

*Student Name* \_\_\_\_\_ *Date Submitted* \_\_\_\_\_

# SOCIAL STUDIES 11 (v5)

## Section 1.0 Send-In

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Complete this send-in as part of your course enrollment. This will be your first mark entered for the course. When this assignment has been received by SCIDES, your course materials will be sent to you.

**This send-in consists of:**

- Social Studies 11 Course Planner \_\_\_\_\_ / 5 marks
- Guided Practice Activity 1.1A 2 \_\_\_\_\_ /7 marks
- Guided Practice Activity 1.1A 3 \_\_\_\_\_ /8 marks

TOTAL: \_\_\_\_\_ /20 marks \_\_\_\_\_ %



**Mail:**

- 1) This **Cover Sheet**
- 2) **Return Address** (page 2 or Comment Sheet) – Fill out with your complete name and address.
- 3) **Send-In Assignments** – Completed Part A and Part B assignments.

*Be sure to put proper **postage** on the envelope (if necessary) and add your **return address**.*

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Is this a change of address?

Yes  No

*Please print in pencil*

NAME
ADDRESS
CITY / TOWN, PROVINCE / COUNTRY, POSTAL CODE

Use this address box  
if you are mailing  
a **TEST**

*Please print*

NAME
ADDRESS
CITY / TOWN
PROVINCE / COUNTRY
POSTAL CODE

Is this a change of address?

Yes

No

Use this address box  
if mailing a  
**SEND-IN ACTIVITY**

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Name: \_\_\_\_\_

\_\_\_ / 5 marks

## Social Studies 11 Course Planner

Complete all the following contact information that applies to you and check the one that is the best way to contact you during the day:

Home Phone: \_\_\_\_\_  Work Phone: \_\_\_\_\_  Cell: \_\_\_\_\_

Email: \_\_\_\_\_

other way to contact you (explain) \_\_\_\_\_

When is the best time for your teacher or tutor/marker to contact you? \_\_\_:\_\_\_ AM PM

Check your Grade:  Grade 10  Grade 11  Grade 12  Graduated

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### Timetable Options/Course Plan

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One of the keys to being successful in anything that you do is to take the time to plan carefully. The objective of this section is to help you create a timetable for managing your schoolwork and enable you to set goals for finishing all of your courses by your desired completion date. **Most full-time students complete 3 to 5 assignments each week.**

The flexibility of our distributed learning program offers you many choices but a plan for completion is essential to success. Most full-time students complete 8 courses in a school year (10 months). The most common timetables are "semestered" (4 courses at a time) or "linear" (8 courses at a time).

What is your planned schedule?  Semester System (22 weeks)  Linear System (44 weeks)

other: *(explain)* \_\_\_\_\_

What is your intended **start** date for this course?  Now  Other date: \_\_\_\_\_

What is your intended **completion** date for this course? \_\_\_\_\_ (month) \_\_\_\_\_ (year)

How many courses are you taking with us this year? \_\_\_\_\_ How many with other schools/programs? \_\_\_\_\_

Social Studies 11 consists of 14 more send-in assignments and 4 module tests. How many assignments/tests per week must you do to complete this course as planned? \_\_\_\_\_



- *Mark target submission dates on a calendar.*
- *Add this same information from other courses to help you create a schedule for completion.*
- *Record the actual dates you submit work so you can track your progress.*



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## Delivery Method

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Social Studies 11 is offered as an online-supported print course. You will receive workbooks in print form and you have the option of also accessing the online support for the course. If you sign up for the Social Studies online classroom, you may still choose to do assignments on paper and send in by regular mail.

In the online classroom, you will find:

- assignments uploaded as templates in Word. You email in the completed assignments as attachments.
- tips & pointers for doing the course including comments from the marker/tutor and links out to websites that clarify the concepts
- access to other learners and your marker/tutor

Benefits to the online classroom:

- word-processing ability on assignments
- clarification of concepts and/or assignment instructions
- quicker turn-around time for marked assignments
- improved/corrected assignments (the uploaded assignments may differ from the print versions)
- participation is completely optional even once you have access



*Would you like access to the online classroom for Social Studies 11?*

YES

NO THANKS

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## Provincial Exam

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Social Studies 11 is a provincially examinable course. Students on the 2004 and Adult Graduation Programs have the option of writing the provincial exam. Students who graduated on or are completing the 1995 Graduation Program must write the provincial exam to have it recognized as complete by the Ministry of Education. The exam may also be required by some post-secondary programs -- it is your responsibility to check.



*Do you plan to write the provincial exam?*

NO

NOT SURE

YES – *in which session do you intend to write? (Read the information sheets which will be included in the course materials we will send and/or check the Ministry of Education website at <http://www.bced.gov.bc.ca/exams/>)*

**Session date:** \_\_\_\_\_

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## Anything else?

