



A NEW BRITISH COLUMBIA

3-7  
SOCIAL STUDIES  
SERIES



iNQUIRING  
MiNDS

**...a different kind of resource**

A new social studies series designed and developed to provide a student-centred, user-friendly, flexible and engaging set of resources to fully support teachers and students.

Conceptualized, developed, and written, by British Columbia Educators!



Pearson

[pearsoncanada.ca/inquiringminds](http://pearsoncanada.ca/inquiringminds)



# INQUIRING MINDS

BC Elementary Social Studies Series

## Authors and Program Consultants

### Program Consultants

Arnold Toutant - Program Framework and Instructional Design  
Sharon Jeroski - Assessment  
Ben Pare - Literacy  
Leyton Schnellart - Inquiry  
Jo-Anne Chrona – First People’s Perspectives

### Author Team

#### Grade 4

Jo-Anne Chrona  
Adam Woelders  
Heidi Wood

#### Grade 6

Linda Aspen-Baxter  
Susan Doyle  
Craig Harding  
Gurdeep Pannu  
Steve Powrie  
Arnold Toutant  
Renee Willock

## Dear Educator,

We are delighted to present you with this sampler from our NEW 3-7 series in development, *Inquiring Minds*. Grade 6 of this new series will be published this August, and Grade 4 later this fall. The first few pages of this booklet will guide you through this new series, illustrate key features to aid student understanding and show you how all the components work together.

We have included some sample pages from Let’s End Poverty, one of the topics in our Grade 6 student resource. Please note these pages are still in a draft stage. However, what you see here will provide you with a sneak peek of the shape our new series is taking. *(Note pages in draft sample are not all in consecutive order.)*

Please sign up to our BC Socials eMail group to receive information on this NEW 3-7 series as it becomes available.

[pearsoncanada.ca/inquiringminds](http://pearsoncanada.ca/inquiringminds)

Your Pearson Canada Social Studies Team

# WHAT REVIEWERS ARE SAYING...



*I feel that the teacher eGuide is a resource I would use as a key component in my instruction. As a teacher who uses digital tools regularly, I would use this to engage in group reading and discussions. I love the ability to show the White Board view, make notes and the links...*

*I found the user interface useful and simple. Overall I could see using this tool very effectively in lesson planning and delivery.*

Sean Smith – Douglas Elementary,  
Vancouver, BC

*I like having only 6 topics for the year. I feel like I could actually get to the end of the curriculum by the end of the year instead of feeling like I have had to leave stuff out!*

MG, Teacher,  
Independent School, BC

*I like the approach because it will assist teachers in the integration of the Social Studies Curriculum and the English Language Arts Curriculum... it encourages good teaching, supports for students, and integration across disciplines.*

L. Tener, Coordinator, Langley, BC





# COMPONENTS

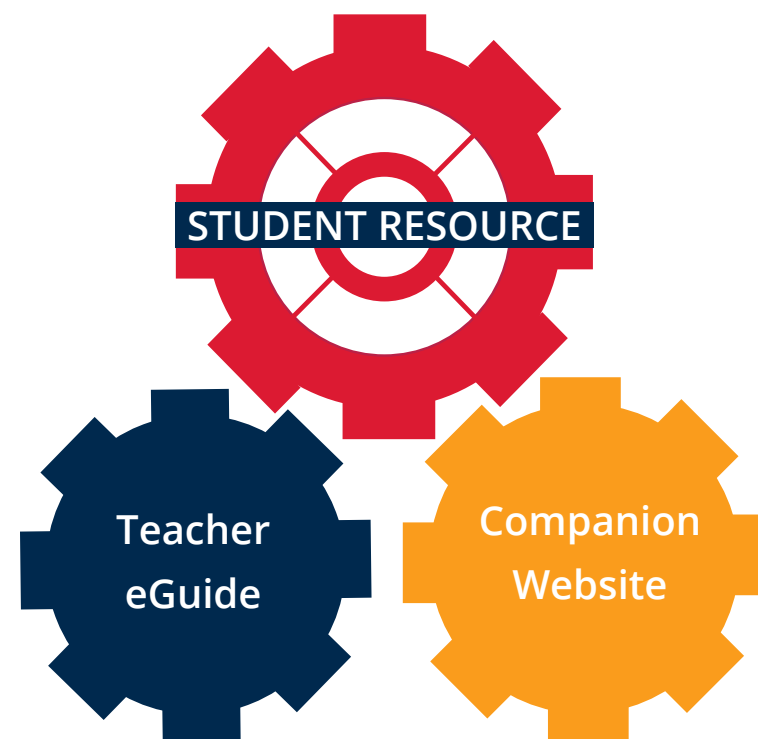
## STUDENT RESOURCE

Designed to be used in a variety of ways, the student resource can provide a framework for your course, spark classroom discussions, or set up different types of inquiries.

- Provides jumping off points for inquiries or for accessing additional material on the companion website to deepen or extend understanding.
- Includes First Peoples' examples throughout to ensure relevant, authentic, and respectful perspectives and histories are available to support your program.
- Content is current and will be kept up-to-date through our companion website.
- Full-colour, 6 topics (approx. 30 pages per topic)

The Inquiring Minds Series organizes content and support in 3 ways:

- Student Resource
- Companion Website
- Teacher eGuide – a digital interactive teacher resource



## COMPANION WEBSITE

Provides additional resources to support student inquiries or to deepen understanding of topics.

Website content sections are organized by the following types:

- **Go Deeper** Includes additional resources such as videos, visuals, and other primary and secondary resources designed to deepen or extend understanding or for personal inquiry projects.
- **Research** Provides weblink suggestions to guide student inquiry, provide starting points for student research.
- **Interactive Activities** Develop core and curricular competencies through the use of engaging online interactive or project card activities.
- **Think** Uses videos, annotated visuals, or animations to provide an alternative way to access key concepts.
- **Listen** Contains recordings of selections from student resource and online articles, songs, etc. to ensure content is accessible to a wide range of students.

## TEACHER eGUIDE

A digital and interactive teacher resource brings it all together to provide you with a flexible and engaging set of learning resources.

Teacher eGuide features include:

- Digital platform with printable tools such as teaching notes, line masters, answers, and planning charts
- Student book pages will be used as the base of this component and can be used for class projection.
- Hot spots, or live links, support class discussion and provide additional content images.
- Instructional and Assessment support includes links to assessment (rubrics, reflecting on your learning, learning progressions) based on curricular competencies.
- Cross-discipline activities provide relevant connections to other subjects such as Applied Design Skills and Technology, Arts, and Science.
- Provides links to information on First Peoples' Principles of Learning.

