

Canada and its Links to the World

Name: _____
(Please have this booklet at school every day).

Table of Contents

	page
<u>Trade Links</u>	
<input type="checkbox"/> • Trade	1
<input type="checkbox"/> • Imports and Exports	2
<input type="checkbox"/> • Trade with the USA and Mexico	3
<input type="checkbox"/> • Trade with the European Union and the Pacific Rim	4
<input type="checkbox"/> • Child Labour	5
<u>Cultural Links</u>	
<input type="checkbox"/> • Immigration to Canada	6
<input type="checkbox"/> • Language Links	7
<input type="checkbox"/> • Food Links	8
<input type="checkbox"/> • Media, Art and Sport Links	9
<input type="checkbox"/> Links to International Organizations	10
<input type="checkbox"/> Trading Partner Profile: USA	11
<input type="checkbox"/> Time Zones Note, Questions and Challenges	14
<input type="checkbox"/> Cumulative Project Topic Sheet	21
<input type="checkbox"/> Unit Rubric	22

Modified assignment: Complete questions or pages that have an asterisk beside their numbers.

Example: 1.***

-1-

Trade Links

Trade (p. 18-19)

1. ***

Fill in the table below to show how trade between Canada and other countries has changed over the years.

Historical period	Canada's Trading Partners	Products Traded
During Canada's Early History		
During the 20 th Century		

2. Define:

trade: _____

a trading partner: _____

3. *** Make a list of 10 products at your home that come from another country.

Where do these imports come from?

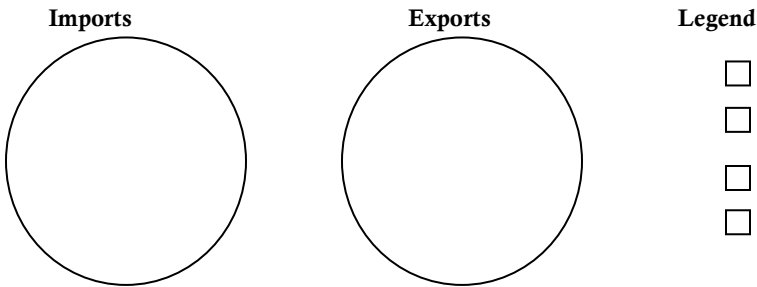
Product	Country of Origin
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Trade Links

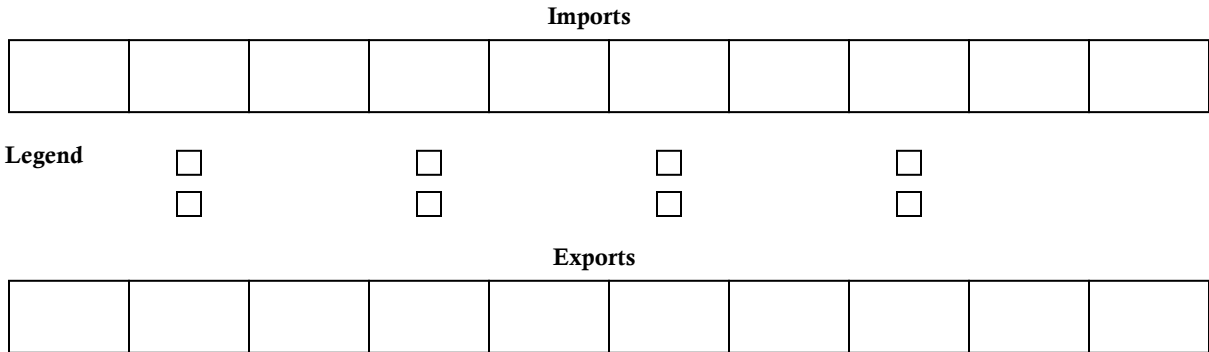
Imports and Exports (p. 20-25)

1. Why are imports so important to Canada? Give some examples to support your answer.

2. ***On the pie charts below, show the countries from which imports arrive in Canada and the destinations of our exports.



3. ***On the histograms below, show the main types of imports and exports to and from Canada. Each block = 10%.



