



TEACHING UNIT

General Topic:	Economic Citizenship
Unit Title:	Building the Future
Grade Level:	Grade 9
Recommended Curriculum Area:	Canadian and World Studies
Other Relevant Curriculum Area(s):	Language Arts



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Canadian and World Studies Curriculum Expectations

- evaluate the role of government in promoting economic opportunity in post-World War II Canada
- organize and record information gathered through research (e.g., using notes, lists, concept webs, timelines, charts, maps, graphs, mind maps)
- formulate and use a thesis statement when researching a historical topic or issue
- compare Canada's approaches to specific concerns (e.g., species loss, deforestation, pesticide use, cross-border pollution, movement of people, trade) with the approaches of other nations
- compare, in terms of resource use and consumption, the "ecological footprint" of an average Canadian with that of an average citizen in a developing country
- analyze different perspectives on a geographic issue (e.g., clear-cutting, waste disposal, urban sprawl) and present arguments supporting a point of view
- predict the consequences of human activities (e.g., agriculture, recreation) on natural systems
- develop and use appropriate questions to define a topic, problem, or issue and to focus on a geographic inquiry
- gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., reference books, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic issue
- communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms
- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms
- use an accepted form of academic documentation

Relevant Language Arts Expectations

Listening

- 1.1** – identify the purpose of several different listening tasks and set goals for specific tasks
- 1.2** – identify and use several different active listening strategies when participating in a variety of classroom interactions
- 1.4** – identify the important information and ideas in both simple and complex oral texts in several different ways

Speaking

- 2.2** – demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
- 2.3** – communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

Reading

- 1.3** – evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose
- 1.4** – make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts
- 1.5** – extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights, other texts, and, the world around them

Writing

- 1.3** – locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate, to extend current understanding and to broaden personal perspectives of the world
- 1.4** – identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for Writing
- 2.1** – write for different purposes and audiences using several different literary, informational, and graphic forms

Relevant Economic Expectations

- Possible goals for Canada’s economy
- How various factors can affect growth, employment, incomes, and quality of life in the economy
- How the decisions and actions of individuals, organizations, business, and governments can affect productivity, innovation, employment, inflation, incomes, and growth in the economy as well as the environment
- Factors that can affect the distribution of income
- How government policies and actions can affect the distribution of income
- Compare environmental conditions, and efforts to improve the environment, in various countries
- Different views on the role of government in the economy

Background Information

Students need to understand the factors that affect Canada’s ability to achieve its economic goals. They should be able to make informed assessments and judgments, of government actions and political initiatives. By identifying the different roles of government the students will understand how taxes are used to provide services. Students must be aware of how economic activity may be potentially helpful or harmful to the environment. This will help them to be knowledgeable, responsible citizens.

Overview of the Unit

In groups, the students will view and discuss several cartoons that represent Canada’s economic goals. They will be asked to think about which goals are most important in today’s economy. The students will make a mind map listing the factors that affect how much money a person makes and present it to the class. They will identify world-wide environmental concerns. The last assignment has the students researching and making a report about how various countries are addressing environmental concerns.

Estimated Time Frame: 3–4 periods – 60 minutes each

Suggested Implementation Strategy

(Before the class begins, the teacher needs to make 1 copy of the cartoons and 10 copies of the list of Canada's Economic Goals.)

Period 1 Activity 1

- Arranging the class in ten groups (3–4 people)
Hand out one economic cartoon to each group.
Ask the groups to discuss the meaning of the cartoon and how the factors depicted in the cartoons affect the lives of people in Canada.
Rotate the cartoons ten times so all the cartoons have been shared.
When the cartoons are back to their original starting point, ask each group to comment on what factors were represented. Record their ideas on the board.

Activity 2

- Explain that these cartoons and their ideas represent Canada's Economic Goals.
Hand out the list of Canada's Economic Goals and ask each group to think about which goals are most important to people in Canada and prioritize the list.
Lead a discussion about how they decided what is most important.
What reasons may arise for groups having different opinions about what is important.

Period 2

- Show this short educational video explaining some roles of government in the economy at:
<http://vimeo.com/8216078>
- Show it again and ask the students to find 4 different ways the government affects the economy. (monetary policy, government debt, inflation, trade regulations)
- Ask the class the question:
Should everyone have the same amount of money?
What factors decide a person's income?
How does the government affect a person's incomes?
- Arrange the class in groups.
Tell the class to brainstorm their own ideas and then access the following website to make a mind map displaying the factors that affect how much money a person makes. Encourage creativity. Tell the class that they will be presenting their maps.
Before they start the teacher should share the assessment rubric that will be used to evaluate the mind maps presentations.
<http://www.thecanadianencyclopedia.com/articles/income-distribution=>
Allow time at the end of the period to share their mind maps.