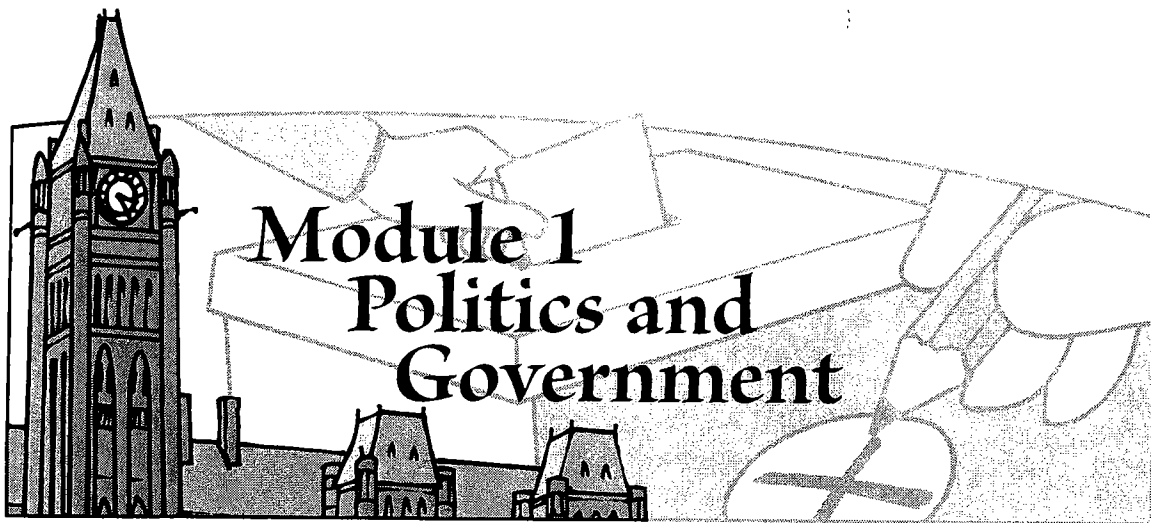
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Is there anything else you would like us to know about you or your education plans that will help us provide you with better service?

# Module 1

## Politics and Government

### Overview



In this module you will study politics and government in Canada. Why is that important you might ask? What does it have to do with my daily life? Well, quite a bit actually! Just look at these examples:

**7:30 a.m.**

Got up when the radio alarm came on. Favourite song was playing on the radio. (The radio station is broadcasting under a license from the Canadian Radio and Telecommunications Commission, an agency of the federal government.)

**7:45 a.m.**

Had a hot shower (water provided by the local, or municipal, government; water heated by electricity from BC Hydro, a provincial government corporation).

**8:15 a.m.**

Had breakfast (labels on cereal box in both English and French, as required by federal law; ingredients in cereal listed on side of box, as required by Federal Food and Drugs Act; quality of food governed Agriculture Canada).

**8:35 a.m.**

Drove to school (licensing, traffic rules, and insurance regulated by provincial government).

**9:00 a.m.—3:00 p.m.**

Attended school (funded/regulated by local school board/provincial government).

**4:00 a.m.—5:00 p.m.**

Watched TV (regulated by CRTC/federal government).

Yes, government affects all our lives every day, but what is government, how does it work, and how do we play a part in it? These are the questions explored in this module.



### **Resource List**

- *Counterpoints: Exploring Canadian Issues*
- *Counterpoints*
- *SS11 Provincial Exam Preparation Package*

## Section 1.1

# The Political Spectrum

### Section Overview

Government plays an important part in your day-to-day life, whether you realize it or not. Whether you are listening to the radio, watching television, eating a bowl of cereal, or driving to school, the government has a role.

Just how big of a role, and what exactly that role should be, are the topics of study in this section. Once you are familiar with the issues in this section you will be able to form your own opinions on issues such as these:

- Should the government own B.C. Hydro, or should it be a privately owned company?
- Should we have French and English labelling on products?
- Should we have a CRTC that makes rulings on such things as digital radio channels? And, does the CRTC have too much power when it orders the shutdown of a radio station in Quebec because of the language of its show host?
- Should young people be able to drive at 14?
- Should the speed limit be raised on the highways?

This section will also help you to understand that government decisions, choices that affect us all, are made based on philosophies and beliefs.

## Lesson 1.1A

# Political Ideologies

### Overview

Think back to the Section Overview. Why is the driving age set at 16? Is this age important? Why does the government care how old you are when you learn to drive? Whatever your opinion is on this issue, it hints at your political beliefs or values about the role of government in the lives of citizens. In this lesson, you will learn more about how values and beliefs influence the political system.



### Resource List

- *Counterpoints: Exploring Canadian Issues*
- *SS11 Provincial Exam Preparation package*

### What is an Ideology?

Let's start by talking about beliefs and values and what role they play in government. To put it simply, different people have different ideas about how government should operate. These beliefs are known as a political **ideology**. A government's ideology frames the decisions and policies that it makes. For example, the Liberal Party believes that Canadians want to help each other, so they put tax money into social programs.