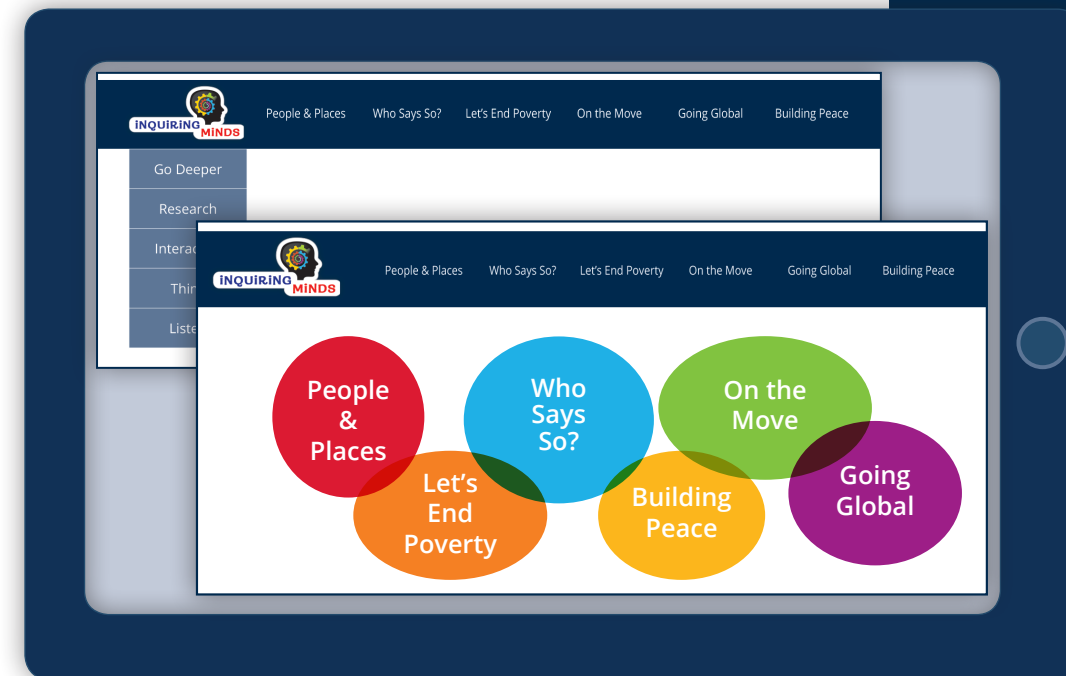


# INQUIRING MINDS

**Teachers** will find a variety of support for the new competencies as they implement the redesigned social studies curriculum.

**Students** will be able to work with engaging resources designed to motivate them and help them develop their thinking and inquiry skills.

- A Focus on Big Ideas, moving to an approach that balances content and competencies, to support inquiry in your classroom.
- Inclusion of First Peoples perspectives, histories and cultures to provide authentic and respectful information for use in these revised courses.
- Connections to Literacy provide opportunities to develop thinking skills in history, geography, mathematics, economics, and political science, fostering the development of social, emotional, and life-long learning skills and attitudes required for the 21st century learner.
- Classroom tested and reviewed by BC educators to ensure program materials are engaging, accessible, and classroom-friendly.



## TEACHER EGUIDE

A digital interactive teacher resource brings it all together to provide you with a flexible and engaging set of learning resources.

## COMPANION WEBSITE

Provides additional resources to support student inquiries or to deepen understanding of topics.



# CONTENTS

## Grade 4 First Peoples and European Explorers

### Topics

**Global Connections and Conflict** Students explore the extent to which British Columbia was globally connected before European arrival, and investigate whether the First Peoples were equal partners in the global trade networks that connected the coast to the world in the 1700s.

**How We Remember** Students will investigate the Chilcotin War of 1864 to explore how the same historical event can take on a very different level importance for different people. They will also investigate other events from B.C.'s past to determine their significance from a First Peoples perspective.

**Our Changing Province** Students explore the ways in which important events have shaped the story of British Columbia and will investigate why British Columbia joined Canada and how it impacted the relationship between First Peoples and the government.

**Judging the Impact** Students explore in depth how the influx of European settlement and changes to the landscape impacted First Peoples, and will determine the consequences of those changes.

**Our Land, Our Future** Students explore the uses of land from a variety of perspectives and make judgments about how resources and land should be used responsibly in our province.

## Grade 6 Global Issues and Governance

### Topics

**People and Places** Students explore the concept of place (their own and others') the intersection of land, culture, history, and individual lives. How can boundaries both establish place and become a source of conflict?

**Who Says So?** Students explore the roles of media and communication technologies, good and bad. Does media serve our interests and build common understanding?

**Let's End Poverty** Students explore the causes and consequences of poverty. How can we work together to achieve a more equal world for everyone?

**On the Move** Students explore the movement of people, especially to cities. What are the causes and consequences of human relocation and migration?

**Going Global** Students explore how globalization has brought us closer together, for better and worse; what happens when our self-interests conflict with our need to cooperate for survival. Must we further the interests of others in order to further our own?

**Building Peace** Students explore why humans enter into conflict. What is the role of governmental organizations, NGOs, and groups representing indigenous peoples in building peace?

## INQUIRY & DISCIPLINE THINKING DISCUSSION STARTERS

Check out the following sample pages to see how we have designed them to create a different kind of resource.

**Topic Opener** Each topic has an opening spread to motivate and encourage students to recall what they already know. Also provides focus for class or group discussion.

**Big Idea** This is the primary one for the topic, and is based on the curriculum. Other Big Ideas may be addressed within a topic.

**Let's End Poverty** How can we work together to achieve a more equal world for everyone?

**BIG IDEA** The solutions to complex global problems require deep understanding, international cooperation, and commitment to take action to create positive change.

Why might people be living in such different conditions in the same city?

What would it be like to live in poverty?

How can we help those in need?

**Your Choice! Your Voice!**  
Start to think about a plan of action you might take to help end poverty nearby or somewhere else in the world. Keep track of what you learn about poverty and the aspects of poverty that concern you the most. Explore ways to voice your concerns about ways that can make a difference.

**DISCOVER**

- How poverty can affect generations of a family
- How our biases can get in the way of clear thinking
- Why fairness is important
- How much progress the world has made in ending poverty

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**Discover** 3 or 4 key ideas that are unpacked from the big idea or focus question for the topic.

**Your Choice! Your Voice!**  
A direct link to the end task/personalized activity that will motivate students to identify issues and questions they care about in relation to the topic content.

**Your Choice! Your Voice!**

End of topic task, where students can personalize the activity they want to do.

**Your Choice! Your Voice!**

We know the world is working to end extreme poverty, but it will take the continued efforts of many to achieve this. We also need to address poverty close to home.

What concerns you? What action might you take? Where you take this depends on you!

I decided to volunteer at a food bank.

I decided to inquire into low-income housing in Canada. I will present my findings as a news broadcast.

I'll make a video to describe my experiences.

I have a completely different idea, I will...

I decided to design a poster to raise donations for an international organization to end poverty.

**TRACK YOUR LEARNING**

- Look back and reflect on your learning about poverty.
- How has your thinking about poverty changed?
- What skills and strategies did you develop in this investigation of poverty?
- What are you most interested in exploring further?

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**Track Your Learning** End of topic reflections provide opportunities for students to collect and document evidence and track their learning

**Investigate** These sections will link to a curricular competency that addresses one of the historical/geographical thinking concepts.

**Investigate Causes and Consequences of Poverty**

People are curious. They want to understand why things happen as they do. People from many walks of life—geographers, historians, scientists, journalists, mechanics, and student investigators like you—ask questions to try to understand issues such as poverty. People have many viewpoints on what causes poverty. What do you think? Make some notes telling your opinion.

**The Poverty Web**

Poverty can be seen as a complex web of causes and consequences. This can make it very difficult to escape poverty, and it can move from generation to generation unless those in poverty get help.