4. Two categories represent more than half of all imports to Canada in 1999. Which ones?

5. In your opinion why are energy and forest products so small in terms of our imports in Canada?

6. *** Write definitions for "import", "export" and "balance of trade":

Trade Links

Trade with the USA and Mexico (p. 28-31)

1. *** In 1994, Canada, the United States and Mexico signed the North American Free Trade Agreement (NAFTA). What was the goal of this agreement?

2. *** What is a tariff?

3. Explain (and give an example) how tariffs can protect local businesses.

4. Give two reasons why trade links between Canada, the United States and Mexico are easier to make than those between Canada and Europe or Asia.

5. When it is 18 h 30 in Toronto, what time is it in New York, London and Tokyo?

6. *** Explain how products are transported between Canada and the USA.

7. What are 4 products Canada imports from Mexico and 4 products we export?

8. What is the balance of trade between: a) Canada and the United States and b) Canada and Mexico? With which country do we have a surplus?

Trade Links

Trade with the European Union and the Pacific Rim (p. 32-34)

1. *** What is the European Union and what are its 15 member countries as of 2000?

2. *** Why might it be more difficult for Canada to sell its products in Europe in the future?

3. What are 3 agricultural products Canada imports from European sources?

4. *** Name the unit of currency used in the EU? How much is one worth in Canadian dollars?

5. *** What are Canada's four main trading partners in the Pacific Rim? Which one is the most important?

*

- ** Why does Canada export a large quantity of grain and meat products to Japan?

6. *** Why does Canada import a large quantity of television sets and video game units from Japan?

7. *** Why might Japan and Canada sign a free trade agreement?

8. What is the balance of trade between Canada and Japan?

Trade Links

Child Labour (p.37-41)

1. *** How is child labour defined?

2. *** Name the organization founded by a young Ontarian, Craig Kielburger, which fights against the use of child labour, and what has it achieved?

3. *** After reading the points of view about child labour (40-41) fill in the table below and propose a possible solution to the problem.

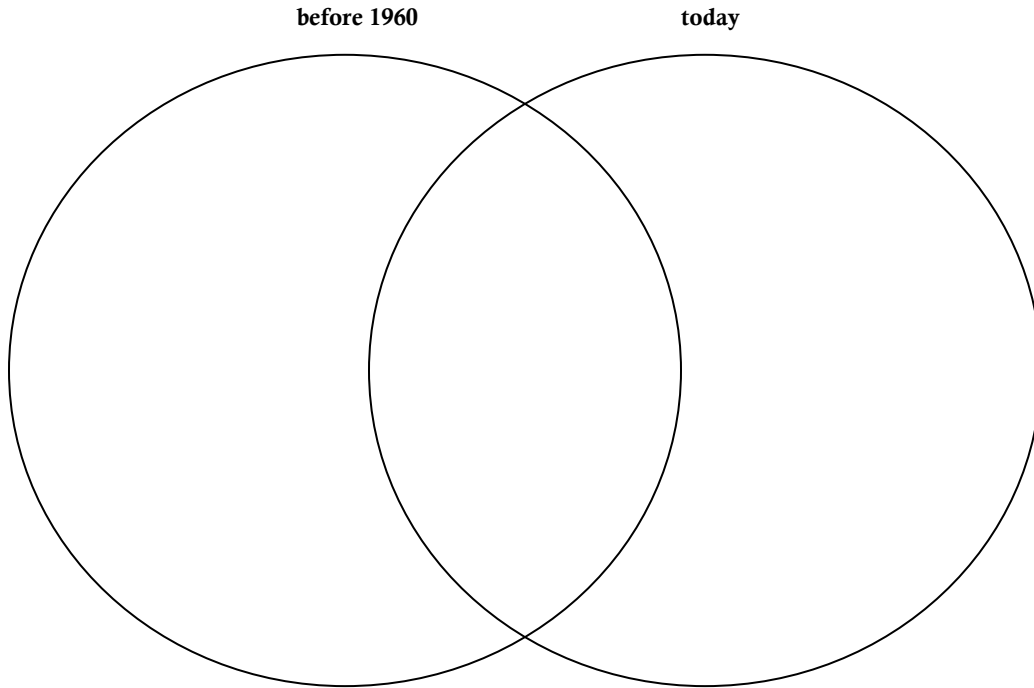
Reasons for child labour	Problems connected to this work
Possible solutions:	

4. One view says that we should boycott the products that come from countries that use child labour. What does this mean?