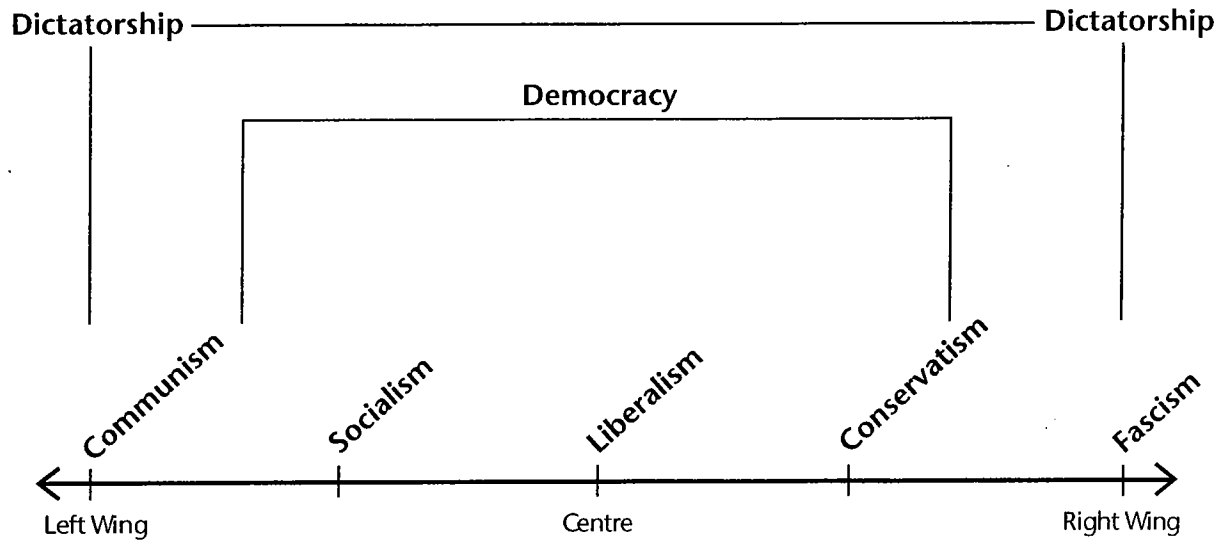
Open your *Counterpoints textbook* to page 255 and look at the table called *The Political Spectrum in Canada*. This table classifies the different ideologies along a political spectrum from left to right. Ideologies on the left of the spectrum are considered left wing. Ideologies on the right are considered right wing, while those in the centre are considered—you guessed it—centre.

Study the beliefs and values listed in the diagram that are typically associated with each wing of the political spectrum. Generally speaking, a person who is left wing is one who supports change. Right

wing people tend to see tradition maintained and old standards upheld; they are more cautious about change. In Canada, we have both left and right wing governments.

### Common Ideologies

In the past two centuries, some ideologies have been particularly significant. Five of them are **liberalism**, **conservatism**, **socialism**, **fascism**, and **communism**. Each of them fits into a different spot on the political spectrum: some are left wing, some are centre, and some are right wing.



**Liberalism:** — Liberalism is a political ideology that encourages the government to provide services for citizens to improve a minimum standard of living. A liberal government believes strongly in giving people the most social freedoms while still protecting the civil liberties of society. In Canada, we have a liberal leaning society. This allows citizens tremendous freedom, but provides services that help all Canadians.

**Conservatism:** — Conservatism is a political ideology that believes the government should have very little influence on the economic development of a country; instead, it should be up to private businesses to provide services for the citizens. Conservatism can be divided into two types; social

conservatism, which wants to preserve tradition, and fiscal conservatism, which requires the government to control its spending. Social conservatism would allow the government to censor ideas if it is for the greater good of the community. Fiscal conservatism means that the government cannot create a large debt and then pass it on to the taxpayers.

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**Socialism:** — Socialism is a political and economic ideology that believes that production and distribution should be publicly owned and controlled for the benefit of all citizens. Canada has a particular brand of socialism known as democratic socialism. For example, we have government-owned companies, such as Canada Post, whose profits are then given back to the government to run other programs.

**Fascism:** — Fascism stresses national pride and loyalty above the individual, as well as a strong military to defend the state. It has its roots in tradition, and believes in state control of all aspects of life. Indeed, a fascist government puts the state and the political party above individual rights. It also demands loyalty to a single leader and a single culture.

**Communism:** — Communism is a social and economic ideology based on the belief that the state should own property and control the production and distribution of goods and services. Under a Communist government the state-organized labour force works together for the common good. They believe that human nature is naturally good and that people want to work together for the success and benefit of all.



### Guided Practice 1.1A 1

## Where do You Fall on the Political Spectrum?

Political Ideologies are like magnets. They push or pull people based on what we think. But what attracts you? Where do you fall on the political spectrum?

Carefully read each of the following questions. Answer Yes or No to each question. When you have finished, check your answers to see if you fall to the right or the left.

