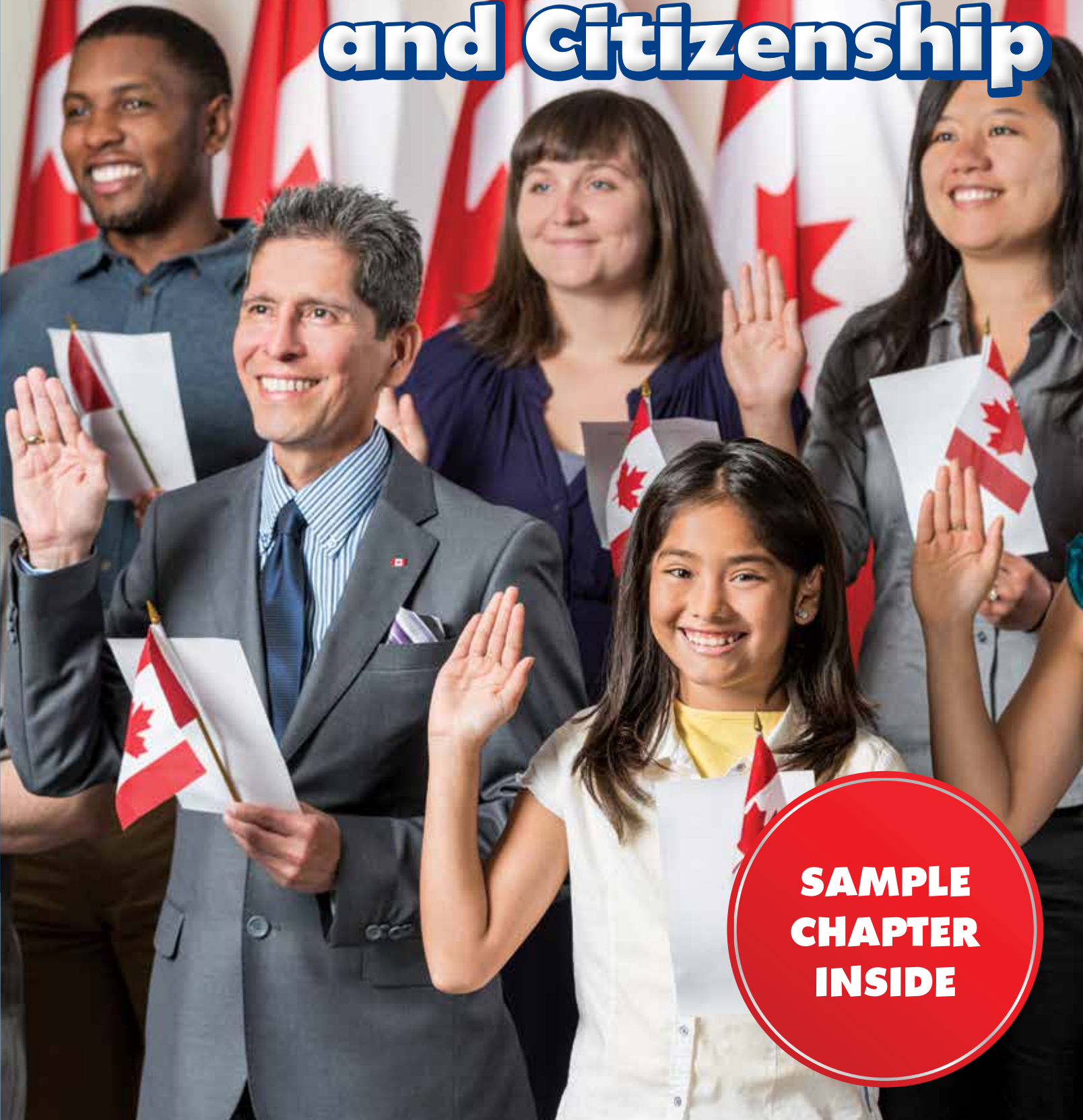




Canadian Government and Citizenship



**SAMPLE
CHAPTER
INSIDE**



Your Complete Solution

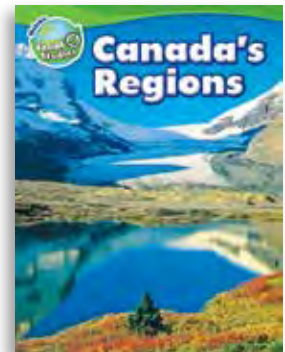
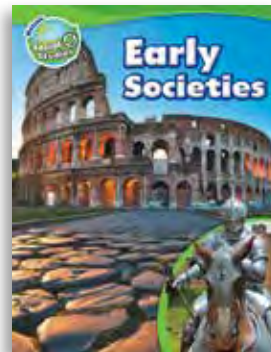
This series focuses on the importance of becoming an active engaged citizen, through attractive visuals and thought-provoking questions to spark inquiry. Delivered in two modules per grade, this comprehensive program provides you everything you need in one convenient place.

Components Overview

Grade 4 shown below

Student Books

- 2 Student Books per grade provide complete curriculum coverage
 - ▶ Strand A—Heritage and Identity
 - ▶ Strand B—People and Environments

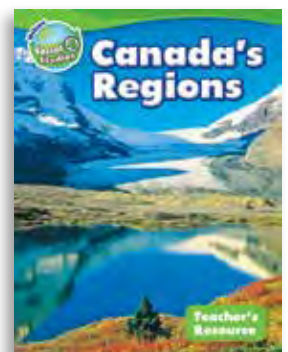
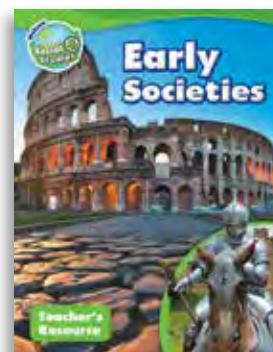


Activity Cards

- 2–3 cards per chapter (6 copies of each) stored in a sturdy box
- Provides suggestions for activities to encourage purposeful talk and offers opportunities for writing, creating, and role-playing
- Designed to support and extend spatial skills and inquiry strategies

Teacher's Resource

- Comprehensive Lesson Plans
- Unit and Chapter Inquiry Tasks
- Assessment **for**, **of**, and **as** learning
- Assessment Rubrics and Success Criteria
- Includes CD with modifiable versions of all Blackline Masters



for Ontario Social Studies 1-6

Digital Component Overview

myNelson is designed to support your digital needs. Your subscription of the Online Teaching Centre provides access to strand A and B units including interactive student eBook, image galleries, weblinks, and interactive whiteboard activities.

Interactive Student eBook

The interactive online version of the Student Book is easy to navigate and allows you to highlight text, and add your own notes and weblinks.



Videos

Engaging videos provide an introduction to a chapter or illuminate a specific chapter topic.

Interactive Whiteboard

SMART Notebook™ Interactive Whiteboard Lessons develop hands-on spatial skills and thinking concepts.





Canadian Government and Citizenship

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Why Do You Learn Social Studies?



The simplest answer to this question is: You learn social studies to become a better member of your community. When you learn about Canada and the world, you take the first steps on the road to becoming a responsible, active citizen. You become more thoughtful and knowledgeable and learn to value the differences and similarities people share.

You also develop the skills to

- use tools to gather and analyze information, solve problems, and communicate
- investigate issues and events
- evaluate information and evidence and make judgments
- build relationships

Active Participation

Work for the common good in local, national, and global communities.

Identity

Develop a sense of personal identity as a member of various communities.

Structures

Understand how communities are structured.

Attributes

Demonstrate positive character traits, values, and habits of mind.

What Does Being an Active Citizen Mean?

Being an active citizen means you will

- work for the common good
- develop a sense of yourself as part of a community
- understand how communities are structured
- develop positive character traits and values

What Are You Going to Learn?