Cultural Links

Immigration to Canada (p.50-51)

1. *** Carefully read the immigration graphs on page 50. Complete the Venn diagram below that compares the country of origin of immigrants both today and before 1960.



2. *** What is the difference between an immigrant and a refugee?

3. Where in Canada have most immigrants chosen to live? Name two other cities that receive large numbers of immigrants?

4. Why is it necessary for Canada to attract much new immigration?

-7-

Cultural Links

Language Links

(p. 52-54)

1. *** Why is the number of people that speak English continuing to grow in each country every year?

2. In Canada, many places are named after the places in early settlers' countries of origin. Look on a map of Canada to find:

2 English names _____

2 French Names _____

2 Native names _____

2 Inuit names _____

3. *** What is the Francophonie? What are the countries that are part of this organization?

4. *** Make a frequency chart to show the languages (apart from English) spoken by the families of the students in your class.

Language	Number of families that speak at least a little of this language

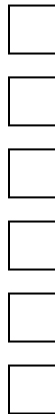
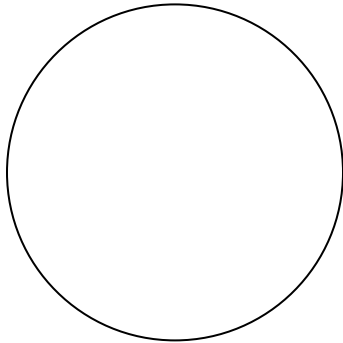
Cultural Links

Food Links (p. 55)

1. *** Poll at least 24 students in the class to find out their favourite foods.

Type of Cuisine	Number of students
1. Chinese	
2. Indian	
3. Italian	
4. Thai	
5. Russian	
6. Other	

2. *** Show your findings in a pie chart and a bar graph. Use titles, labels and a legend.



0

International Foods

Cultural Links

Links to the Media, Art and Sport (p. 58-66)

1. *** Give 5 examples of media.

2. *** Why are television series like “Road to Avonlea” popular both here and outside Canada?

3. What are some examples of American programs that you watch? Why do American programs have such a large influence on Canadians?

4. Choose a subject within the Arts (music, dance, theatre, visual arts) and comment on the contributions of Canadians in this field.

5. *** Who are 3 Canadian athletes who have had an impact on the world of sports? Describe their success.

Links to International Organizations⁻¹⁰⁻

(p. 102-116)

1. *** Canada is a member of many international programs that provide humanitarian aid. What are the goals of such programs?

2. *** What is the Group of Eight (G8) and who are its members?

3. *** What are the goals of the United Nations organization (UN)?

4. What do our “peace keepers” do in regions that are unstable?

5. Read “A Landmine Survivor: Song Kosal’s story” on page 111 and explain her role in the campaign against landmines.

Trading Partners

*** The United States

(p.122-140)

Geography – physical features

Map: Draw and label the United States, its capital and major cities, longitude and latitude of capital city, main bodies of water, and parts or all of neighbouring countries. Use shading or different colours to indicate variations in the physical geography, i.e. lowlands, mountainous areas.



Main features of the physical geography of the United States (Include details on features such as climate, bodies of water, landforms, natural vegetation, etc.)

International Time Zones & Metric Time



*Does
anybody
really
know what
time it is?*



As surprising as it may seem, it isn't the same time right now in London, England as it is in Toronto. Or Moscow. Or Tokyo. Yes, you read it right. Each has a different time, but each city is still on the same planet.

As we learn in our Solar System unit, Sunship Earth revolves around our star in a 365 day orbit (give or take...) and the Earth spins completely around on its axis every 24 hours as it makes its way around the Sun. We know parts of the Earth are in darkness while we frolic in daylight

But how did we come to agree on a consistent set of times around the world? Were times assigned to cities and countries? Could they ever change? What if folks didn't like their time? Could they choose another time that was more convenient so they wouldn't be late for work?