**Health:** Poor health, high child mortality

**Education:** Illiteracy, low education levels

**Employment:** Lack of income, no hope of escaping poverty

**Peace:** Displaced by conflict, people lose their homes and way of life.

**Equality:** Women and girls equal access to education or allowed to work

**Environment:** Drought, pollution, and climate change threaten millions of people

**Food:** Not enough food, malnutrition

With a partner, examine the poverty web and discuss:

- ways in which parts of the web are interrelated
- which parts are causes and which are consequences
- how there are multiple reasons why poverty exists.

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**Floating Questions or Info Boxes** Appear as needed to prompt students with questions or relevant information to help decode content.

**INQUIRY & DISCIPLINE THINKING DISCUSSION STARTERS**

**VIEWPOINTS on... What causes poverty?**

Many individuals and organizations are trying to find the actual causes of the poverty. Which of the following viewpoints or perspectives relate best to your thinking?

One source of poverty is social inequality. People are placed in different categories at birth... in these situations, skin color, for example, can automatically determine the opportunities available to people.

I think the poor are to blame for their problems—let them fix them. Poor people live for the moment and don't worry about the future.

War puts people into poverty. For example, people from Syria fled their homes to avoid bombings, kidnappings, and shootings. They could only take what they could carry. They became homeless, and had to rely on others to survive.

Social scientists and economists worldwide understand that the causes of poverty range from colonialism to industrialization, from political institutions to geography, from violence to corruption.

Poverty is caused by the way society is organized and how resources are made available. Decisions to eradicate poverty are political choices we have to make, to choose the kind of society we want.

**REFLECT**

- What reasons did each person give to support a perspective on the causes of poverty?
- Bias is a prejudice in favour of or against one thing, person, or group compared with another. Identify the bias in one of the viewpoints. Share your ideas with others.

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**VIEWPOINTS on...** Will focus on an issue that connects to the lives of students and will present two or more viewpoints or perspectives on an issue.

**Examine Poverty in the World**

**What makes poverty so distressing?**

When we talk about poverty, we need to agree on what poverty means. Dictionaries define the word poverty as "when people have difficulty meeting their basic needs." These needs include things such as food, water, and shelter. You can see some other ways to describe poverty on the next page.

These descriptions may not fully capture the daily struggle of those living in poverty. What does poverty mean to those who experience it every day?

Do you think poverty is unfair? Explain your thinking.

Generate a list of questions you have about poverty. Share your questions with a partner.

Poverty means living in sickness or being in pain because you can't afford a prescription.

I can afford only cheap food... "healthy food" is too expensive for me.

I am too embarrassed to let anyone know that I sleep in my car and have only one pair of pants left to wear. I used to have a good income.

I have lost friends as I cannot participate in their activities.

The way people look at you is humiliating.

**VOICES**

**Using Food Banks**

If you've never had to use a food bank or emergency meal program, you may not know what thousands of North Shore (North Vancouver) residents have come to expect:

long line ups, very little selection of fresh fruits or vegetables, and highly processed and packaged foods.

—The Edible Garden Project, North Vancouver

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**Examine** These sections will address the first curricular competency using a concept related to the big idea.

**Thinking Like A...**

Links to the first curricular competency to support student research and analysis from the Inquiry Process. These pages will focus on thinking in a role within a discipline (i.e. historian, geographer, economist, etc.) with clear literacy links to provide strategies to support the development of these thinking skills.

**THINKING LIKE A... Political Scientist**

**Interpreting Photographs: What can you see?**

Photographs can provide valuable information about issues and events surrounding poverty. We can see how people in other countries live, work, and play. Or can we?

Photographs do not always tell the whole story about a person, place, issue, or event. Even if the photo is shared the moment it is taken, important details may be missing. Most people can easily access technology to change photos, and they can add or delete whatever they choose. A photograph may also be used to send a specific message, or promote an image about a country and the people who live there.

When we see a photograph, we need to ask questions.

Practice by asking questions about other images in these pages or online.

What can we learn about this country and its economy from this photo?

What does the image not show?

How might a tourist interpret this image? A business owner? A student?

What does the image show?

What messages can you find in the image?

Who took the image?

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**FOOD BANK USE IN CANADA BY THE NUMBERS**

Map of Canada showing food bank use by province/territory.

**THINKING LIKE...**

A geographer uses statistics to study human issues.

- Look at the infographic and write one fact that surprises you.
- Look at the graph with a partner and write three general statements and one question you have about poverty in Canada.

**HUNGERCOUNT**

Food Banks Canada | Banques alimentaires Canada

**Child Poverty Rates in Canada, 2013**

Newfoundland and Labrador	18.7
Prince Edward Island	18.2
Nova Scotia	22.5
New Brunswick	21.3
Quebec	14.8
Ontario	20
Manitoba	29
Saskatchewan	25
Alberta	15.8
British Columbia	20.4
Yukon	12.7
Nunavut Territory	23.2
Northern	37.7

Canada's Rate, 2013: 19%

Source: Statistics Canada

How does this graph show that poverty is a Canadian issue?

**Check Your Learning**

- Look at the maps, graphs, and text from pages XXX-XXX. What did you learn about poverty from each type of information?

**Make Connections**

- What do you find distressing about the extreme poverty in various parts of the world? Why?

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**Check Your Learning** These questions or tasks relate to the curricular and core competencies.

**Thinking Deeper**

**Where Do Your Clothes Come From?**

by Catherine Ripley

As you head back to school every September, there are many kids who aren't so lucky. Some are headed to work as usual. In fact, the United Nations reports there are almost 215 million child labourers around the world.

Most North American teens' closets and drawers are overflowing with jeans, tees, and hoodies. But did you ever wonder where your clothes are made? If you check the tags, you might find your favourite tee was made in a developing country. There's a chance it was stitched together in a sweatshop—a factory where the hours are long, the pay is low, and the working conditions are unsafe.

Some companies use sweatshops so they can spend less on making the clothes and increase profits in the long run. Sometimes, these companies hire kids to make clothes so they can save even more on wages. Kids are also less likely to complain about bad working conditions.

Most parents want their kids to go to school, but in some countries a lot of them can't afford it. And even if they did have enough to pay for books, supplies, and even teachers' salaries, many can't afford to lose the money their working kids bring home.

Who are the people (stakeholders) who have a stake or interest in eliminating the practice of child labour?

What motivates each of these stakeholders to maintain the practice of child labour?

**Working Children Around the World (2012)**

Asia and the Pacific	11.8
Latin America and the Caribbean	8.3
Sub-Saharan Africa	24.2
Other regions	5.1
World	11.8

Percentage of children aged 5-14 who work

Source: International Labour Organization

Garment factory in Bangladesh

Shoe factory in Thailand

Shoe workshop in Pakistan

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**Thinking Deeper** Aids students in closely examining a current issue or concern. Additional examples to use for deeper learning or to accommodate differentiation can be found on the Companion Website. Includes a set of questions or activities that focuses the students on the issue/concern and has them think critically about it.

# Let's End Poverty

How can we work together to achieve a more equal world for everyone?

## BIG IDEA

The solutions to complex global problems require deep understanding, international cooperation, and commitment to take action to create positive change.

SAMPLE PAGES

SAMPLE PAGES



Why might people be living in such different conditions in the same city?



What would it be like to live in poverty?



How can we help those in need?



What might happen if a child had to work instead of go to school?

