Census of Population

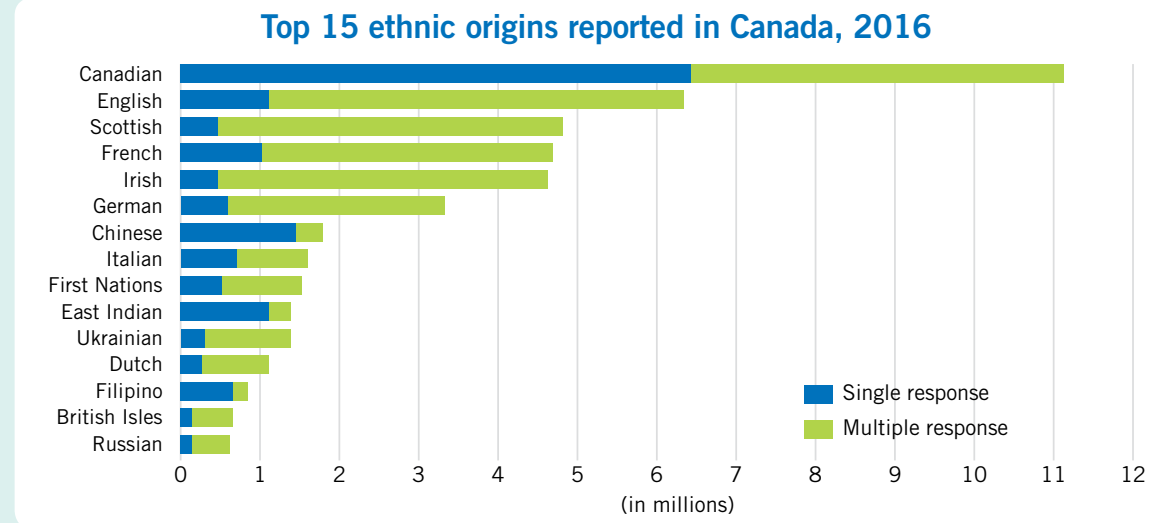
Living in Canada

In **2016** nearly 5 in 10 people in Toronto, 4 in 10 people in Vancouver, and 2 in 10 people in Montréal had come to Canada as immigrants.

Why do you think so many immigrants settle in cities?

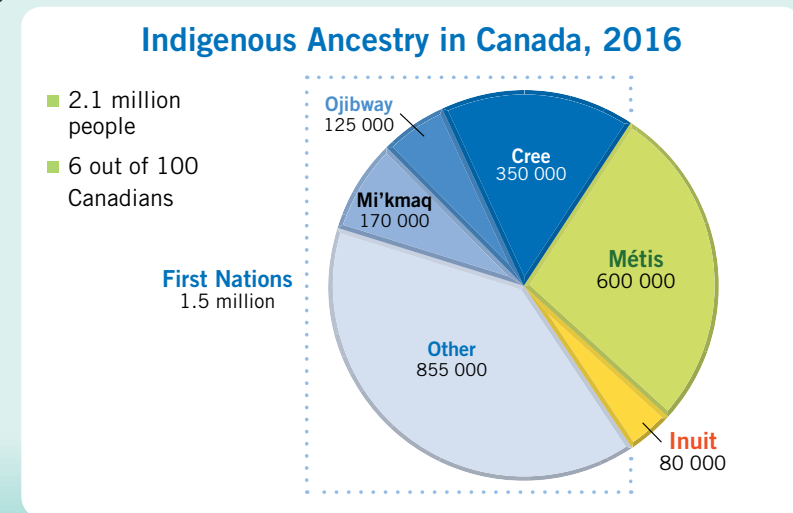
Where did they go? For every 10 persons ...

Region	In 2001	In 2016
Ontario	5 people	4 people
B.C.	4 people	3 people
Québec	2 people	2 people
Prairie Provinces	1 person	2 people
Atlantic Provinces	0 people	1 person



SOURCE: Statistics Canada, Canada Census, 2016

Two out of every five Canadian children under 15 have parents who were not born in Canada



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Thinking Deeper

Toronto: The Most Multicultural City in the World?

In Toronto, residents speak more than 140 different languages and **dialects**. Almost half of the city's population comes from another country. Toronto rivals London and New York for the title of most diverse city in the world.