The answers can be traced back to the Canadian inventor (by way of Scotland) of **Standard Time**. **Sandford Fleming** was a land surveyor and an engineer who was deeply involved in the building of Canada's transcontinental railway in 1871. To solve problems in his train schedules with arrival and departure times in cities that stretched across the country, he devised a system of **zones** to divide the Earth. Previously the time in Calgary could be different from the time in Winnipeg, but not by exactly one hour, as it is now.

Fleming's system divided the earth into **24 Zones** that were **exactly** one hour apart. These Zones were North/South divisions like the lines of Longitude and they matched up with the 24 hours in a day. Fleming's system was adopted worldwide at an international conference in 1884 by over 25 nations and has continued to be used, with some minor adjustments, ever since.

The Start time is 12:00 Noon, and that "start line" is drawn through Greenwich, England. Sometimes it is referred to as "**Greenwich Mean Time**". This time zone stretches southwards to include many nations on the western coast of Africa. Interestingly, France, Spain and Portugal choose to follow the time zone used in the rest of Europe, which is one hour later, even though they could be in the same time zone as the United Kingdom.

Fleming's creation meant that, for example, Canada had six Time Zones. They are as follows:

- Yukon and British Columbia (almost to the Alberta border) is Pacific Time
- Alberta and the NWT and part of Saskatchewan use Mountain Time
- Part of Saskatchewan, all of Manitoba and the west quarter of Ontario follow Eastern Time
- The Maritime Provinces and Labrador use Atlantic Time
- Newfoundland uses Newfoundland Time, which is 30 minutes (half an hour) earlier than Atlantic Time. The first five time zones are separated by one hour each. Because allowances have to be made for the physical geography of the Earth and population patterns, Newfoundland's time is slightly altered. The total time span of Canada is four and a half hours. If it is noon in Vancouver, then it is 16:30 (4:30 PM) in St. John's, Newfoundland.

Time Zones allow people around the Earth to operate globally on a consistent and universally accepted pattern of time measurement. Another type of consistent time measurement is **Metric Time**. The SI system is a broad system of weights and measures based on units of 10 that was invented in France. Its use in time measurement allows people to avoid using the AM and PM suffixes when they write and say times. It works like this: midnight is both 00:00 and 24:00 (twenty-four hours). The hours go up by ones the way we are used to until 12:00 noon. The next hour after noon is 13:00 (thirteen hours) instead of 1:00 PM. The next hour after that is 14:00 (fourteen hours). The times continue all the way to 23:00 before hitting midnight again: 24:00 or 00:00.

A convenient way to remember afternoon and evening times in Metric is to **add 12 hours to the time we are accustomed to using**.

Example: 4:00 PM in Metric time = _____
 4 + 12 hours = 16 hours

*** Time Zone Content Questions

Write the answers to these questions in complete sentences on the lines below.
Use the Time Zone note to help you.

1. Who was Sandford Fleming? Provide three details.

2. Why did time zones get created?

3. How did Fleming help devise the system of time zones?

4. When was his system accepted? By whom?

5. How many time zones are there in Canada?

6. What is the difference in hours between British Columbia time and Newfoundland time?

7. Does the United States have some of the same time zones that we do, or do different countries have their own unique time zones?

