

# Introduction

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# What are the big ideas of this book?

## CHAPTER OVERVIEW

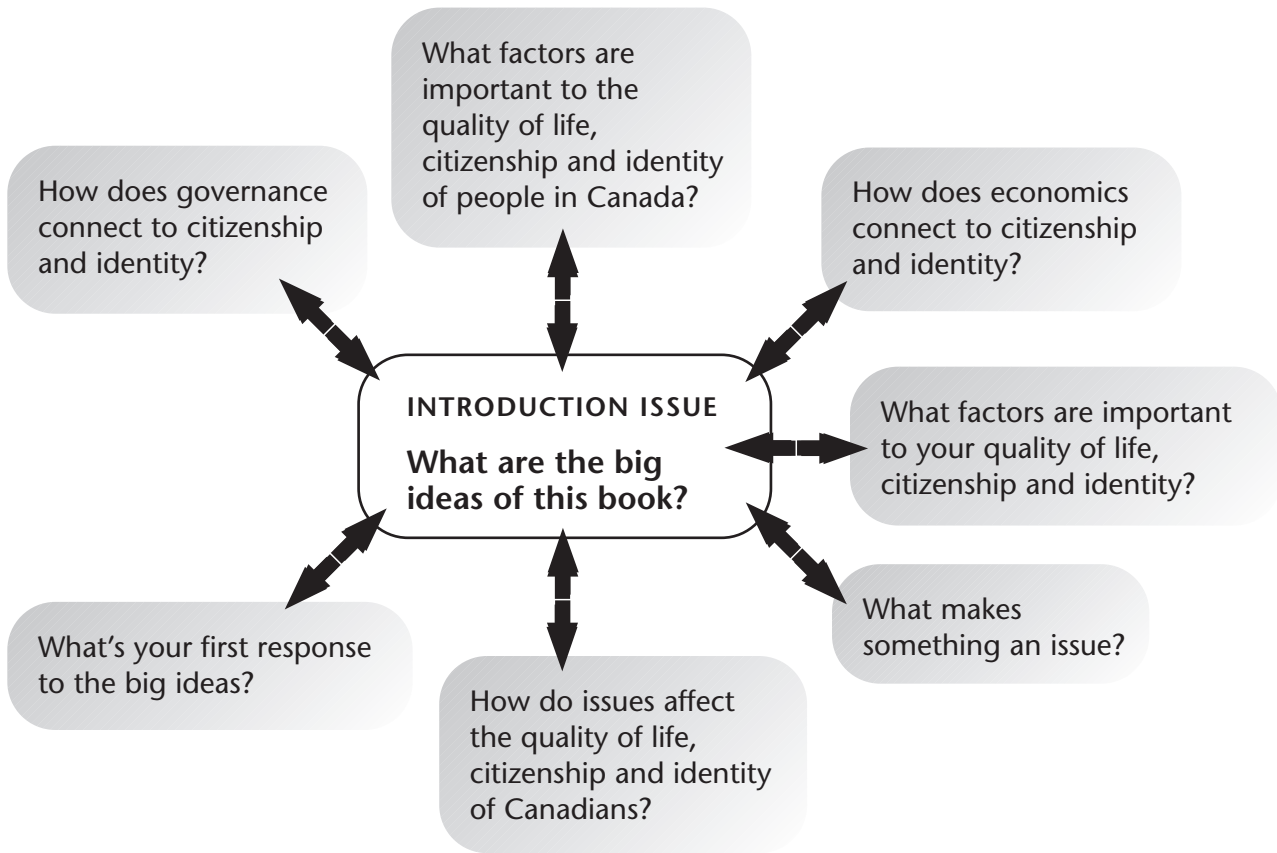
This chapter introduces these core concepts of the Grade 9 program:

- Canadians respond to issues differently, according to individual and collective identity, beliefs, values, and perspectives.
- By responding to issues, we can affect our quality of life.
- Canada's federal political system shapes government decision making, our actions and our participation in decision making.
- Individual and collective rights influence how government can act.
- Government decisions affect our quality of life, and what we value and believe in.
- Our economic systems and decisions affect our quality of life.
- Values can shape political and economic decision making.
- Many factors affect our quality of life, citizenship and identity.
- People can think critically, perform research, develop informed positions and take action on issues.

The key questions within each section of the Introduction prompt students to begin gathering the knowledge and skills they will need as they explore other chapters. They will learn to examine issues from multiple perspectives, and to identify and develop their own individual, informed responses.

Do not expect students to master these skills and concepts in these first few pages. Rather, they will continue to apply and expand their skills over the course of the year.