Why do you think immigrants often like to settle together in the same place?



Trea-Jah-Isle Records in Little Jamaica



Pastry shopping in Little India



Cast of CBC's AWARD WINNING Kim's Convenience



The Anshei Minsk Synagogue in downtown Toronto

▲ How does Toronto's diversity reflect many expressions of culture? How do you think Toronto's diversity compares with that of Vancouver? With that of your community?

Examine How Has Immigration Policy Changed Canada?

Changes in immigration policy since 1867

What changes in immigration policy do you consider to be positive changes? Which do you consider to be less positive? Explain.

1867
Confederation
Provincial, territorial, and federal governments are responsible for immigration. Some First Nations in the East and the West can vote if they give up their status.

1869
Immigration Act bars criminals, the poor, and people with disabilities from entering Canada.

1872
Dominion Lands Act offers land to new settlers from Europe. This land was the traditional territory of First Peoples.

1879
The Dominion Lands Act encourages settlement of the prairies. Some land is granted to Métis in what is now Manitoba, Alberta, Saskatchewan, and Northwest Territories.

1885
Chinese Immigration Act places a \$50 head tax on all Chinese immigrants.

1891
Immigrants from Norway arrive in Québec.

1914
World War I begins. Immigrants from Hungary, Austria, and Germany are not accepted. The *Komagata Maru* arrives in Vancouver and is turned back to India.

1919
Immigrants from countries that fought against Canada in World War I are not allowed in. Some religious groups in Canada, including the Doukhobors and Mennonites, lose the right to vote because they refused to fight.

1923
Chinese Immigration Act restricts all Chinese immigrants, except students, diplomats, and children of Canadians.

Which policies directly affected First Nations and Métis?

Which policies would be considered racist today?



► Immigrants from Norway arrive in Québec in 1891.

SAMPLE PAGES

SAMPLE PAGES



◀ Immigrants receive Canadian citizenship at the first citizenship ceremony in Ottawa, 1947.

Canadian Citizenship Act establishes Canadian citizenship. Residents can obtain citizenship regardless of their country of origin.

1947

Government encourages more immigrants with labour skills to immigrate to Canada.

1966

Immigration Act of 1976 gives more power to the provinces.

1978

Immigration system updated to emphasize language, education, and employment prospects in Canada.

2013

1948
The right to vote in a federal election is extended to Asian Canadians.

1960
First Peoples gain the right to vote without having to give up any treaty rights.

1973
The Ministry of Multiculturalism is established.

1982
Canadian Charter of Rights and Freedoms promotes inclusiveness and equality.

2015
Canada adopts an Express Entry policy to allow skilled workers to enter Canada more quickly.



▶ Young Vietnamese refugees arrive in BC in 1979.

Which policies are still in effect today?

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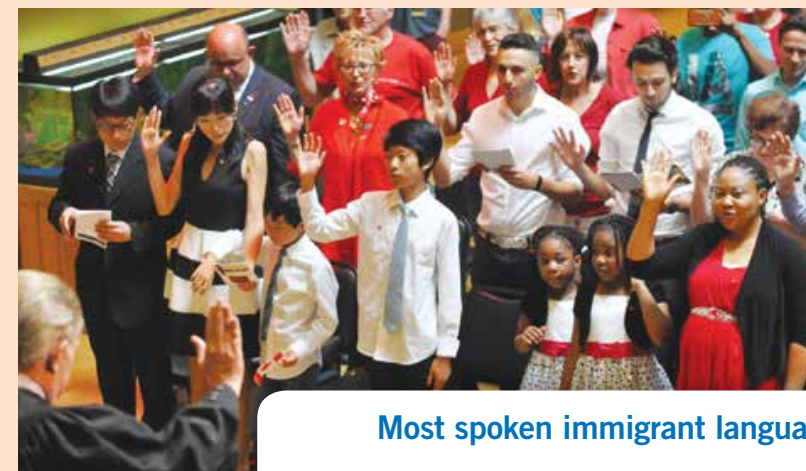
Far and Wide 111

How Did the World Wars Affect Immigration to Canada?

There was little immigration to Canada during World War I. After the war, people from Europe who had lost homes and belongings came to Canada to start a new life. One and a quarter million immigrants came to Canada in the 1920s.