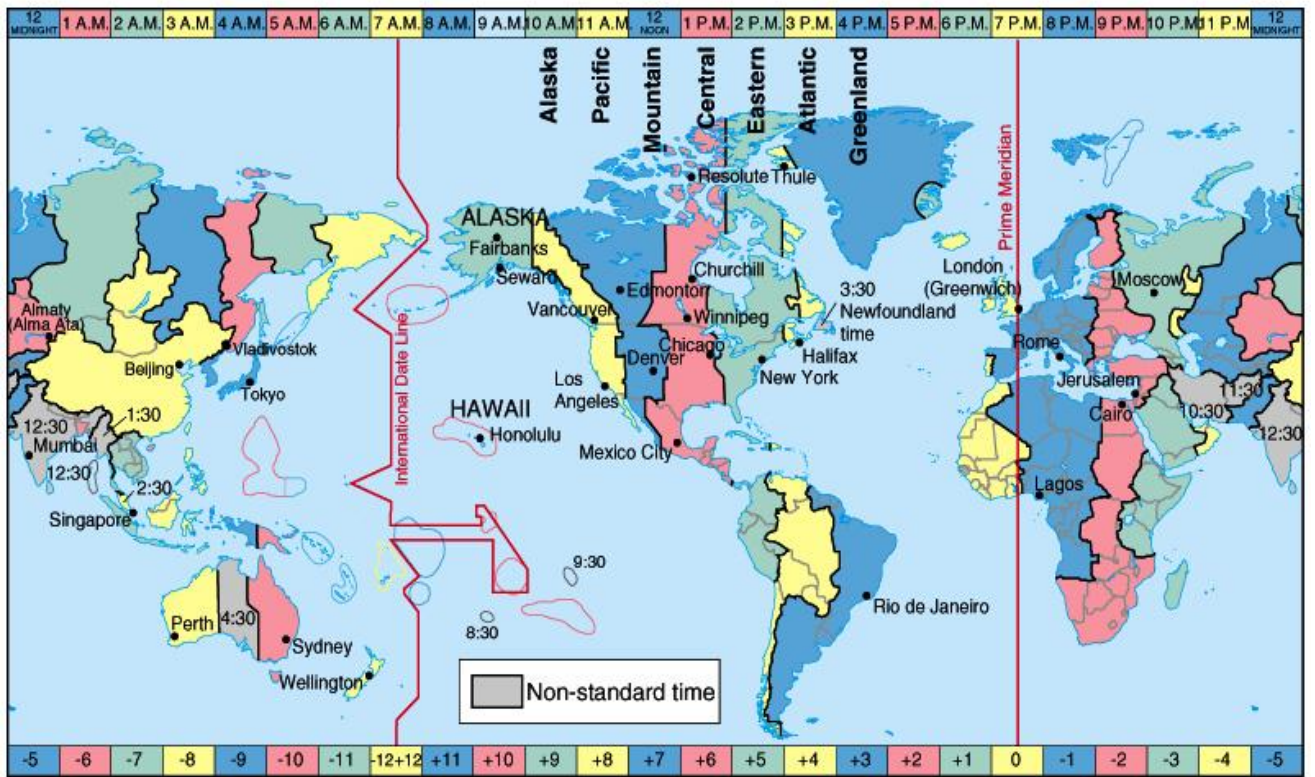
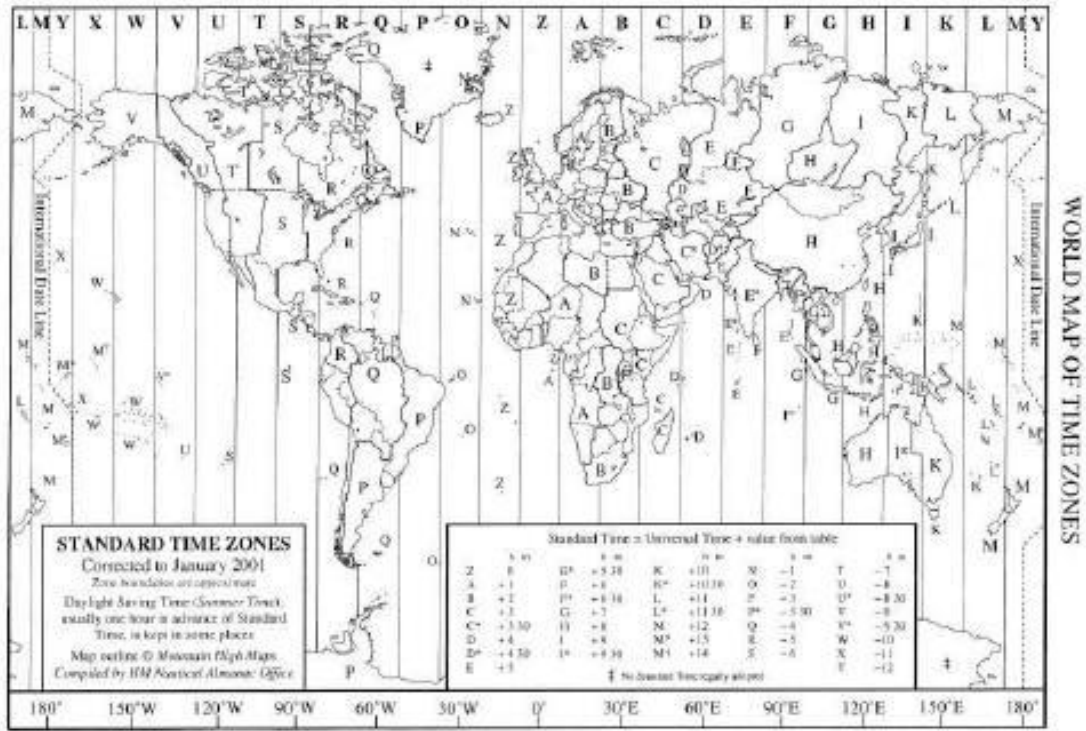
Time Zone / Metric Time Challenges!