- |  |        |
|--|--------|
| 1. Do you agree with protecting all old growth forests in B.C.?  | Yes No |
| 2. Do you agree with reintroduction of the death penalty for first degree murder?                      | Yes No |
| 3. Do you agree with legalizing same sex marriage?   | Yes No |
| 4. Do You agree with legalizing marijuana?   | Yes No |
| 5. Do you agree with a large increase in spending on the armed forces?                                 | Yes No |
| 6. Do you agree with free post secondary education?  | Yes No |
| 7. Do you agree with allowing mining in provincial parks?  | Yes No |
| 8. Do you agree that large companies need to pay less income tax to be competitive?                    | Yes No |
| 9. Do you agree that more money should be put towards welfare?   | Yes No |
| 10. Do you agree that free trade will help Canada become a world power?                                | Yes No |
| 11. Do you agree that health care should be fee for all Canadians?                                     | Yes No |
| 12. Do you agree that decreasing personal income tax helps all Canadians?                              | Yes No |
| 13. Do you agree that smokers should have to pay more for their health care?                           | Yes No |
| 14. Do you agree that Canada should work through the United Nations to resolve international problems? | Yes No |
| 15. Do you agree that individual rights should be greater than the rights of the community?            | Yes No |



### Guided Practice 1.1A 2 Ideology Quiz

Match each characteristic to the correct ideology. **7 marks**

Complete following matchings

- |  |                 |
|--|-----------------|
| 1. Highly nationalistic and militaristic<br>_____  | a. conservatism |
| 2. The government favours lower taxes for business<br>_____  | b. fascism      |
| 3. The government sets the minimum wage to ensure that there is a minimum standard of living<br>_____                                  | c. liberalism   |
| 4. The government believes in private rather than government ownership of businesses<br>_____  | d. socialism    |
| 5. The government decides to buy out all telephone companies in the province and create a single government telephone company<br>_____ |                 |
| 6. In order to control the means of production, the government creates collective farms<br>_____                                       |                 |
| 7. The government takes away personal property for the collective good of society<br>_____   |                 |



**Guided Practice 1.1A 3**  
**Study Flash Cards**

**8 marks**

At the end of this course you will be writing *SS11 Provincial Exam*. A great way to prepare for this exam is to make study flash cards on the key vocabulary terms from your lessons

Using the information in your lessons plus the information in Sections 2 and 7 of your *SS11 Provincial Exam Preparation package*, make a study flash card for each of these vocabulary terms. Be sure the information is in your words, as it will make more sense to you.

For this Guided Practice Assignment, send in a copy your flash cards for the eight vocabulary terms below.

- Communism
- Conservatism
- Democracy
- Fascism
- Liberalism
- Political Ideology
- Socialism
- Totalitarianism

## Summary

In this lesson you have learned that different people have different beliefs about how government should be run. These beliefs help determine our political ideology.

### **Completing this lesson has helped you to:**

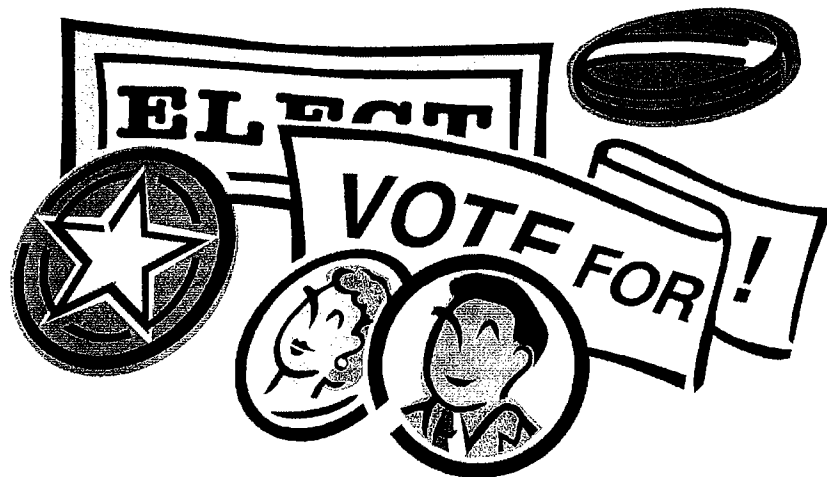
- define totalitarianism, democracy, liberalism, conservatism, fascism, and communism
- identify the beliefs and values of each of the ideologies presented in this lesson
- identify your ideological position based on a series of real-life scenarios

# Social Studies 11 (v5)

## Section Assignment #1.0

### *Resource Pages*

Attached are the pages from the Social Studies 11 Resources that you need to complete this Section 1.0 Send-In Assignment.



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This increases the number of elections and diminishes the stability of the government. Some countries, however, such as Germany and New Zealand, have developed systems that combine elements of PR and first-past-the-post, and these appear to work very well.

An important argument favouring a change in the first-past-the-post system for Canada is that the present system accentuates regionalism in Canada. For example, although the Canadian Alliance won all but three seats in Alberta in the 2000 federal election, 25 per cent of voters in that province voted Liberal. In Ontario, a large number of voters supported the Canadian Alliance, but the party won only two seats there. The same problem exists at a provincial level. In Prince Edward Island, the opposition in 2001 consisted of one member, even though his party won more than 40 per cent of the vote.