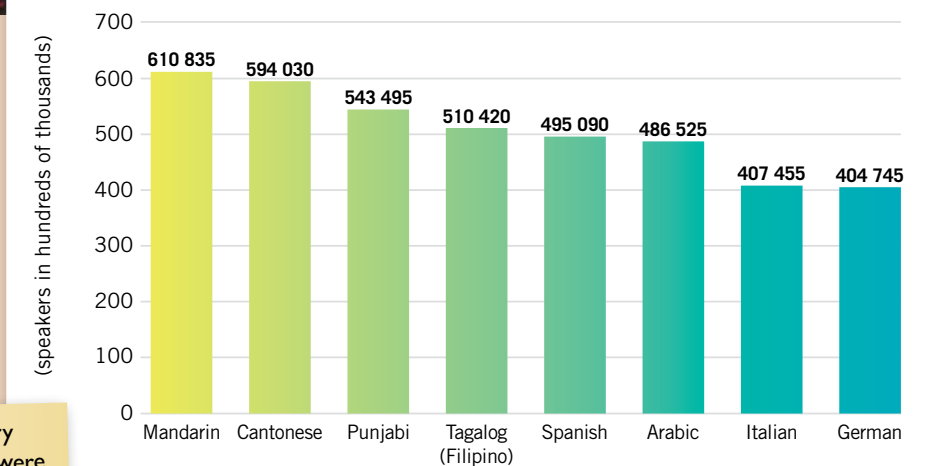
When Europe's economy recovered, fewer people chose to migrate. More people from the Caribbean, Latin America, Africa, and parts of Asia began to come to Canada. Those who were educated, skilled, and could speak English or French were favoured.

In 1977, the government revised the Canadian Citizenship Act to reduce the number of years a person had to live in Canada before becoming a citizen. It also eliminated gender and nationality discrimination. Why do you think the government made these changes?



◀ New Canadians take the Oath of Citizenship during a Canada Day ceremony.

Most spoken immigrant languages: 2016 Census



SOURCE: Statistics Canada

▶ Changes in the immigrant population have led to changes in the languages spoken in Canada. According to census data, more Canadians than ever before speak two or more languages.

In 1901, 12 out of every 100 people in Canada were born somewhere else. By 2011, that number rose to 20 out of every 100 people.

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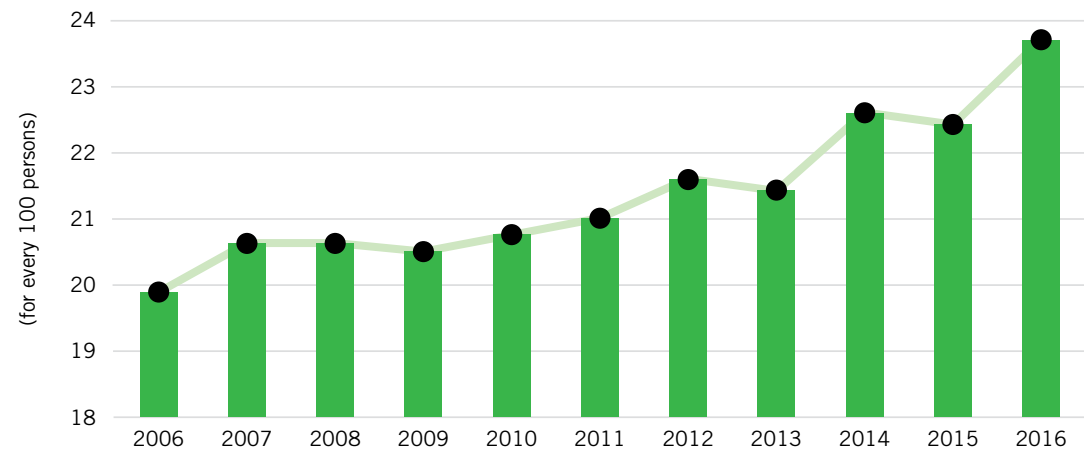
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How Do Immigrants Contribute to Canada Today?