In your *Canadian Government and Citizenship Student Book*, you will learn about Canada's systems of government and about being a responsible, active citizen. You will also acquire mapping and inquiry skills that will help you as you investigate and analyze the social studies topics covered in this book.

How Are You Going to Learn?

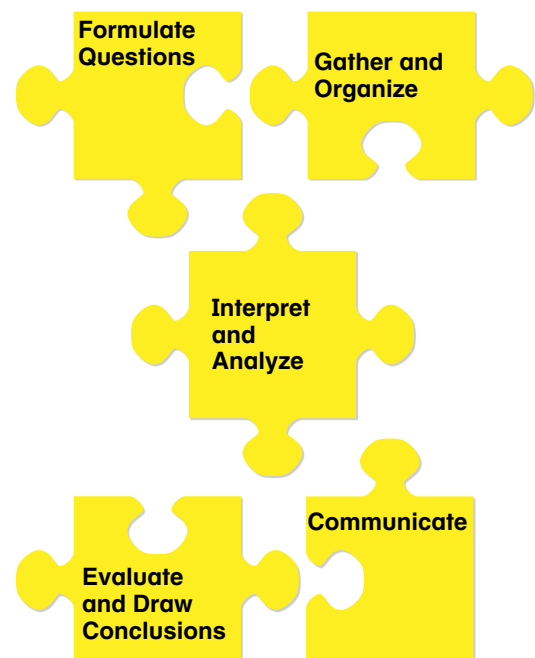
Throughout this resource, you will acquire the skills to help you learn by using the inquiry process. The inquiry process can help you investigate, solve problems, and reach conclusions. The inquiry process has five components:

- formulate questions
- gather and organize information, evidence, and data
- interpret and analyze information, evidence, and data
- evaluate information, evidence, and data and then draw conclusions
- communicate what you discover

It's important to remember that you may not use all of these components during every inquiry or investigation. For example, sometimes, your teacher will give you the inquiry question. Sometimes, you may not have to communicate what you discover. Also, these steps are not always in this order, and you may repeat some as you progress. For example, you might read some information, interpret and analyze it, and then formulate new questions.



The Inquiry Process



The Social Studies Thinking Concepts

Being a successful learner in social studies is not just about remembering facts, such as when an early society was founded. To be a successful learner, you are also going to need to develop the following thinking concepts. These thinking concepts give you ways to look at and evaluate information.

When You Think about ...	You Need to ...	Sample Questions You Might Ask
Significance	Determine the importance of something (for example, an event, issue, person, or place). Often, the significance of something depends on the situation or the people involved.	Why is this event important now? Why was this event important long ago? Was this event important to everyone?
Cause and Consequence	Identify and examine the factors that lead up to an event, as well as the impact of that event.	What caused this event to happen? Who was affected? How were they affected? What happened next, and why?
Continuity and Change	Identify what has stayed the same and what has changed over a period of time. You will compare two points in the past or compare the past with the present.	How is this time period different from that one? How are they the same? What causes them to be different or the same? What can we learn from comparing these two time periods?
Patterns and Trends	Make connections to identify characteristics or traits that are repeated over a period of time or in different locations.	How does what happened there/then connect with what happened here/now? What do these things have in common?
Interrelationships	Explore the relationships within and between societies, peoples, or systems.	How are these things related? What interactions do they have? How do they work together? What causes conflict? How is conflict resolved?
Perspective	Consider how different people or groups might view something, based on their beliefs, social position, location, and so on. You also need to consider how the sources you use during an inquiry have a particular perspective.	Who is giving us this information? What is their perspective? Is it the same as your perspective? What other perspectives might exist?

Sometimes, you will notice that these thinking concepts overlap. For example, when you are thinking about the significance of an event, it may be from a particular perspective. When you are thinking about how societies are interrelated, you may also be thinking about the causes and consequences of particular events.