## CHAPTER INQUIRY AT A GLANCE



## SUGGESTED LESSON SEQUENCE

**NOTE:** Teachers will likely not have time for every activity. Pick and choose lessons to suit your teaching style and the needs of your students.

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
<b>WHAT ARE THE BIG IDEAS OF THIS BOOK?</b>					
Connecting with Citizenship, Identity and Quality of Life	Page 2	1–2 periods	Variety of different-coloured paper, markers, chart paper		Skills Centre, Page 342: Organizing Historical Events
Simulations	Pages 3–4	2–3 periods			Skills Centre, Page 352: Working Cooperatively in Groups, Resolving Conflicts
What factors are important to your quality of life?	Page 5	1 period	<b>Handout I-1—</b> Quality of Life		
What factors are important to the quality of life, citizenship and identity of people in Canada?	Pages 6–7	1 period	<b>Handout I-2—</b> Identifying Perspectives		
<b>INTRODUCING ISSUES</b>					
How do issues affect the quality of life, citizenship and identity of Canadians?	Page 8	1 period			Skills Centre, Page 351: How to Consider the Perspectives of Others
What makes something an issue?	Page 9	1 period			Skills Centre, Page 341: Finding the Main Idea
Looking at the Example of Gun Control	Pages 10–13	2 periods	<b>Handout I-3:</b> Steps to Spot and Respond to the Issue <b>Handout G-4:</b> Spot and Respond to the Issue Organizer		
What’s your first response to the big ideas?	Page 15	1 period	<b>Handout I-4:</b> What’s your response to big ideas?		
<b>LOOKING AHEAD</b>					
Exploring the Textbook Features	Page 14	1 period	<b>Handout I-5:</b> Getting to Know the Student Book		
Integrating Current Affairs		Ongoing	<b>Handout I-6:</b> Word Splash		
Explore the Vocabulary	Pages 2, 3, 4, 8, 9	1 period			

## ADDITIONAL COMMENTS

- The instructional time for each lesson is an estimate based on a 50-minute period.
- Choose from suggested activities, making decisions based on the needs of students; teachers do not need to attempt every activity in order to complete the outcomes from the program of studies
- Refer to the Curriculum Congruence Chart on pages 18–24 for a complete list of general and specific outcomes, and skills and processes, for this chapter.
- Suggested student responses to the blue, Critical Thinking Challenge, Think Critically, and Connect to the Big Ideas questions can be found in the Appendix on page 369.
- Check out the “**Links@Nelson**” Student and Teacher Centres at [www.nelson.com/albertasocialstudies](http://www.nelson.com/albertasocialstudies) for resources to support the chapter activities. The site includes modifiable versions of all the handouts.
- Activities in the teacher notes in each chapter walk you through one way of approaching teaching the contents of the student book. The simulations provide alternate teaching activities designed to help apply the learning from the two general outcomes and issues from the Grade 9 program of studies.

## WHAT ARE THE BIG IDEAS OF THIS BOOK?

### *Connecting with Citizenship, Identity and Quality of Life (Page 2)*

- Use one of the activities below to activate prior knowledge about citizenship and individual and collective identity, and to provide a context for exploring the big ideas in the chapter.
  - In pairs or small groups read page 2 and then discuss and write or sketch a personal response to the Critical Thinking Challenge and blue questions on the page:



**CRITICAL THINKING CHALLENGE**  
How could being a Canadian citizen affect your individual identity or collective identity?



In what ways do you express your individual or collective identity?

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### CONSIDERATIONS AND CAUTIONS

Note: Identity can be both collective and individual; it does not have to be one or the other.

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### CONSIDERATIONS AND CAUTIONS

The Skills Centre on pages 339–374 of the student book provides several strategies for helping students develop the skills of the Grade 9 program. Students can use the steps outlined in the Skills Centre to help complete the learning activities in this guide.

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- Using the caption and photograph on page 2 as a springboard, create a collage of key words, magazine pictures, hand-drawn or computer graphics, news clippings, or quotes that reflect what citizenship and belonging in Canada mean to you.
- Create an illustrated timeline of events and experiences that affected your individual or collective identity, and share it with a partner. Students can refer to the **Skills Centre** on page 342 for guidance on creating timelines.
- Create a slide presentation or list of five collective groups you belong to, what their purpose is, what their traditions are, and how you are included. Explain how belonging to a collective contributes to your individual identity.

- Create a short speech or rap of aspects of your individual/collective identity and the main things that influence it.

## SIMULATIONS

These two **simulations** (see page 56 of this teaching resource) can be used to expand on the key concepts of political and economic systems. Choose one of them to introduce the key concepts of the program.