Period 3/4

- Ask the class to brainstorm a list of world-wide environmental concerns. Record their ideas on the board.
- Access the following article on the internet, which gives an overview of United Nations concerns and actions concerning environmental issues. <http://www.un.org/en/globalissues/environment/>
- Tell the class that they are to choose a country, research and make a report as to what this government is doing to improve environmental concerns.
- The teacher should keep track of the countries picked, to ensure a variety of countries are chosen.
Allow the rest of the period to start their assignment.

The teacher can decide whether or not to take another period or assign the project to be finished for homework.
The reports may be shared during another period.

Possible Evaluations

1. Assess the group responses to the meaning of the cartoons.
2. The class and group participation can be assessed.
3. Use the rubric for the mind map presentations.
4. The reports can be collected for marking.

Follow-Up Activities

1. Write to a government member expressing concern about an environmental issue in Canada.
2. Access other lessons on Environmental Issues at *The Globe and Mail Online Classroom Edition*.

Modifications or Suggestions For Different Learners

- Everyone can play a role in the discussions, group assignments and presentations.

Supplies Needed

1. Large chart paper and markers.

Handouts / Resources

1. Cartoons
2. List of Canada's Economic Goals
3. Educational Video, from **James Harding**
4. The Canadian Encyclopedia © 2012 Historica-Dominion
5. An assessment Rubric for Oral Presentation



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The Canadian Dollar rises to an all time high. \$1.05 U.S



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Search ID: dbrn725

"You drive a Japanese car, drink French wine, eat Chinese food, own an American computer, buy Canadian lumber and vacation in Mexico. How can you be AGAINST free trade?!"



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Canada's Economic Goals

Economic Freedom

- the freedom of choice available to workers, consumers and investors in the economy
- in a market economy, consumers are free to purchase goods and services of their choice, and also, through their purchasing decisions, to determine what goods and services are actually produced

Environmental Stewardship

- economic activity must be carried out without significantly harming the natural environment
- this could mean potentially higher prices for consumers and lower profits for producers, but the negative effects on the environment must be reduced
- if Canadian environmental laws become too restrictive then Canadian goods become less competitive in world markets
- this also raises the moral issue – if Canada trades with a country that has low environmental standards, does this mean Canada's government is condoning the other country's policy

Political Stability

- this can help long term planning and long term investment

Reduced Public Debt

- is it fair to spend today and leave the debt in the hands of future generations?

Economic Growth

- an increase in the total productive output of an economy

Increased Productivity & Efficiency

- scarce productive resources are put to efficient use in order to get as much as possible from them
- to compete in global markets, production processes must become more efficient

Equitable Distribution of Income

- dividing up the total national income – many interpretations about what is a fair – redistribution of income
- regional differences also come into play

Price Stability

- periods of inflation erode the purchasing power of the dollar and raise the cost of living for Canadians living on fixed incomes

Full Employment

- in an attempt to reach full employment targets, governments try to promote full employment of the labour force
- an unemployed labour force also represents a waste of human potential and can cause serious hardship for unemployed workers and their families
- as more and more technology is developed it becomes more and more difficult for Canada to maintain full employment

Viable Balance of Payments & Stable Currency

- in a global economy, an international flow of goods and currency in transactions such as importing, exporting, borrowing and lending has become increasingly important

Assessment Rubric for Oral Presentation

Names: _____

Date: _____ Content: _____

Organization

3. Is logically or creatively organized.
2. Is organized.
1. Demonstrates limited organization and structure.

Preparation

3. Shows detailed preparation.
2. Shows evidence of preparation (cue cards/audiovisual equipment).
1. Shows minimal evidence of preparation.

Material

3. Material is consistent with the topic.
2. Material, for the most part, is relevant to the topic.
1. Material is irrelevant to the topic or inappropriate.

Language

3. Language is appropriate and interesting.
2. Language is appropriate.
1. Language is inappropriate.

Creativity

3. Shows considerable creativity.
2. Shows some creativity.
1. Shows limited creativity.

Visuals

3. Visuals are effective and add to the presentation.
2. Visuals are appropriate.
1. Visuals have limited effectiveness.

Delivery

Speech

3. All words are spoken clearly.
2. Many words are spoken clearly.
1. Many words are not spoken clearly.

Volume

3. Volume is loud enough to be heard easily.
2. Volume is inconsistent.
1. Volume is too low.

Interest

3. Displays enthusiasm for the topic.
2. Displays interest in the topic.
1. Exhibits minimal interest in the topic.

Eye Contact

3. Makes effective eye contact.
 2. Makes some eye contact.
 1. Makes no eye contact.
- (Consider cultural appropriateness.)