Exploring Nelson Social Studies 5

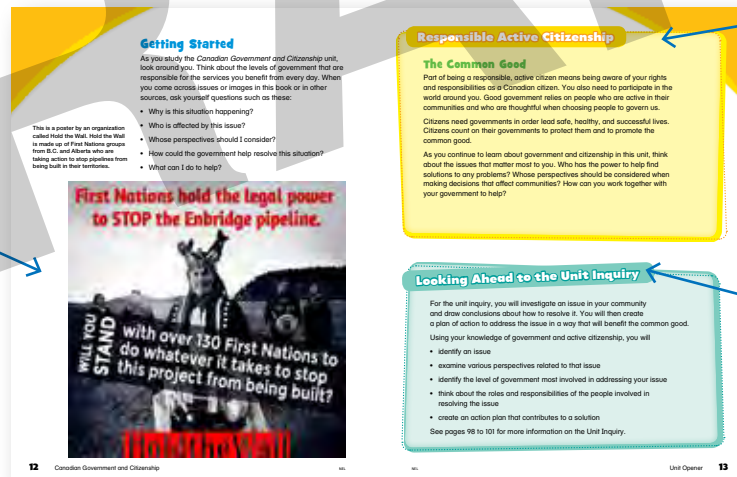
This book will be your guide to the exciting world of social studies. Here are some of the features you will see.

The **Unit Opener** introduces the unit. Use the title, introductory paragraph, and opening map to predict what you will discover in the unit.



The **Big Ideas** are questions you will be reflecting on throughout the unit.

A large opening image in the unit opener helps you make connections and ask questions about the topic.

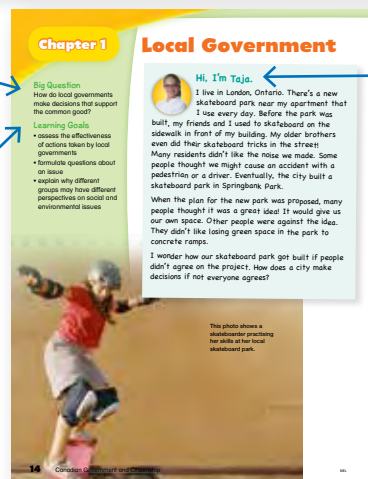


Responsible Active Citizenship describes how you can actively participate in improving your community.

Looking Ahead to the Unit Inquiry prepares you for the Unit Inquiry task at the end of the unit.

The **Big Question** is the guiding question for each chapter.

The **Learning Goals** tell you what you will learn in the chapter.



Each chapter is introduced by a Canadian student. This student will present an issue or topic to be explored throughout the chapter.

Headings introduce new topics.

Chapter 1 Local Government

Big Question
How do local governments make decisions that support the common good?

Learning Goals

- assess the effectiveness of actions taken by local governments
- formulate questions about an issue
- explain why different groups may have different perspectives on social and environmental issues

Hi, I'm Taja.
I live in London, Ontario. There's a new skateboard park near my apartment that I use every day. Before the park was built, my friends and I used to skateboard on the sidewalk in front of my building. My older brothers even did their skateboard tricks in the street! Many residents didn't like the noise we made. Some people thought we might cause an accident with a pedestrian or a driver. Eventually, the city built a skateboard park in Springbank Park.

When the plan for the new park was proposed, many people thought it was a great idea! It would give us our own space. Other people were against the idea. They didn't like losing green space in the park to concrete ramps.

I wonder how our skateboard park got built if people didn't agree on the project. How does a city make decisions if not everyone agrees?

What Is Local Government?
Think about the last time you visited your local park. Did you see skateboard ramps, a swimming pool, park benches, recycling bins, paths, or sculptures? If you did, you were looking at examples of services provided by your local government. A local government is a group of people who make decisions for a town, city, village, or region. A local government makes laws for the local community. It also provides local services, such as picking up garbage, recycling, and looking after local parks.

Using Vocabulary Strategies
To understand new words or phrases, use strategies such as the following:

- Consider what you already know about parts of the word or phrase.
- Figure out the word or phrase through context (how it is used).
- Look for synonyms or a definition that might follow the word or phrase.