### *Simulation—Sharing Resources (Pages 3–4)*

- Explain that the class has been given the task of developing national policies to provide the best possible quality of life for all Canadians. In creating the proposal, all regions of Canada will need to reach consensus on how to share resources while at the same time ensuring that each region addresses its own needs and priorities.
- Divide the class into six groups, representing B.C., the Prairies, Ontario, Québec, the Atlantic provinces, and the North. Each group will research then discuss what resources their region has that will benefit the quality of life of all Canadians (e.g., natural resources, labour, natural beauty, agriculture, industry). Then, each group brainstorms and agrees upon their region’s five biggest priorities that must be addressed (e.g., health care, education, economic prosperity, environment, tourism, employment). Each group presents a list of its region’s resources and needs to the whole class.
- The teacher then facilitates a class discussion of how to reconcile the individual needs of each region with its contribution to Canada as a whole. Each group maintains and defends its regional perspectives in the discussion. Remind students that parliament and the Senate must deal with this balance of regional views on a continual basis.
- After, have each group create a proposal outlining its proposed policies to provide the best possible quality of life for all Canadians. Have them present their proposals to the class.

### *Simulation—What kind of Canada do you want? (Pages 3–4)*

- Divide students into groups of four to five using a **cooperative grouping** strategy (see page 49 of this teaching resource). In their groups, they will answer the question, “What kind of Canada do you want?”
- Follow this general procedure:
  - Plan a political and economic system that attempts to meet the needs of all citizens. Outline how the process of decision making will affect the quality of life for all Canadians.
  - Create a charter that outlines the rights and freedoms that citizens will have.
  - Develop policies and laws that support the common good of society.
- Have each group make a presentation about its society.

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#### TIP FOR DIFFERENTIATED INSTRUCTION

To support this simulation, students can work in their small groups to research facts and information about the resources and regional identities of Canada.

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Identity and Regions




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#### CONSIDERATIONS AND CAUTIONS

Teachers may want to review page 352 of the Skills Centre with students to help prepare them for working in groups.

These are rather large tasks. Depending on your students, you may wish to do these activities in parts throughout the first few chapters or at a later time in the course.

Students may require background information regarding policies and political and economic systems (see backgrounders in this resource or the index and contents in the student book).

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#### TIP FOR DIFFERENTIATED INSTRUCTION

Instead of a simulation, have students outline their ideas in the form of a short essay, poster or electronic simulation.


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## CONSIDERATIONS AND CAUTIONS

Emphasize the difference between points of view and perspectives (see definitions on page 2 of the student book). Remind students to look for the authority of the speaker when analyzing perspectives on issues. Explain that a speaker may be part of a collective, but not have authority to speak on behalf of the collective. Therefore, their comments may not necessarily reflect a collective perspective, but rather a personal point of view. Use these criteria with students when exploring multiple perspectives about issues:

- Who is speaking?
  - Does this person have authority to speak on behalf of the group/collective? If not, then consider the viewpoint.
  - What group/collective perspective is being shared? (e.g., Aboriginal, Francophone, seniors, gender, immigrant group, cultural group.)
  - What is the perspective of that group/collective in response to the issue?
  - How would other groups/collectives respond to the issue?
  - Would this be the only perspective of the group?
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 **Think about your school, family and community.**  
What issues are people talking about? What issues are making headlines in the news?

### *What factors are important to your quality of life? (Page 5)*

- Introduce ideas about quality of life by pointing out the photographs on page 5 and having students work in pairs to respond to the blue question on the page:



**To what extent do these photographs illustrate factors that affect your quality of life, citizenship and identity?**

- Then, have students list the factors influencing their quality of life. Give students time to pause, summarize and jot down their responses on **Handout I-1**. Share these ideas as a class.
- Have students rate each of their factors according to importance and list these on **Handout I-1**. Share rankings with the class.

### *What factors are important to the quality of life, citizenship and identity of people in Canada? (Pages 6–7)*

- Use the section on pages 6–7 to practise the skill of analyzing multiple perspectives about quality of life. Have students read the section and respond to the blue questions on the pages. Using the chart on **Handout I-2**, have them identify the perspectives involved to determine how they relate to collective identity.



**What factors are important to Elder Albert Yellowknee's quality of life? In what ways do his comments reflect collective identity?**



**What beliefs and values are important to Sandra Vidakovic's quality of life?**



**What link does Dolorèse Nolette make between speaking the French language and her collective identity? How does the right to speak French affect her quality of life?**

## INTRODUCING ISSUES

### *How do issues affect the quality of life, citizenship and identity of Canadians? (Page 8)*

- Begin by using a **Circle of Knowledge** strategy (see page 50 of this teaching resource) to analyze the photographs on page 8. Have students read the captions, consider the caption questions and write down their ideas. Extend the activity further by having students divide the issues into three categories: citizenship, identity and quality of life. Students can represent their ideas visually, or do an online search to find related issues in the news today.