## Political Parties

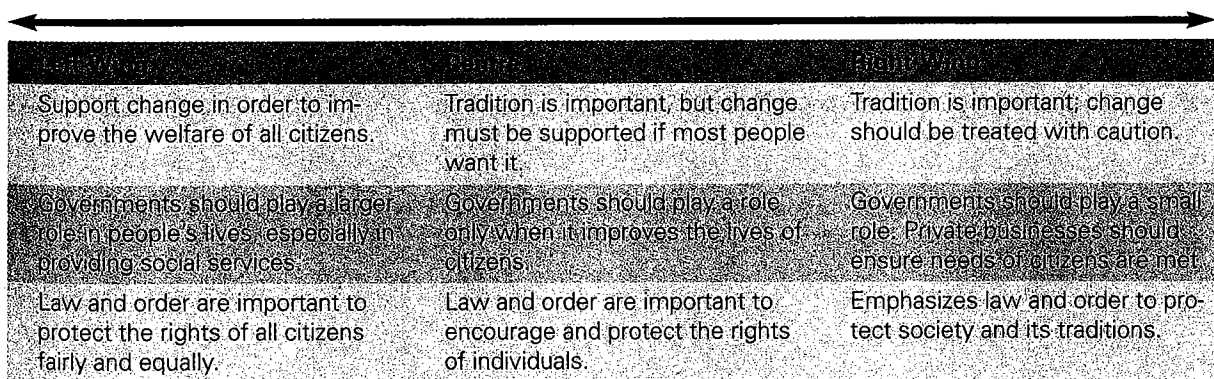
Most elected representatives at the federal and provincial level belong to one of the political parties. Political parties act as a way of representing the views of Canadians in the decision-making process. Members of a political party share a common set of beliefs. These beliefs together are called an *ideology*. The ideology of a party pro-

vides a framework for its decisions and policies. One way of describing the ideology of a party is to describe it as generally left wing, centre, or right wing, as shown in Figure 10-11.

From 1867 to 1988, two long-established political parties were dominant in Canada: the Progressive Conservative Party and the Liberal Party. In the federal election of 1988, as you saw in Figure 10-10, the Progressive Conservative Party lost a massive number of seats. Two new parties took their seats: the Reform Party, which became the Canadian Alliance in 2000, and the Bloc Québécois.

The Canadian Alliance, like its predecessor, the Reform Party, gets most of its support from the western provinces. It grew out of feelings of western alienation—the conviction among many westerners that the federal government in Ottawa favoured the central provinces of Ontario and Quebec, and that western voices were not being heard. The party hopes to extend its appeal to voters in other provinces who would like to see substantial changes in the way government operates, particularly how the federal government responds to the concerns of various regions in Canada.

As you saw in Chapter 8, the Bloc Québécois formed after the failure of the Meech Lake Accord, and became the official opposition after the election of 1993. Its support comes entirely from Quebec.



**Figure 10-11** The political spectrum in Canada. People who study politics sometimes use a political “spectrum” to explain the range of beliefs and views on a civic issue. In this political spectrum, beliefs and views are categorized “left-wing,” “centre,” or “right-wing.” Often, political parties are linked with these categories.

**Identifying viewpoint** What words or phrases would you use to summarize the three ideologies shown in the political spectrum? Which of the positions on the spectrum is most attractive to you? Explain.

## SECTION 2: TIPS FOR STUDYING AND REVIEWING

In this section we will explain some tips to make your studying and reviewing for the Social Studies 11 Provincial Exam more productive. There are many details to remember in the course; therefore our goal is to help you remember as many of those details as possible in order to gain the best score possible on the provincial exam.

It is impossible to prepare for the final exam in a week or so. You will need to develop a study plan that will help you prepare throughout the entire course. You will need to know a great deal of information to help you answer the multiple choice, matching, true—false, and written responses type questions you will see on the exam.

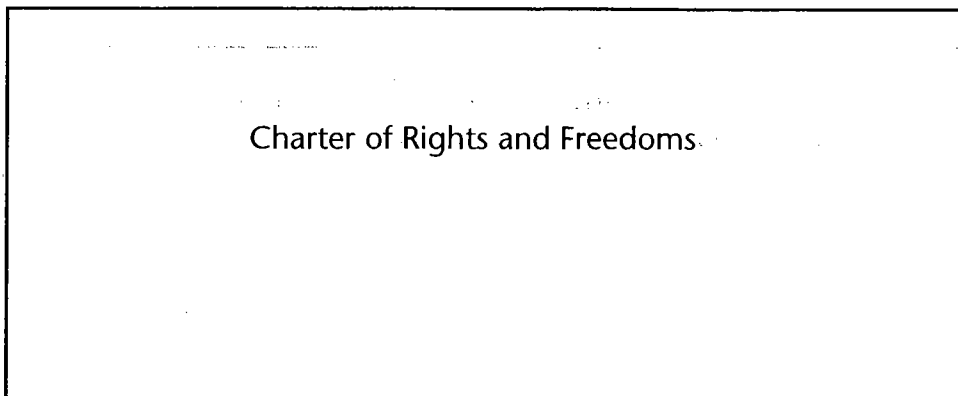
Later you will receive tips on how to deal with the different types of questions. For now we will concentrate on how to learn the factual content of the course.