## Your Choice! Your Voice!

Start to think about a plan of action you might take to help end poverty nearby or somewhere else in the world. Keep track of what you learn about poverty and the aspects of poverty that concern you the most. Explore ways to voice your concerns about ways that can make a difference.

### DISCOVER

- ▶ How poverty can affect generations of a family
- ▶ How our biases can get in the way of clear thinking
- ▶ Why fairness is important
- ▶ How much progress the world has made in ending poverty

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## Examine Poverty in the World


### What makes poverty so distressing?


When we talk about poverty, we need to agree on what poverty means. Dictionaries define the word poverty as “when people have difficulty meeting their basic needs.” These needs include things such as food, water, and shelter. You can see some other ways to describe poverty on the next page.


These descriptions may not fully capture the daily struggle of those living in poverty. What does poverty mean to those who experience it every day?

- Do you think poverty is unfair? Explain your thinking.
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 **Poverty means living in sickness or being in pain because you can't afford a prescription.**

 **I can afford only cheap food...“healthy food” is too expensive for me.**

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 *I have lost friends as I cannot participate in their activities.*

 **The way people look at you is humiliating.**

### VOICES

#### Using Food Banks

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long line ups, very little selection of fresh fruits or vegetables, and highly processed and packaged foods.

—The Edible Garden Project, North Vancouver

### ABSOLUTE Poverty

Poverty is absolute when people are severely deprived of what they need to meet their basic needs. This includes food, clean water, shelter, healthcare, and education.

### RELATIVE Poverty

Poverty is relative when you compare people's different situations. A family living in a suburb of Victoria could be relatively poor compared to their neighbours, but relatively wealthy compared to those living in developing countries.

### GENERATIONAL Poverty

Poverty can move from one generation to another, with poor parents having children who are likely to become poor adults themselves. This can be the result of bad nutrition, or little access to education and health care. How can we help break this cycle?





# Where

## Do Your Clothes Come From?

by Catherine Ripley

Textile factory in Bangladesh

- Who are the people (stakeholders) who have a stake or interest in continuing the practice of child labour?
- What motivates each of these stakeholders to maintain the practice of child labour?

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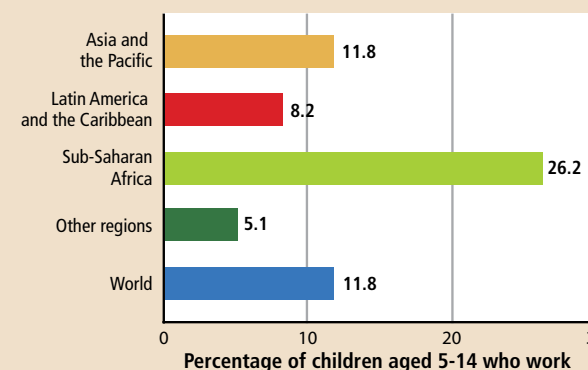
As you head back to school every September, there are many kids who aren't so lucky. Some are headed to work as usual. In fact, the United Nations reports there are almost 215 million child labourers around the world.

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Working Children Around the World (2012)



Source: International Labour Organization

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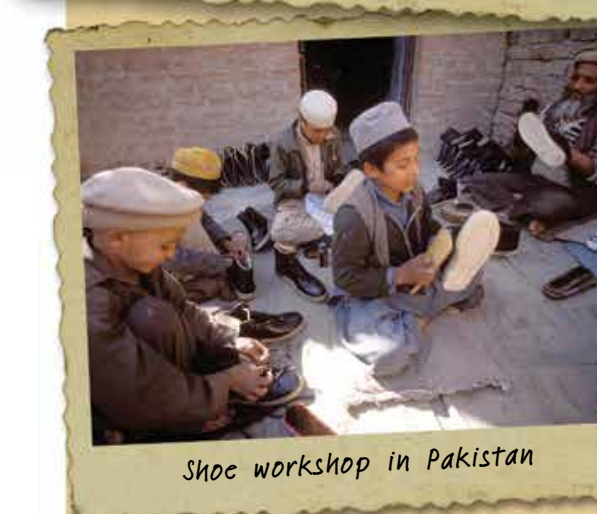
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Garment factory in Bangladesh



Denim factory in Thailand



Shoe workshop in Pakistan

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# Poverty by the Numbers

## Canada and the World

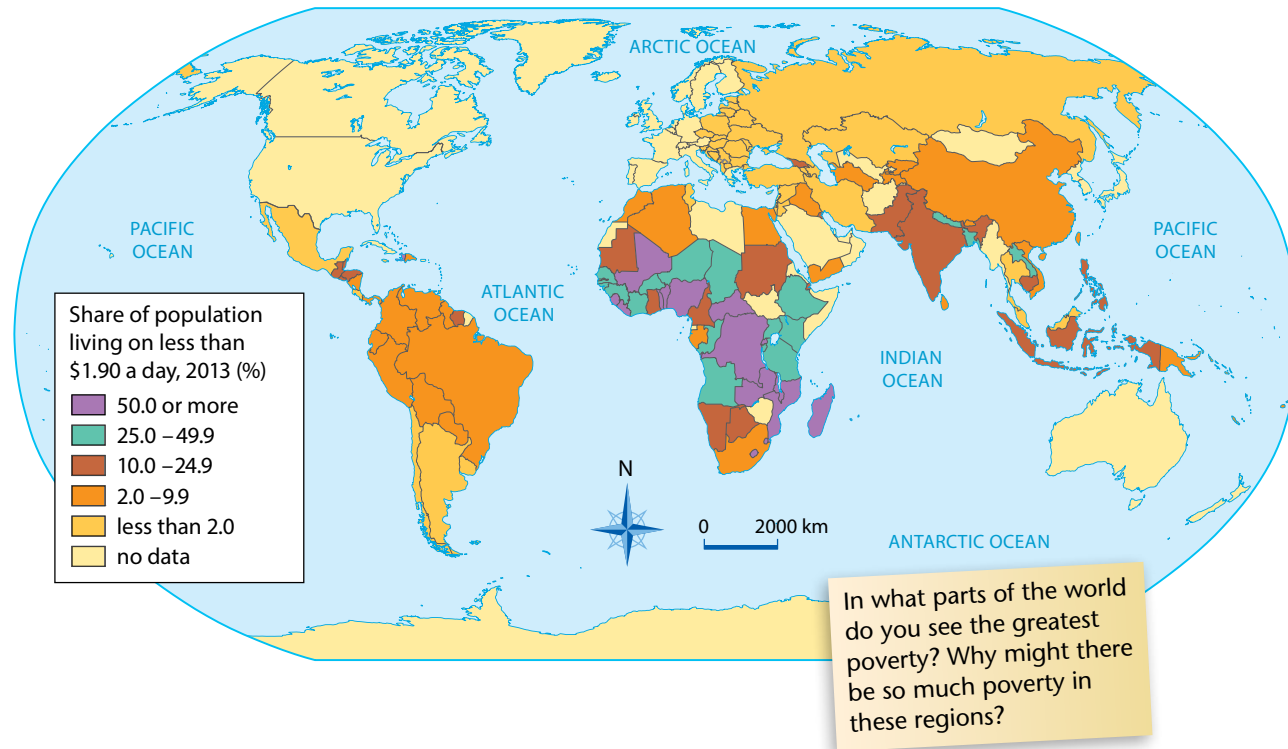
Organizations around the world study poverty by collecting and analyzing vast amounts of data. For example, the World Bank defines extreme poverty as “living with an income of less than a \$1.90 USD per day.” The organization Canada Without Poverty states that people with disabilities are twice as likely as other Canadians to live below the poverty line. (In Canada, the poverty line is considered to be living with an annual income of \$34 829 or below, for a family of four.)