Look around your community.
What signs of your local government do you see? These photos show several services offered by local governments.

Literacy Connections provide opportunities to apply reading strategies to social studies topics.

Did You Know? highlights interesting facts that can spark inquiries and discussion.

New vocabulary words appear in bold.

What Do Local Governments Do?
Local governments work toward the common good when they provide services and create laws to benefit citizens in their area.

Make Bylaws
Can you imagine what a hockey game would be like if there were no rules? In the same way, what would your community be like without rules? One of the roles of local governments is to make local rules, called **bylaws**. These bylaws help the community run smoothly. **Bylaws** help people safe.

Did You Know?
If you feed the squirrels in Mississauga, Ontario, you are breaking the law! Feeding squirrels is illegal because it could get them too close to humans. It is illegal to feed any wild animal in Mississauga, except for songbirds.

Local governments make decisions about what activities are allowed in certain areas. They also make traffic bylaws to keep people safe.

Most municipalities have bylaws that require homeowners to shovel snow off their sidewalks within a certain length of time after a snowfall. How does a bylaw like this contribute to the common good?

Some Bylaws from Ontario Communities

Area for Bylaw	Example of Bylaw
Safety and Security	No person shall ride a skateboard or non-motorized scooter on any sidewalk, except where the sidewalk is at least 3.0 m wide. (Bylaw 2015-01, Oshawa)
Transportation	No person shall operate a motor vehicle within the city limits. (Bylaw 2002, Windsor)
Parks and Recreation	No person shall use a personal motor vehicle or a self-powered motor boat in a city park. (Bylaw 2009-70, Kingston)
Animal Care and Control	No person shall keep more than three dogs in or around a single house. (Bylaw 2003 (L.R.), By-laws of the City of Ottawa)
Government	Members of Council shall, at all times seek to advance the common good of the community that they serve. (Bylaw 2015, Kippleshope)

Provide Services
Local governments provide many different types of services, including the following:

- safety and protection
- transportation
- social
- arts and culture

Safety and protection services protect the lives and property of people in the community. These services include fire protection, police, and ambulance.

Transportation services include building and maintaining roads, sidewalks, and transportation systems (such as buses and subways). Local governments are also responsible for keeping roads clear of snow and ice.

Social services help people meet their basic needs. These can include child care, breakfast and lunch programs, and affordable housing.

Arts and culture services enhance the quality of our lives. They expose us to new ideas and different perspectives of the community and the world. Arts and culture services include museums, art galleries, and outdoor festivals.

Citizenship in Action
Urish Shaban helps keep her community safe. The Grade 6 student at Vista Heights Public School in Mississauga, Ontario, volunteers with her school's Safety Patrol program. In 2019, she won a School Safety Patrol of the Year award for her actions to keep students safe after a bus collision. Her school is one of 800 across Ontario to run a School Safety Patrol program with the help of local police services.

Inquire and Apply

- 1 What type of service do you think is most important? Why do you think so?
- 2 Choose three of the bylaws on page 20. Think about why local governments might have created these bylaws. Suggest a bylaw that you think should exist in your community. Then, research whether or not that bylaw already exists.

The **Citizenship in Action** feature shows how Ontario students and schools are making a difference in their communities or in the world.

Each chapter includes at least one **Toolbox** that focuses on the inquiry process and other skills connected to social studies.

Toolbox Formulate Questions about an Issue

Fact Questions
Fact questions guide you to clear answers based on obvious information in the text. For example: How do incinerators work?

Opinion Questions
Opinion questions lead you to form a personal point of view about an issue. Different people might respond differently to opinion questions. For example: Are incinerators good or bad for a community?

Critical Questions
Critical questions cause you to think deeply about all objects and perspectives surrounding an issue. They guide you to develop conclusions that you can support with good reasons. For example: What factors should be considered when deciding whether to build an incinerator?