A good way to remember the details of the course is to create flash cards for yourself. As you work through the different modules or units of your course:

- Write on a flash card the key words that you think are important to the module. It is possible that you have already been given a key word list.
- Use the glossary at the back of this package to help you pick out the most significant items. Write each of those items on a flash card.
- On the other side of the flash card write a good explanation for the word or term that will help you remember why it is important.
- In your explanation, try to answer the “W5 question”: Who? What? When? Where? Why? (Often, you don’t have to answer both Who? And What?)
- If you have trouble remembering dates, then always write your explanation using a certain colour pen such as red.

For example, a flash card to help learn the details of the Charter of Rights and Freedom could look like the one shown on the following page:

Side A:



Side B:

- Part of the 1982 Canada Act that repatriated the Canadian Constitution.
- Guaranteed fundamental rights for Canadians and enshrined them in the Constitution for the first time.
- Fundamental rights include freedoms of conscience, religion, press, peaceful assembly, and association.
- Also guarantees equality, therefore discrimination based on ethnic origin, colour, religion, sex, age, or mental or physical disability is not permitted under the Charter.

The following are some ways in which you could use flash cards:

- Separate your flash cards into three piles: ones you know well, ones you sort of know, and ones you don't know at all. Now you can focus your attention on the second and third pile, moving the flash cards into the first pile as you learn the facts written on them.
- Another useful skill in Socials 11 is the ability to put events in the correct historical order. You can use your flash card to help you with this skill as well. Spread all your cards out on a table with the term side up (dates should be on the opposite side as part of the explanation). Now try to put them in the correct chronological order. When you think you have finished turn them over to see how you did. Make corrections where necessary and try the whole process again.

For some of the politics and geography terms the date is not important. You will just have to learn the terms in the context of the module where they apply.

- A good way to involve your parents in your studying and showing them how much you are enjoying your Socials 11 course is to have them ask you questions from your flash card while you are having your dinner. It will make for great dinner conversation and it will make your parents happy to be able to review material they may have studied years ago! But seriously, if you are the kind of person who learns better by hearing something rather than reading it yourself this method will work well for you. If they ask you a term and you don't know the answer, have them read the answer as well. This should help you remember it the next time it is asked.

Another useful way to learn factual information in history is by creating a time line. Often it is important to remember the order of events. If you know the order then you will often understand why a certain event occurred. An example would be the growth of Canadian autonomy (independence). You could create a flash card that was in the form of a vertical time line like the one below:

1914	Canada is automatically at war when Britain declares war
1914	Canadian officials insist on Canadian soldiers remaining in Canadian battalions during the First World War
1917	Canada recognized for huge victory at Vimy Ridge
1919	Canada signs Treaty of Versailles
1919	Canada joins League of Nations
1923	Canada signs treaty with US without co-signature of Britain
1926	Imperial conference declares Canada to be an autonomous nation
1931	Statute of Westminster grants legal independence to British Commonwealth countries

Some other topics where you should include a time line would be:

- Canada and World War I
- Canada and World War II
- Canada's role in the Cold War

These are all topics where creating a time line will help you learn about the events in a chronological fashion (the order in which events occurred).

**Cod fishing**

Until recent years, fishing was the backbone of the Newfoundland economy. After the Second World War, European countries and Canada greatly overfished the area with huge fishing boats. In 1977, Canada declared a 200-mile fishing limit. However, the stocks continued to decline until in 1992 cod fishing was banned by the Canadian government in the hopes that the cod stocks would replenish themselves.

**Cold War**

This name refers to the political and military rivalry between the West (USA and allies) and the Communist Bloc (USSR and allies) from the after the Second World War to the fall of the Berlin Wall in 1989. In many ways an ideological conflict between capitalism and communism, the rivalry led to a large-scale nuclear arms race. Canada played an integral part in the conflict in part because of its geographical location between the two super powers. We were a founding member of NATO in 1949 and joined with the USA to form NORAD in 1957.

**Collective bargaining**

Allows wage and working conditions contracts between employers and unions to be freely negotiated.

**Common law**

Decisions of judges over the years that form part of the Canadian legal tradition. These are known as precedents and they are used as the basis for future decisions that judges make.

**Communism**

Political philosophy advocated by Karl Marx in the mid nineteenth century. Called for the overthrow of capitalist societies to be replaced by a dictatorship of the working class. From this would grow a classless society. During the twentieth century the Russian Revolution established the first Communist state in the world. After World War II, Communism was imposed on Eastern European countries and a Communist government came to power in China, North Vietnam and North Korea. None of these governments, however, completely followed the teachings of Marx. All of these countries were or are ruled by totalitarian, repressive means.

**Conscientious objector**

A person who refuses military service on the grounds of religious or moral opposition to war.