What else can we learn about poverty by looking at numbers? Take a look at the map, graph, and other information on these pages to learn more about the extent of poverty in the world and in Canada.

### THINKING LIKE ...

- Geographers use maps as primary sources.
- Discuss with a partner what you think the map intends to explain.
  - What questions come to mind as you examine the map?

Extreme Poverty Around the World, 2013



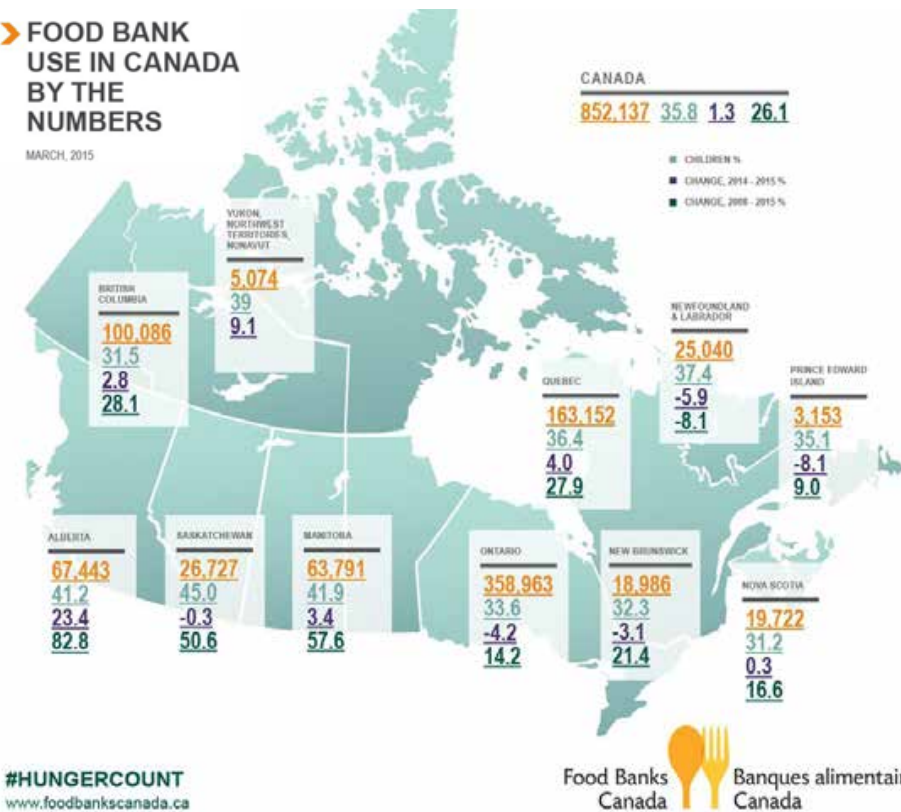
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## FOOD BANK USE IN CANADA BY THE NUMBERS

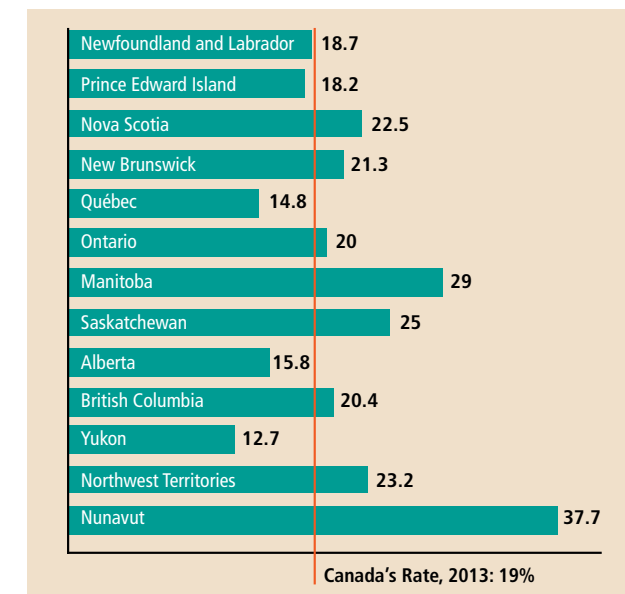
MARCH, 2015



### THINKING LIKE ...

- A geographer uses statistics to study human issues.
- Look at the infographic and write one fact that surprises you.
  - Look at the graph with a partner and write three general statements and one question you have about poverty in Canada.

Child Poverty Rates in Canada, 2013



Source: Statistics Canada

▲ How does this graph show that poverty is a Canadian issue?

### Check Your Learning

1. Look at the maps, graphs, and text from pages XX-XX. What did you learn about poverty from each type of information?

### Make Connections

2. What do you find distressing about the extreme poverty in various parts of the world? Why?

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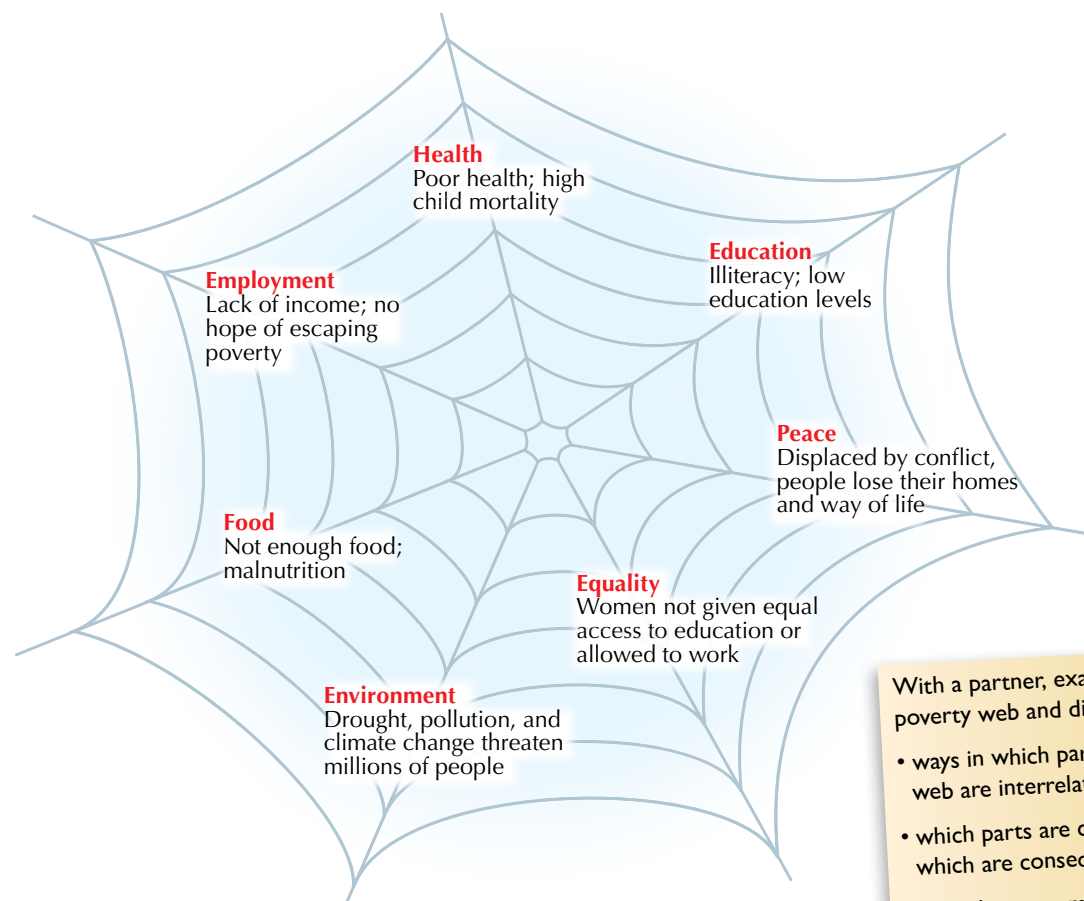
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## Investigate Causes and Consequences of Poverty