### *What makes something an issue? (Page 9)*

- Use the photographs on page 9 as a springboard to introduce the concept of identifying issues to students. In groups of two or three, have students brainstorm a list of issues that arise from the captions and photographs. Then, extend the activity by having students use the criteria on page 9 to identify issues in their school or community or in the news.

### ***Looking at the Example of Gun Control (Pages 10–13)***

- Pages 10–13 provide an exemplar of the steps in identifying, exploring and developing an informed position on issues. Students will use this model for spotting and responding to issues in the student book and those they encounter during independent research. They can keep a copy of the steps on **Handout I–3** in their notebooks for reference as they work through the student book.
- Choose one of these options to model how to spot and respond to an issue:
  - Have students (alone or in pairs) summarize each of the steps and add notes to the organizer on **Handout G–4**.
  - Guide students through each of the steps as a whole-class activity, displaying the steps on an overhead or in a slide presentation.
  - Encourage more advanced students to use the steps to do an **independent study** (see page 56 of this teaching resource) researching different views and perspectives on gun control.
  - Have students use the steps to develop an informed position on a current issue of their choice and share it with others.

### ***What’s your first response to the big ideas? (Page 15)***

- Choose one of these activities for engaging students with page 15:
  - Using **Handout I–4**, which models the organizer on page 15, students examine the photographs on page 15. They write down an initial response and share these with a partner. Encourage them to consider the information they explored in the Introduction.
  - In groups, students create a class bulletin board that represents the big ideas organizer on page 15. They can add quotes, news clippings, or graphics to the board to illustrate an initial response, and then add to it as the year progresses.

## **LOOKING AHEAD**

### ***Exploring the Textbook Features (Page 14)***

- In order to familiarize them with the features of the student book, have students take a tour of the book using **Handout I–5** to organize their ideas. Have students (alone or in pairs) describe in point form each feature and its function (i.e., how it will help them explore issues in the student book). Then, have them compare their responses with others.

### ***Integrating Current Affairs***

- Now that students have begun to actively spot and respond to issues, start your classroom Current Affairs File—for tips, see **Integrating Current Affairs** on page 54 in the introductory section of this teaching resource.

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### **CONSIDERATIONS AND CAUTIONS**

Students can use the steps to finding the main idea on page 341 of the Skills Centre to help them explore and identify issues.

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### **CONSIDERATIONS AND CAUTIONS**

Teachers can go to pages 15–17 of this teaching resource for a full description of the functions of the features in the student book.

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### **NINE ON 9**

Refer students to the Nine on 9 group on page 14 of the student book. Explain that these students will model important social studies skills and ways to explore issues.

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## CONSIDERATIONS AND CAUTIONS

Teachers can have students bring newspapers from home, or order copies of local and national newspapers to use with students in their classroom. Also access the Nelson website for links to online news groups where students can research current events.

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CBC News in Review  
News Groups



## Explore the Vocabulary (Pages 2, 3, 4, 8, 9)

- Page 39 of this teaching resource provides strategies to support vocabulary and concept development with students. Each chapter includes an activity to encourage students to research, explore and synthesize new terms and concepts in the book. Students can use a separate section of their notebook, file folder or portfolio to keep the vocabulary activities they complete over the course of the year. Later, they can use these for review or other research projects.
- Students can use a **word splash** (see page 40 of this teaching resource) activity to explore the key terms in this section. Introduce **Handout I-6**. Students examine each word to predict and determine what they already know about it or its definition. For each word, have them write a short description, sketch, or share orally with a partner what they already know about the term. Explain that these are important terms that they will be using during the course of the year.
- Teachers can choose to distribute the handout, project it with an overhead, or create a slide presentation of the words.

## INTRODUCTION VOCABULARY

**criteria:** standards for evaluating something

**economic system:** how a society organizes the production, distribution and consumption of goods and services

**governance:** the process of governing

**issue:** a topic that connects to citizenship, identity and quality of life, and on which well-informed people have different views and perspectives

**opinion:** personal reaction to an issue

**perspective:** values and ideas shared by people with a common language, culture and history

**point of view:** opinions and preferences of an individual based on personal experiences

**political system:** the structure of government

**quality of life:** a measure of personal and collective well-being

**rights:** what individuals and groups are allowed to do in society, usually as established in law

**society:** a social system where a group of people share a common geographic region, sense of common identity and culture, and who participate in shared political and economic institutions for a communal purpose or interest

**unbiased:** without preconceived ideas