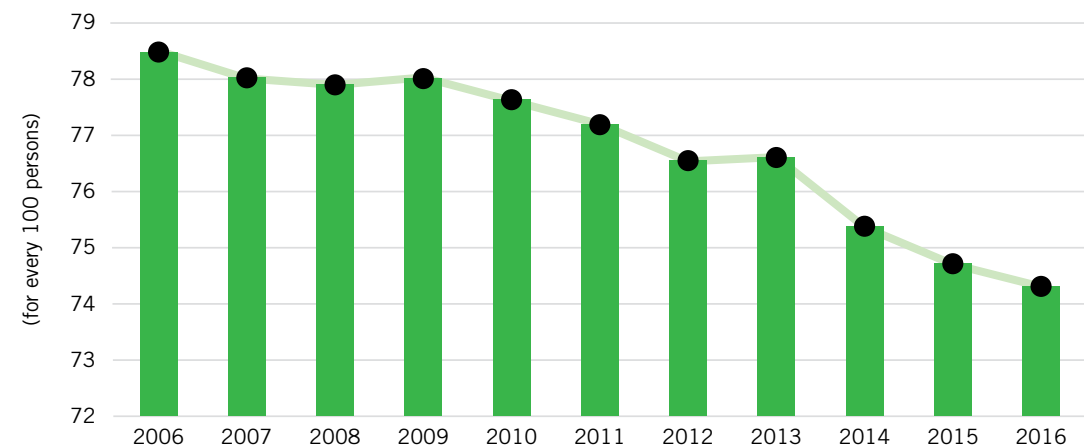
Today, immigrants continue to bring their histories and cultures with them, further changing Canadian society. They also bring the required skills, education, and experience to fill specific jobs.

Immigrants and Canadian-born in the Labour Force

Number of immigrants in Canada's labour force



Number of Canadian-born in Canada's labour force



SOURCE: Canadian Citizenship & Immigration Resource Center, Inc.

Does Canada's Immigration Policy Always Work?

How does your perspective influence what you consider to be fair?

Humayun Sarwar, a teenager in Toronto, has been separated from his parents for two years because of current immigration policy. Here is Sarwar's story.

"I want Canada to help me reunite with my parents," Sarwar said. "I want my parents to be safe as well, because they're not safe [in Afghanistan]."

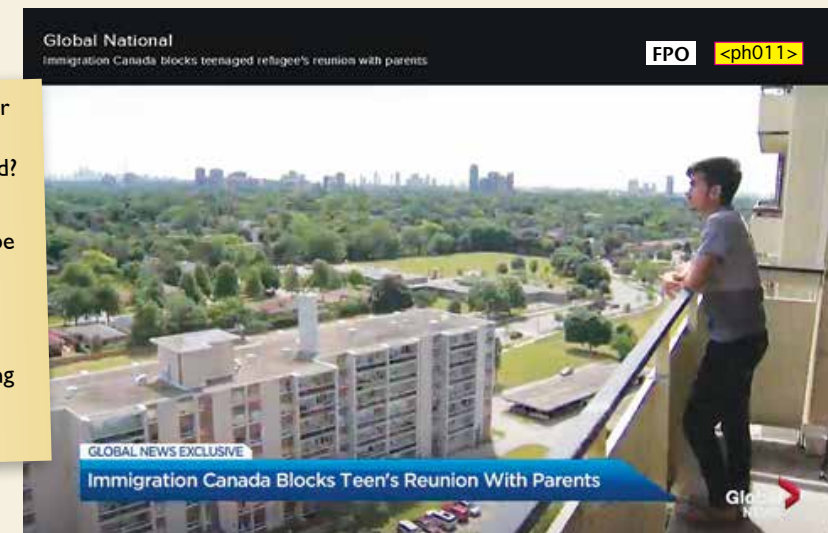
According to Immigration Canada, parents and siblings of child refugees are not considered "family members." Immigration Canada defines family members as a spouse, common-law partner or dependent child. Only family members can be included in an application for permanent residency. This means that

Sarwar and other child refugees arriving in Canada each year are prevented from reuniting with their parents. If his parents had come to Canada first, he would have been able to join them.

But the threats from the Taliban were too serious to ignore, he said. Sarwar had no choice but to flee to Canada. "I felt like I [was] in danger and if I go back, for sure I would die or something bad would happen to me," he said.