People are curious. They want to understand why things happen as they do. People from many walks of life --geographers, historians, scientists, journalists, mechanics, and student investigators like you --ask questions to try to understand issues such as poverty. People have many viewpoints on what causes poverty. What do you think? Make some notes telling your opinion.

### The Poverty Web

Poverty can be seen as a complex web of causes and consequences. This can make it very difficult to escape poverty, and it can move from generation to generation unless those in poverty get help.



With a partner, examine the poverty web and discuss:

- ways in which parts of the web are interrelated
- which parts are causes and which are consequences
- how there are multiple reasons why poverty exists.



## What causes poverty?

Many individuals and organizations are trying to find the actual causes of the poverty. Which of the following viewpoints or perspectives relate best to your thinking?

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I think the poor are to blame for their problems—let them fix them. Poor people live for the moment and don't worry about the future.

War puts people into poverty. For example, people from Syria fled their homes to avoid bombings, kidnappings, and shootings. They could only take what they could carry. They became homeless, and had to rely on others to survive.

Social scientists and economists worldwide understand that the causes of poverty are large and complex. Their theories about the causes of poverty range from colonialism to industrialization, from political institutions to geography, from violence to corruption.

Poverty is caused by the way society is organized and how resources are made available. Decisions to eradicate poverty are political choices we have to make, to choose the kind of society we want.

### REFLECT

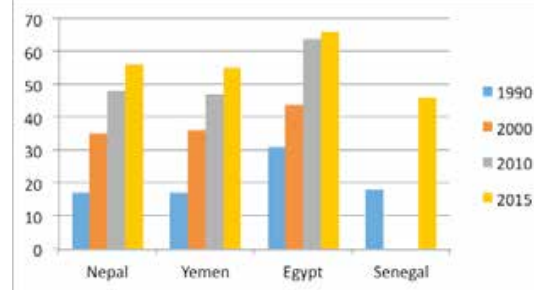
- What reasons did each person give to support a perspective on the causes of poverty?
- Bias is a prejudice in favour of or against one thing, person, or group compared with another. Identify the bias in one of the viewpoints. Share your ideas with others.

# Factors Affecting Poverty

What are your perspectives on the following factors affecting poverty? Discuss the causes and consequences of each.

## EDUCATION

Female Adult Literacy Rate (%) from 1990 to 2015



▲ What do the numbers on this graph tell us? Is this trend a reason for hope? Why?

## ENVIRONMENT



► Without a healthy environment, people cannot sustain their way of life or build for the future. What can be done about this?

## EQUALITY



▲ About 70 percent of farmers in the world are women who own small patches of land. How might support programs aimed at these farmers help end poverty?

## EMPLOYMENT



◀ How could creating jobs for young people help end poverty?

## PEACE



▲ When people are displaced by war, they lose everything. What can provide hope for these people?

## FOOD



▲ What is the solution to end hunger around the world?

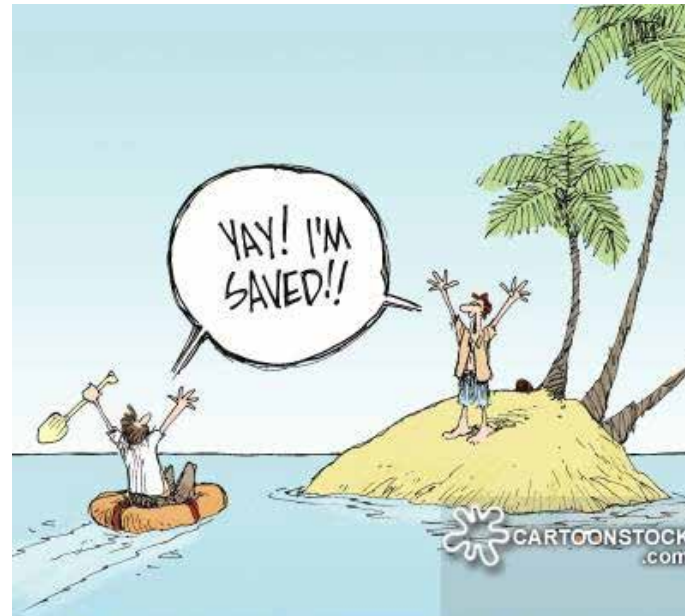
## HEALTH

Year	Estimated Deaths per 1000 Live Births
1990	91
2015	43

◀ The number of children who died before their first birthday decreased by 53 percent from 1990 to 2015. Why is this trend a reason for hope?

Perspectives are ways of seeing the world. Two people who have different perspectives will look at the world in two different ways. Different perspectives lead to different explanations and solutions for the same problem.

Even if there are no simple explanations for why poverty exists or how to end it, we cannot let the complexity of the issue scare us away. We must maintain a position of hope. There is evidence that we are correct in remaining hopeful!



▲ This cartoon depicts one situation from two different perspectives. When you analyzed each of the perspectives, what did you discover?

## Looking at Real Situations

Apply your understanding of the causes and consequences of poverty as you read about some real situations where poverty exists.

- look for different reasons why poverty exists in this situation
- identify the factors that caused the poverty
- look for consequences that result from the actions of individuals or groups

## THINKING LIKE A... Political Scientist

As you read the following article, think about how the government's actions affect the quality of life of these First Nations children.

# Half of First Nations children live in poverty

By Amber Hildebrandt, CBC News

Half of status First Nations children in Canada live in poverty, a troubling figure that jumps to nearly two-thirds in Saskatchewan and Manitoba, says a newly released report.

"...A 50 per cent poverty rate is unlike any other poverty rate for any other disadvantaged group in the country, by a long shot the worst," said David Macdonald, a senior economist at the Canadian Centre for Policy Alternatives and co-author of the report.

The study released by the Canadian Centre for Policy Alternatives and Save the Children Canada found that the poverty rate of status First Nations children living on reserves was triple that of non-indigenous children. ...

Poverty rates among status First Nations children are consistently higher across the country.

Co-author Daniel Wilson cautions that for many of them, "The depth of the poverty...is actually greater than the numbers themselves tell you."

...The report notes that on-reserve First Nations children who are under federal jurisdiction fare far worse compared with indigenous children—Métis, Inuit and non-status First Nations—under provincial jurisdiction. For the latter group, the

rate of poverty was 27 per cent, twice that of their non-indigenous counterparts.