Answer these questions in your Social Studies workbook.

Show all your calculations, especially when trading hours for minutes.

Use complete sentences to state your answers. All times are Metric unless otherwise noted.

1. It is 9:00 in Victoria. What time is it in Ottawa?
2. It is 13:00 in Montreal. What time is it in Whitehorse?
3. Andrew is watching Sportsnet Connected at 7:30 in Toronto before school. His pal Jack is also watching it at the same time in St. John's. What does the clock say at Jack's house?
4. Taylor tells Tara, Hannah and Maya to meet her at Chapters for a Junior Juice and a Fruit Roll-up at 3:40 after school.
 - a) What time is that in Metric?
 - b) What time would that be in Sydney, Australia?
 - c) They stay until 7:09 at night. How long was their visit?
5. Nick and Stephen talk for 15 minutes to clear up a homework problem. The call starts at 23:46. What time does it end?
6. Graeme, Thomas and Andrew are playing a Junior Boys' Basketball game against the Los Angeles Lakers that goes into octuple overtime. Andrew blocks Kobe's shot (again!) into Graeme's hands. He passes it to Thomas who heads it into the net, breaking a 0-0 tie. The game started in Los Angeles at 20:00. It was six hours long. What time is it for the Runnymede fans at home watching it on pay-per-view?
7. Name a country that has chosen to adopt a slightly different time zone or maintains a country-wide single time zone. In a titled T-chart, name two advantages and disadvantages for doing that.
8. Mieke is playing a real-time "GI Joe versus Batman " air flight simulator over the Internet with Sarah. In sunny Banff it is 16:00, according to Mieke's clock. Sarah lets Mieke know that she wants to stop playing because she wants to watch the 6:00 (18:00) evening newscast. Name Sarah's time zone and a possible Canadian city in which she could be living. Name an American city in which she could be living.
9. Kyra is taking a flight to London to visit a friend. She leaves from Toronto at 19:00 and the flight takes exactly five hours. What time will it be when she arrives? What time will it be when she arrives in Paris after a 2 hour drive to catch up to her friend?
10. As the first seconds of the year 2008 arrive in the island of Vanuatu on the International Dateline at 24:00 (or 00:00), what time will it be in Toronto?



Canada And Its Trading Partners Partner Project

Name: _____

Date: _____

Parent Signature: _____

My Partner: _____ Our Topic: Canada and _____

This is a partnered project that will be completed in class. Students may read at home or bring research materials they have accessed after school or on weekends, but the writing of the project is to take place exclusively in the classroom. All rough notes and finished work will be composed in class and housed at school.

There are two parts to the project. Students will research information about two countries (Canada and one other nation) and gather the information in four broad categories: Physical Geography, Social Features, Economic and Trade Features, and Political Features. The rough research will appear in the Social Studies notebook. I have also provided the students with a copy of the finished presentation format pages in their Social Studies booklets to use as a rough draft so they can tailor their work to the space provided.

The final copy will be presented orally in class and on an accordion style presentation folder.

A breakdown of the marks for the project appears on the reverse side of this sheet.

A set of suggested resources appears below.