### **Conscription crisis 1917–1918**

In 1917, after his visit to the front, Borden introduced the Military Service Act. The Act was particularly unpopular in Quebec where the voluntary enlistment rate had been much lower than in the rest of Canada. Borden decided to call an election over the issue. The Military Voters' Act and the Wartime Elections' Act, together with the support of those Liberal MPs who had broken ranks with their leader, Wilfrid Laurier and had supported Borden over conscription, gave Borden an election victory. There would be lasting bitterness over the issue, and in the end only 25 000 conscripted soldiers ever got to France.

### **Conscription Crisis 1944**

Because of bitter memories of the conscription Crisis of 1917, Mackenzie King's Liberal government did its best during the Second World War to avoid overseas conscription. In 1940, the National Resources Mobilization Act was passed, allowing conscription for home defence only. King promised that there would be no overseas conscription. In 1942 he was released from that promise by a national referendum that allowed the government to impose conscription if necessary. However, 80% of the residents of Quebec had opposed the referendum. By the fall of 1944 it became obvious that more troops were needed in Europe. King hoped that new Defence Minister General McNaughton would be able to persuade home conscripts to serve overseas. He was unsuccessful. In November 1944, King decided to impose conscription and send 15 000 conscripts overseas. Although there were huge protests in Quebec, King survived the controversy and the European War ended in May 1945. King refused to send conscripts to the Japanese War that went on for another three months.

### **Conservatism**

A right wing political ideology that believes government should play a small role in the lives of people. Tradition is important and change should only be accepted cautiously. The Reform Party, the Canadian Alliance, and the Conservative Party are all examples of ideologically right wing parties.

### **Conservative Party of Canada**

An ideologically right wing party that was formerly known as the Progressive Conservative Party. It was formed as a result of a merger of the former Reform/Canadian Alliance Party with the Progressive Conservative Party.

### **Constituency**

A geographic area of the country or province that elects a member of the House of Commons or provincial legislature to represent that area.

**Decentralization**

An attempt to move economic opportunities from core areas to the periphery. This is an attempt to ensure prosperity for more regions of a country.

**D-Day June 6, 1944**

The name given to the day when the allied invasion of Normandy in the Second World War would take place.

**Debt reduction**

A plan sponsored by several developed countries including Canada to help some of the highly indebted poor countries reduce their loans by not requiring them to be repaid. The hope is that it will allow poor countries to use the money for development projects in their own countries.

**Declaration of War**

In 1914 Britain declared war on Germany on August 4, after Germany had attacked neutral Belgium. Canada was considered to be automatically at war as Britain still controlled our foreign affairs. In 1939, as a show of our country's new independence, the Canadian parliament voted to declare war on Germany on September 10, 1939, a full week after the British declaration.

**Deficit**

The difference between the amount of money the government raises in a year and the amount that it spends—if the amount spent is more than the amount raised. The Canadian federal government was in a deficit situation during the 1970's, 1980's and the 1990's, up until 1997. Since that time the budget has resulted in a surplus.

**Delgamuukw Ruling**

The Supreme Court of Canada case which defined Aboriginal title. States that Aboriginal tribes could claim ownership of land if they could prove that they occupied the land before the Canadian government claimed sovereignty over it.

**Democracy**

Rule by the people. The people of the province or country have a right to have a voice in decisions that affect them. In Canada we do this by electing representative to make decisions for us.

**Demography**

The statistical study of human populations, specifically birth rates, death rates, natural increase rates, and other factors that affect population change in an area or country.

**Equalization programs**

A federal government program to give money to poorer provinces to ensure a standard of government services that are equal across the country.

**Equal Pay for Work of Equal Value**

The idea that people doing the same type of work must receive the same amount of pay regardless of sex or racial background.

**Expanding population**

A country with a high birth rate and many young children in its population pyramid. The broad base indicates that the population is growing rapidly.

**Executive power**

The power of the government—federal, provincial, and municipal—to make decisions and administer them through their bureaucracy or civil service.

**Expo '67**

The world's fair was held in Montreal in 1967 and was considered to be a resounding success. It lifted the profile of Canada in the world, and served as a suitable 100th birthday for the country.

**Exponential rate**

The rate at which a population increases. Each generation builds on the size of the previous generation. The result is an exponential increase: 1, 2, 4, 8, 16.

**Fascism**

A far right wing political ideology that glorifies the state, encourages aggressive nationalism, and demands a strong leader. It first became popular in Mussolini's Italy which became a model for other right wing dictatorships.

**Family planning**

Refers to the concept of couples actually planning the number of children they will have. It may also refer to the policy of a government to encourage various birth control methods to limit population growth.

**Federal system of government or Federalism**

A system of government made up of a national government and a series of provincial governments. Each level of government has specific powers to make laws that relate to their areas of responsibility.

**Legislature**

Law making body at the provincial level which is made up of all the elected representatives of that particular province.

**Lévesque, René 1922–1987**

A member of the Liberal government in Quebec. He left the party in 1967 and founded the independent Parti Québécois. He became the Premier of the Province after the election of 1976. In 1980 his government held a referendum on sovereignty association, which was not successful, losing 60% to 40%. In 1981, he refused to agree with the compromise constitutional package that had been agreed on by Prime Minister Trudeau and the other nine provinces. The package was signed into law in 1982 without the consent of Quebec.