That figure aligns closely with the poverty rate experienced by first-generation immigrant and refugee children, which sits at 33 per cent, as well as by visible minorities, which is at 22 per cent.

"Some of these differences in child poverty appear to be a matter of jurisdiction," the report notes. Provinces provide social services to Métis, Inuit and non-reserve First Nations, while Ottawa is responsible for funding social services on reserves. But as the report notes, transfer payments from the federal government to reserves have been capped at a two per cent increase since 1996, making no allowances for the growth of population or needs. ...

Persistent disadvantages faced by Canada's aboriginal peoples in regard to education, employment, health and housing are well-documented, but the report suggests that the staggering poverty faced by indigenous children is preventable.

What reasons can you identify for the extent of poverty that exists for some Aboriginal children? What forces are causing the poverty?

## Poverty and Natural Disasters

Natural disasters are as much a result of poverty and weak government as plate tectonics and weather—that's why they hit the world's poor hardest.

Cyclones, earthquakes, and erupting volcanoes are hazards, but they only become deadly disasters when they happen in vulnerable areas where people have few defenses. "It only becomes a disaster when you introduce poverty," says Ian Bray, spokesman for Oxfam.

Weak infrastructure, crumbling buildings, rapid population growth, poor governance, and ecosystem decline all affect disaster risk in

the developing world. Many of the world's poor depend on farming, fishing, or livestock for their livelihoods, all of which can be devastated by natural disasters.

For example, in 2010 an earthquake struck Haiti, where poorly constructed buildings quickly collapsed. An estimated 200 000 people were killed, and 1.5 million were left homeless. In the 2004 tsunami, more than 500 fishing boats were lost in Indonesia and Sri Lanka. Most fishing families could not afford to replace the lost boats, and their livelihoods were lost.

## Rural Poverty in South America

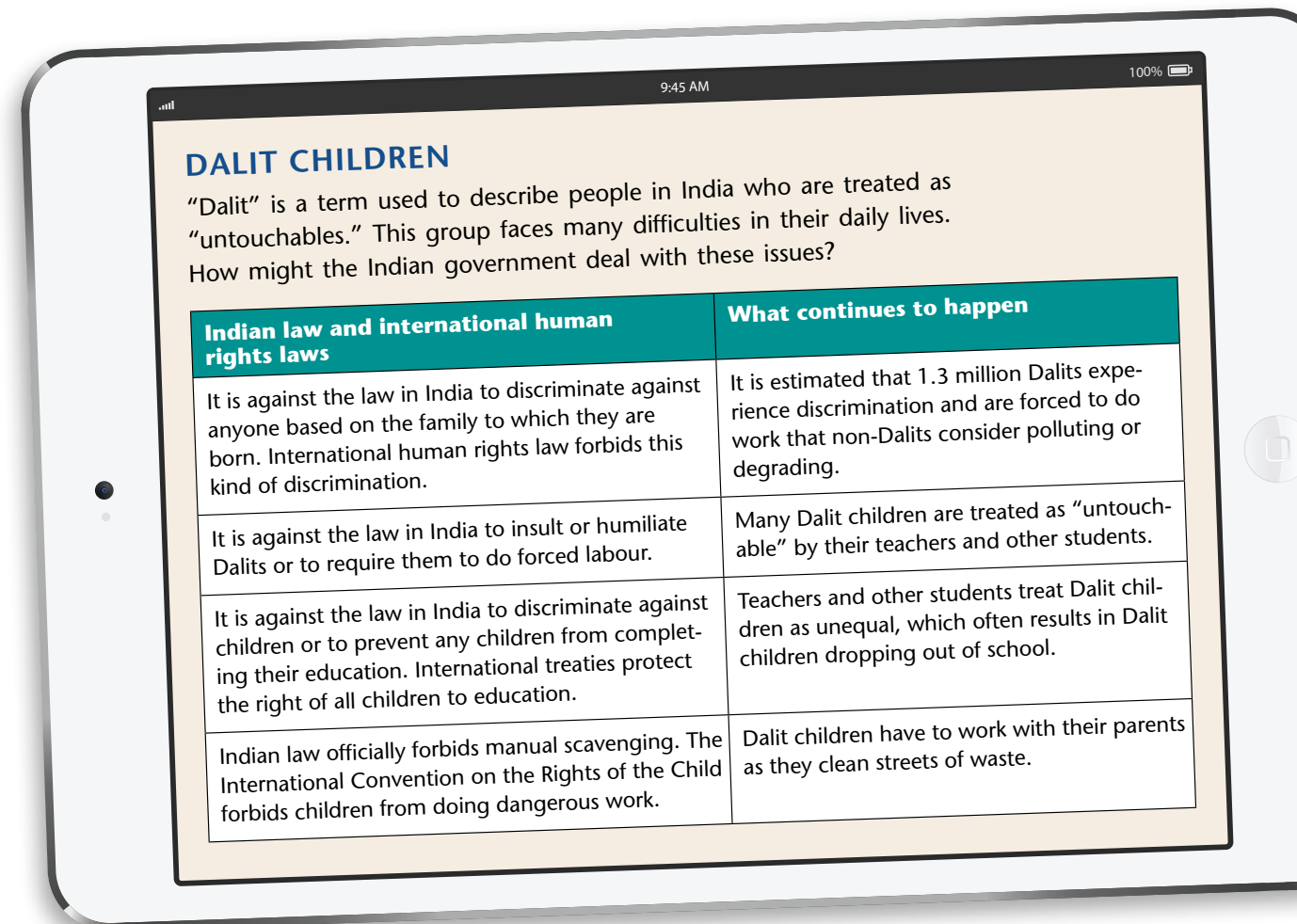
Poverty in South America is often seen as an urban issue, since 70 per cent of the population is urban, and extensive urban slums are highly visible. But poverty affects a much higher proportion of the region's rural population.

Rural poverty in South America is linked to isolation, harsh environments, unequal distribution of productive land, and lack of access to information and help. In rural areas poor people also face the consequences of limited access to education, health services, and good housing. The governments of recent years have decreased investments in rural areas, contributing to an increase in rural poverty.

## New Demands on Red Deer Food Bank

Everyone has heard about Alberta's economic downturn, but staff at the Red Deer Food Bank Society see the face of it every day. Since this time last year, the food bank has more than doubled the number of hampers it puts out.

The number one group the Red Deer Food Bank Society is seeing now is the unemployed—people who have lost well-paying jobs and are now struggling to pay for daily meals.



## Examine Efforts to End Poverty

### Is ending poverty within our reach?

This inquiry into how to end poverty began with a question: "How can we work together to achieve a more equal world for everyone?" What would a more equal world be like?

#### What's fair?

Have you ever said to someone, "That's not fair!"? How do you know when something is unfair? Do you think it is fair for some people to have little while others have a lot? Would the world be a better place if everyone had the same things, or would it be better if everyone simply had what they needed?

### Individuals Take Action

Many young people take action to make positive changes in their communities and the world. They have examined situations nearby and in other parts of the world. They saw or experienced things they considered to be unfair.