The due date is:

Possible Resources:

- Library resources including shelved books, encyclopedias and internet access
- The Junior Encyclopedia of Canada (an in-class resource)
- Canada And Its Trading Partners textbook (an in-class resource)
- Cultural Profile booklets (an in-class resource, country by country)
- The Canadian Oxford World Atlas (an in-class resource)
- Internet resources

Useful Web Sites for Research—an ongoing list.

Many of these sites act as libraries of links to other sites and some have their own information resources. Remember to try to avoid bias by viewing information produced by a variety of nations or organizations.

-
- Cultural Profiles Project Canada <http://www.settlement.org/cp/english/index.html>
 - Canadian Site www.e-thologies.com
 - CIA World Fact Book (US) <http://odci.gov/cia/publications/factbook/index.html>
 - United Nations Cyber SchoolBus <http://www.un.org/Pubs/CyberSchoolBus>

EVALUATION RUBRIC FOR “Canada and its Links to the World.”

	1	2	3	4
Answers to questions on Canada and its Links to the World.	<p>Answers are very brief and are usually incorrect. The information is rarely clear.</p> <p>Graphs are hastily done and rarely communicate the information clearly.</p>	<p>Answers are quite brief and are sometimes incorrect. The information is not always clearly conveyed</p> <p>Graphs are hastily done and sometimes do not communicate the information clearly.</p>	<p>Answers are usually detailed and correct. Information is fairly well conveyed.</p> <p>Graphs are carefully done and communicate the information clearly.</p>	<p>Answers are consistently detailed, with the correct information clearly conveyed.</p> <p>Graphs are carefully done and communicate the information with great clarity and precision.</p>
Case Study of the United States as Canada’s main trading partner.	<p>Information is much too brief, with most of the main points left out.</p> <p>Map and graph include few of the necessary features and are not clear.</p> <p>Hardly any care has been taken in the completion of the written work.</p>	<p>Information is occasionally detailed, but a number of the main points have been left out.</p> <p>Map and graph include some of the necessary features and are somewhat clear.</p> <p>Little care has been taken in the completion of the written work.</p>	<p>Information is usually detailed, with most of the main points well described.</p> <p>Map and graph include most of the necessary features and are clear.</p> <p>Care has been taken in the completion of the written work.</p>	<p>Information is always detailed, with all of the main points clearly described.</p> <p>Map and graph include all of the necessary features and are clear and precise.</p> <p>Great care has been taken in the completion of the written work.</p>
Individual project comparing Canada to one of its trading partners, _____	<p>Information on both Canada and one other country is much too brief, with most of the main points left out.</p> <p>Maps and graphs include few of the necessary features and are not clear.</p> <p>Hardly any care has been taken in the completion of the written work.</p>	<p>Information on both Canada and one other country is occasionally detailed, but a number of the main points have been left out.</p> <p>Map and graph include some of the necessary features and are somewhat clear.</p> <p>Little care has been taken in the completion of the written work.</p>	<p>Information on both Canada and one other country is detailed, with most of the main points clearly described.</p> <p>Maps and graphs include most of the necessary features and are clear.</p> <p>Care has been taken in the completion of the written work.</p>	<p>Information on both Canada and one other country is detailed, with all of the main points clearly described.</p> <p>Maps and graphs include all of the necessary features and are clear and precise.</p> <p>Great care has been taken in the completion of the written work.</p>
Presentation of the project to the class	<p>Student presents the contents of the project with significant hesitancy, and does not speak directly to the class, having instead to read the project.</p> <p>Student demonstrates a poor understanding of the content of this material.</p>	<p>Student presents the contents of the project with some hesitancy, and rarely speaks directly to the class, having to refer often to notes.</p> <p>Student demonstrates a fair understanding of the content of this material.</p>	<p>Student presents the contents of the project with a good deal of confidence, and usually speaks directly to the class, having rarely to refer to notes.</p> <p>Student demonstrates a good understanding of the content of this material.</p>	<p>Student presents the contents of the project with a great deal of confidence, and speaks directly to the class without having to refer to notes.</p> <p>Student demonstrates an excellent understanding of the content of this material.</p>

Overall mark: _____ **Comments:** _____