**Liberal Party of Canada**

The political party of the centre of the political spectrum. The party can shift to the left or right depending of the attitudes of Canadians at the time and therefore has been able to maintain its position of power in the country

**Liberalism**

A political ideology of the centre that supports change when most people want it. It also believes that the government should try to improve the lives of citizens. In Canada the Liberal Party follows the ideology of liberalism.

**Lieutenant Governor**

The monarch's representative at the provincial level.

**Life expectancy**

The average number of years that an individual is expected to live.

**Literacy rates**

The number of people who can read and write in a country per 1000 of population of that country.

**Lloyd George, David 1863–1945**

Liberal Prime Minister of Great Britain during the First World War and during the Paris Peace talks of 1919.

**Lobbyists**

People who are paid to represent the interests of a particular group to the government. They will try to influence the government to make decisions to benefit the group they represent.

**Point system**

In 1967, Lester Pearson's Liberal government introduced a "colour blind" point system to Canada's immigration policy. From that time to the present, applicants have been awarded points on the basis of such factors as education, job skills, age, languages spoken, etc. A successful applicant must have the required number of points to become a permanent resident of Canada. (Exceptions to this policy include immigrants who are accepted as refugees or for compassionate reasons.)

**Political parties**

Made up of people who share certain common beliefs that they want the voters to accept and therefore elect their party into office.

**Population density**

The number of people living in a given area. May also be referred to as crude density, which can be determined by dividing the population of a country by its area.

**Population distribution**

Where people live on the surface of the Earth.

**Population pyramid**

A graph divided into five year intervals by male and female that shows the age and sex structure of a population.

**Poverty**

Measure of the amount of money individuals have available to look after all their needs. In Canada poverty is defined as having to spend more than 56% of a person's income on the necessities of life such as food, shelter, and clothing.

**Premier**

The head of a provincial government.

**Pressure groups**

A group of people who share a certain set of ideas and want to influence government policy in order to promote their interests.

**Prime Minister**

Is the leader of the political party that wins the most seats in the House of Commons. The prime minister serves as the head of government, leader of the nation, and leader of a political party.

**Primary industries**

Refers to industries that gather raw materials such as mining, logging, or fishing.

**Socialism**

A left wing political ideology that believes the government should play a larger role in the lives of citizens. It would support change in order to improve the lives of citizens. In Canada the New Democratic Party is considered a left wing socialist party.

**Social safety net**

Also known as the welfare state. Canada's social safety net in part consists of Employment Insurance, medicare, old age pensions, welfare schemes and childcare. The purpose of all of these government initiatives is to ensure a basic standard of living for all Canadians.

**Somme, Battle of the**

A major British offensive that began on July 1, 1916 in northern France. It lasted five months with only a few kilometers of territory captured by the allies. The Newfoundland regiment took part in the battle on the first day and had 90% casualties—the highest of any Allied battalion. In September, the British used the tank for the first time in the history of warfare. There were some 1.25 million casualties suffered altogether on both sides.

**Soup kitchen**

Became well known in the Great Depression when organizations such as the Salvation Army or the churches would provide soup and bread for the unemployed. At that time employment insurance did not exist.

**Sovereignty Association**

A term used by René Lévesque to describe the relationship between Quebec and Canada that he was promoting. It implied that Quebec would be politically independent but economically joined to Canada.

**Spanish flu 1918–1919**

A killer flu which resulted in the deaths of between 30 and 50 million people throughout the world, including many thousands in Canada.

**Speaker**

Acts as chairman of debates in the House of Commons. The speaker's role is to keep order and ensure that parliamentary rules are followed by all members.

**Speech from the Throne**

A speech delivered by the Governor General for the federal government, or the Lieutenant Governor for a provincial government, that begins each new session of parliament, and lays out the government's program for that session. It is written by the Prime Minister or the Premier.

**Supply and demand**

An economic term that describes the basis of the capitalist system. When the supply of an item is low and the demand is high, the price will rise. When the supply is high and the demand is low, the price will drop.

**Suzuki, David 1936**

World famous Canadian environmentalist. He helped to heighten public awareness of environmental issues through TV documentaries and writings.

**Tertiary industries**

Refers to industries that provide services to individuals and businesses.

**Tied aid**

Aid given by one country to another that has certain conditions attached to it. These conditions may include having to buy some or all of a certain product from the country giving the aid.

**Total war**

During the Second World War, the Canadian economy and the Canadian people were organized to do whatever it took to win the war. The government told industries what to produce, and farmers were told what to grow. Even the amount of food a person could buy was controlled with the imposition of rationing.

**Traditional economy**

An economy based on primary industries, usually farming. An economy based on human power, not mechanical power. All countries at some point in history started with this type of economy.

**Trans-Canada Highway**

The longest single highway in the world. It stretches from St. John's, Newfoundland to Victoria, British Columbia. Construction was first started in the 1920s, but the major work took place in the 1950s and 60s. The highway was completed in 1970.

**Transfer payment**

Money that the federal government gives to the provinces so each province can maintain the minimum standards for important programs such as health and education.