"It was like a nightmare. I had nightmares every single night. I couldn't sleep," Sarwar said. "Every single moment I was thinking about my family."

- Do you think it is fair to keep Sarwar and his parents separated?
- Should Canada's immigration policy be changed to keep families together?
- How might Canada benefit from allowing people to sponsor family members?



Why Did Canada Change?

Why did Canada begin to change its laws to protect more human rights?

Discrimination is unfair treatment of a person because of a characteristic such as those shown here. Before the 1990s, a Canadian had to retire at age 65, even if he or she was still very capable. That is an example of age discrimination. What other examples of discrimination can you think of?



► In 1915, Canadian women march in an international parade in New York City to demand the vote. Although most Canadian women got the federal vote in 1918, Indigenous women did not get it until 1960.



Why would government resist giving the vote to women?



◀ In 1946, Viola Desmond was arrested for sitting in a section of a movie theatre reserved for white people. She was jailed overnight and had to pay a fine. She appealed the case and lost, but her actions helped lead the way to the end of **segregation** in Nova Scotia in 1954. This photo shows Viola Desmond's sister, Wanda Robson, examining the new Canadian ten-dollar bill in 2018. Her sister is celebrated on that bill.

How would you feel if you weren't allowed to sit in the best seats in a movie theatre for an unfair reason?

Segregation is the legal separation of people according to race.

For each example on these two pages, ask

- Who was being discriminated against? Why?
- Could the same kind of thing happen today? How do you know? What has changed?



▲ Canadians protest in support of same-sex marriage outside the Victoria Conference Centre in January 2005. Later that year, same-sex marriage was made legal across Canada. What do Canadians think? In a 1996 poll, 49 percent of Canadians supported same-sex marriage. In 2017, that number rose to 74 percent. Why would so many people change their minds?

VIEW POINTS on...

Should we limit free speech?

Should we limit free speech? Not everyone agrees. Consider seven answers to that question, below. Choose one or two. How would you respond if a person said that to you?

No. How could we make change without hearing about new ideas?

Yes. Some people say hateful things. We need to put a stop to that.

No way. We don't need more laws. To have a peaceful country, we should all just be polite.

We already have a law that makes it illegal to say things that encourage hatred and violence against a particular group.

Yes! Protestors shout and complain too much.

Well, we need libel laws. Without them, the news would be full of all kinds of lies.

Libel is making false statements that damage a person's reputation.

No. People shout a lot at a hockey game. As long as they aren't being racist or abusive, then it should be okay. After all, Canadians are pretty passionate about our hockey. And what could we do about it anyway? Tell people no talking?

REFLECT

- In what ways is your right to free speech limited at home, at school, or in your community?
- What limits does Canada put on free speech? Should we change that?

THINKING LIKE... a Lawyer

Security versus Human Rights

Laws are the rules for society. Some laws give us simple rules: don't steal, don't ride a bike through a stop sign, and don't skip school. Other laws are very complicated. Lawyers specialize in various areas of the law, such as constitutional law.

Security was heavy for the 2010 Olympic Winter Games in Vancouver. For example, the RCMP set up fenced-in "free speech areas" for protesters. Some people felt that this did not respect their rights. Can you answer some of the questions they might have asked a lawyer?

- "Where is free speech allowed in Canada?"
- "Is peaceful public protest illegal anywhere in Canada?"
- "Could the police arrest me for protesting outside the 'free speech areas'?"

Another issue was privacy. There were 900 security cameras monitoring audiences at Olympic events.

- "Is the need for security a reasonable limit to my right to privacy?"

Online activities are easily monitored. What could you ask a lawyer about your online privacy rights?



▲ Are security cameras a reasonable invasion of your privacy?

Does Canada Stand on Guard for Thee?

Reflect On Your Learning

Find Out For Yourself

Has Canada done enough to protect human rights?

Choose one or more of the questions below. Show your thinking in any way you choose.

- In 2082, the Charter of Rights and Freedoms will be 100 years old. Imagine historians looking back in time. Will they think that Canadians did a good job using it to respond to injustices?