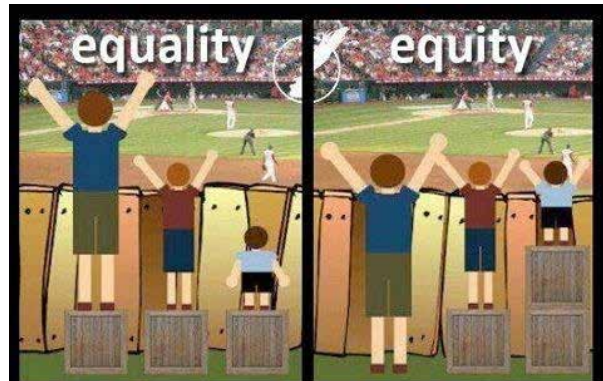
They decided to do something about that situation. They saw a need, imagined a solution, and took action.

#### Voices into Action

##### Shannen's Dream



Thirteen-year-old Shannen Koostachin of the Attawapiskat First Nation knew that she should not have to attend school in drafty, cold portables. But the Canadian government would not build a new school. Koostachin wanted the government to give First Nations children proper educations. She travelled to Ottawa to meet with politicians. She used social media to make more Canadians aware of the problem. Koostachin passed away in a car accident when she was 15, but her dream did come true: the new Kattawapiskak Elementary School opened in August, 2014.



**Equality = SAMENESS**  
 Equality is about SAMENESS, it promotes fairness and justice by giving everyone the same thing. BUT it can only work IF everyone starts from the SAME place, in this example equality only works if everyone is the same height.

**Equity = FAIRNESS**  
 EQUITY is about FAIRNESS, it's about making sure people get access to the same opportunities. Sometimes our differences and/or history, can create barriers to participation, so we must FIRST ensure EQUITY before we can enjoy equality.

◀ Is "equality" enough? Does everyone start out at the same place?

## THINKING LIKE A... Political Scientist

### Interpreting Photographs: What can you see?

Photographs can provide valuable information about issues and events surrounding poverty. We can see how people in other countries live, work, and play. Or can we?

Photographs do not always tell the whole story about a person, place, issue, or event. Even if the photo is shared the moment it is taken, important details may be missing. Most people can easily access technology to change photos, and they can add or delete whatever they choose. A photograph may also be used to send a specific message, or promote an image about a country and the people who live there.

When we see a photograph, we need to ask questions.

Practice by asking questions about other images in these pages or online.



What can we learn about this country and its economy from this photo?

What does the image not show?

How might a tourist interpret this image? A business owner? A student?

What messages can you find in the image?

Who took the image?

What does the image show?

## Poverty and Human Rights

### UN Human Rights of the Child

**Article 24:** You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 26:** You have the right to help from the government if you are poor or in need.

**Article 27:** You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

What is the connection between human rights and equality?



Pendekezo Letu is a school in Nairobi, Kenya. The school supports poor children and their families by providing education. Those who run the school believe that poverty is caused by a denial of fundamental human rights: education, protection from violence, health care, participation in governance, and opportunities for development. They work to promote these rights for everyone in their community.

...we must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future. So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

--Malala Yousafzai



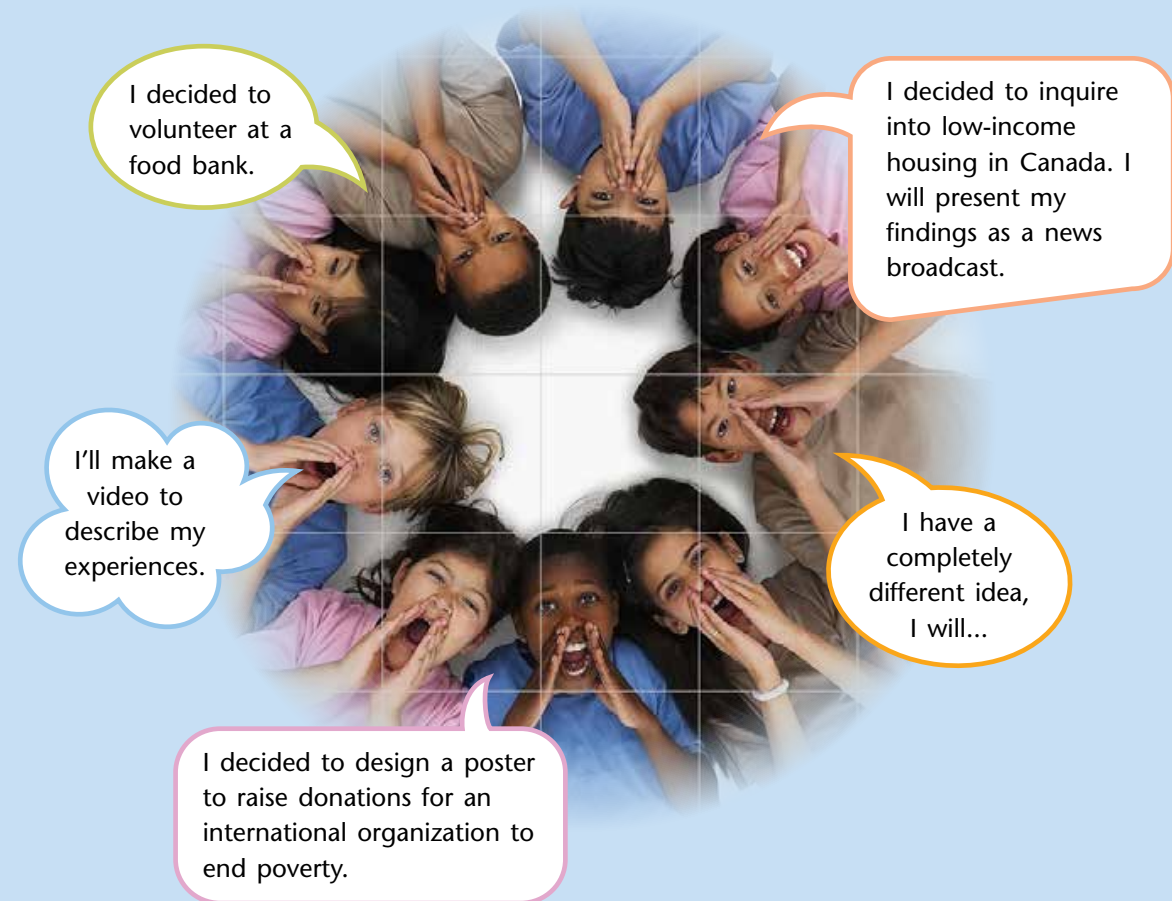
Basic rights, such as freedom of speech, are relatively well protected in Canadian law, but economic and social rights to basic necessities such as food, water, housing, and education are not. BC continues to have one of the highest rates of poverty in Canada... a poverty reduction plan would protect and fulfill those rights. It's time for our governments to comply with their obligations under international law.

--BC Poverty Reduction Coalition

## Your Choice! Your Voice!

We know the world is working to end extreme poverty, but it will take the continued efforts of many to achieve this. We also need to address poverty close to home.

What concerns you? What action might you take? Where you take this depends on you!



I decided to volunteer at a food bank.

I decided to inquire into low-income housing in Canada. I will present my findings as a news broadcast.

I'll make a video to describe my experiences.

I have a completely different idea, I will...

I decided to design a poster to raise donations for an international organization to end poverty.

### TRACK YOUR LEARNING

Look back and reflect on your learning about poverty.

- How has your thinking about poverty changed?
- What skills and strategies did you develop in this investigation of poverty?
- What are you most interested in exploring further?