Ethical Judgment

- Find out about the history of women's rights in Canada. Identify three things that have changed and three things that have stayed the same. Choose one thing you think should be changed and figure out how to make it happen. **Continuity and Change**
- In 2010, the UN recognized the human right to clean water. Yet many Indigenous people in Canada cannot drink the water that comes out of their taps. Martin Luther King, Jr., said that when a right is delayed, it is denied. Research the water situation in First Nations communities. Does King's thinking apply? Decide who is responsible for the situation. **Ethical Judgment**

Suggestions

When you work with a partner,

- divide the tasks evenly
- check in regularly to track your progress
- do your part
- help each other

► Potlotek First Nation resident Patricia Paul holds up a bottle that she filled from a tap at home. Would you drink that water?



Older Canadians have something you don't have: experience of life before you were even alive.

Design a set of interview questions to ask an older Canadian.

- Find out what forms of discrimination they have witnessed or experienced themselves.
- Create questions that will help you figure out how Canadians could make life in Canada better for everyone.

Interview an older family member or family friend. Share your findings with your classmates. Then make an action plan.

WHEN YOU INTERVIEW SOMEONE

- Be friendly, be respectful, and show your interest.
- Encourage your interviewee to expand on or explain their answers.
- Take notes or record the interview.
- Send a thank-you message afterwards.

TIPS FOR DEVELOPING AN ACTION PLAN

- Identify the problem. What needs fixing?
- Decide on a goal. How can you help fix the problem?
- Write down the steps to reach your goal.
- Write up a to-do list with dates.

From Far and Wide?

Investigate: Who Comes to Canada?

Focus on Evidence

Coming to Canada / Living in Canada [pages 8-9]

Discussion

How do we get information from a graph?

- If possible, project page 9 of the Student Resource. An alternative would be to have students work in pairs to examine page 9 of the Student Resource.
- Have students focus on the graph “Top 15 Ethnic Origins Reported in Canada, 2016”. Explain that ethnic origin means the cultural group of your ancestors, and that people often have more than one cultural group in their family background.
- Ask, “Where did the information in this graph come from?” You may need to point out that the source is listed under the graph.
- Explain that the census is a survey done by the Canadian government every five years. Ask, “How would you know if the information in this graph is from the most recent census?”
- Ask, “About how many people in the census chose Canadian as their ethnic origin?” You may need to point out that the numbers are in millions.
- Ask, “Why are the bars in the graph two different colours?” (*Blue indicates that the person only listed one ethnic identity while green shows that the person listed more than one ethnic identity.*)
- Ask, “Why might so many Canadians identify with more than one cultural group?” (*Answers may include that Canada is a multicultural country where people are encouraged to take pride in their cultural heritage.*)

Discussion

What is surprising about Canadian immigration?

- If possible, project pages 8-9 of the Student Resource. An alternative would be to have students work in pairs to examine pages 8-9 of the Student Resource.
- Explain to students that sometimes people believe things that are not supported by evidence. For example, people might think that BC has the most immigration in Canada when the evidence shows that Ontario has the most immigration.
- Have students turn to a partner to take turns saying facts from the charts and graphs on page 8-9 that they find interesting or surprising.
- Have each pair share with the class a fact that they found the most interesting or the most surprising.

Critical Thinking

Communication

Cross-Curricular Connections

This activity can be coordinated with the Mathematics Curricular Competency: Use reasoning to explore and make connections.

Critical Thinking

Student Activity

What can we learn from graphs and charts?

- Have students work in pairs or triads to create a question that could be answered using each of the six graphs and charts on pages 8-9 of the Student Resource.
- Have students trade questions and then answer the questions they receive using pages 8-9 of the Student Resource.
- Students can use LM 4-1 to record their questions and answers.

Communication

Investigate: Is Canada’s Immigration Policy Fair for Everyone Who Wants to Come?

Focus on Perspective

Does Canada’s Immigration Policy Always Work? [page 30]

Discussion

Who counts as family?

- Ask, “Who counts as a family member?”
- Point out that the Canadian government does not always define family members in the same way.
- Have students look back on page 28 of the Student Resource. Have them focus on the box titled Family Sponsored Immigrants.
- Ask, “What family members can be sponsored as immigrants?” (*Spouse, partner or children; parents and grandparents; adopted children; other relatives in some cases.*)
- Explain that for refugees, the Canadian government’s definition of family member only includes spouse, partner, or dependent children. These are the only people that a refugee can include on their application for permanent residency in Canada.
- Ask, “Why might the government want to limit which family members a refugee can bring to Canada?”
- Ask, “What could be the consequences of not including parents as family members of refugees?”

Discussion

Humanyun Sarwar's Story

- Before reading Humanyun Sarwar's story on page 30 of the Student Resource, ask students to think of examples of times when children have been separated from their families. (*Student responses may include the separation of children from their families at the U.S. border, children in foster care, and First Nations children in residential schools.*)
- Read aloud page 30 of the Student Resource.
- Ask, "Why did Sarwar come to Canada without his parents?" (*Sarwar was threatened by the Taliban.*)
- Ask "Why doesn't Sarwar return to Afghanistan to be with his family?" (Students should note that Sarwar fears that the Taliban would kill him.)
- Ask, "What would you do if you were in Sarwar's position?" You may want to have students discuss in partners.
- Ask, "What would you want the Canadian government to do if you were a child refugee in Canada without your parents?" This is another good opportunity for students to talk with a partner.

Communication

Name: _____ Date: _____

LM 4-1: What Can We Learn from Charts and Graphs?

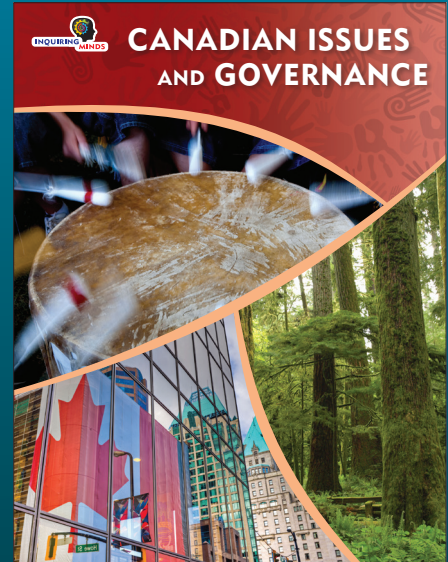
Examine each of the charts and graphs on pages 8 and 9. Create a question that could be answered using each chart or graph. Trade your questions with another group for them to answer.

Chart or Graph	Question	Answer
Economic immigrants		
Immigrants sponsored by family		
Refugees		
Regions 2011/2016		
Top 15 ethnic origins reported in Canada, 2016		
Canadians with Indigenous ancestry		

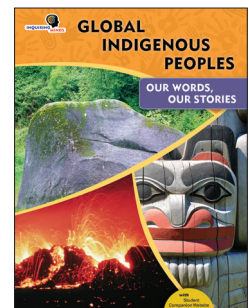
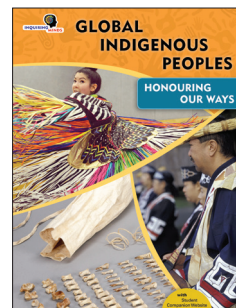
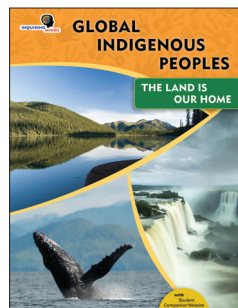
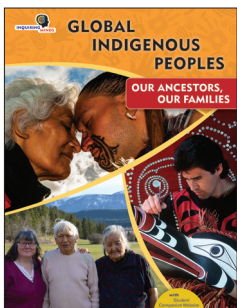


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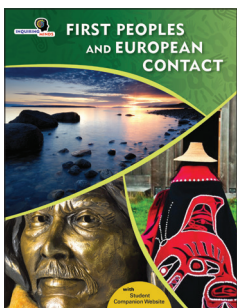
Grade 5



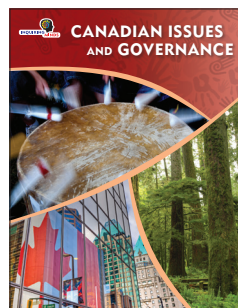
Grade 3



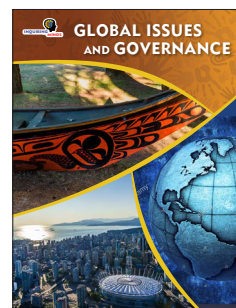
Grade 4



Grade 5



Grade 6



Grade 7