When you begin an inquiry, you might start by thinking about an issue that interests you. What do you already know? What do you wonder about? Effective questions will lead you deeper into your issue. They will also help you find information related to different perspectives people have on an issue. Formulating questions helps you create a clear focus for your inquiry. There are three main types of questions: fact, opinion, and critical. The type of question you ask depends on the type of information you are looking for. As you read the following material, think about the questions that would help you understand the different perspectives.

To Burn or Not to Burn?
Every year across Canada, millions of tonnes of garbage are brought to landfills, or garbage dumps. Many people worry that landfills can release harmful chemicals into the soil and water. However, other people argue that this is the very best and most realistic option. People on both sides of the argument wonder what happens when the landfills are full.

Some municipalities, such as the region of Peel, burn their garbage in large furnaces, called incinerators. People opposed to the approach say that incinerators create air pollution. The incinerators also create ash that has to be disposed of.

Supporters of incinerators say that very high temperatures are used to burn the garbage. This creates very little ash compared to the amount of garbage processed. They argue that the gases produced by burning garbage can be used to create energy, which is better than leaving garbage to rot away in landfills.

44 When you build an incinerator, you are saying we will never get to zero waste, we are giving up that goal... since we need to keep coming up with methods to treat the incinerators. So the incinerator to recycle more goes down as a municipality. **39** Jo-Anne D. Gifford, Executive Director, Recycling Council of Ontario.

41 I don't know if there is an amazing technological solution. We're not going to be able to separate the garbage, especially as they produce less waste... that's the best thing we can do. **39** Jo-Anne D. Gifford, Executive Director, Recycling Council of Ontario.

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Inquire and Apply

- 1 Who should be involved in deciding whether a community should burn its garbage?
- 2 Formulate questions for an interview with one of the people quoted on page 28 or 29.

The **Inquiry** puzzle piece shows what part of the Inquiry process is being focused on.

All sections end with questions that focus on a part of the inquiry process, as well as opportunities to apply your learning.

Each chapter includes a **Spotlight**. The spotlight focuses in on an aspect of the chapter topic and lets you study it in more detail.

Opportunities to focus on the six social studies thinking concepts are provided in the **Thinking about ...** feature.

At the end of each chapter, there are many opportunities to reflect on and show your learning in **Pulling It Together**.

It's Up to You helps you connect the chapter topic to your role as a responsible, active citizen.

The **Unit Inquiry** guides you through the five steps of the inquiry process as you investigate an issue or challenge that interests you.

Checklists help remind you what to do at each stage of the process.

The **Glossary** provides easy-to-find definitions for all bolded words in the text. It also includes definitions for important social studies terms.

Spotlight on Government Action

Thinking about Significance
Former TV game show host Bob Barker came to Toronto from his home in Hollywood to help protect keeping elephants in Canadian zoos. Some people claimed city councilors were influenced by Barker's fame, rather than looking to facts. Many celebrities use their fame to influence government decisions. What benefits and disadvantages might there be to having a celebrity speak up about an issue? Explain.

What to Do about the Elephants at the Toronto Zoo
The City of Toronto owns the Toronto Zoo. The municipal government created the Toronto Zoo Board to make decisions about running the zoo responsibly. The Zoo Board is made up of the mayor, 3 council members, and 8 citizens. Citizens can apply to be members of the board. The board is also sometimes involved in discussions about the welfare of the animals.
After four elephants died at the zoo between 2005 and 2009, the board had to make a decision about what to do with the remaining three elephants. Should the city spend millions of dollars to improve the zoo's elephant shelter? Or, should the zoo and the elephant program move the elephants to a warmer climate? Decisions about animals in captivity are not always easy. Different people have different viewpoints about what is best for the animals.
In May 2011, the head of the zoo suggested closing the elephant exhibit. The zoo board decided to end the elephant program at the zoo. It asked zoo officials to look for a new home for the three elephants. However, after six months, no action plan had been created.

At a council meeting on October 25, 2011, Toronto city councillor Michelle Berendse made a surprise proposal to move the animals. She proposed moving them to the Performing Animal Welfare Society (PAWS) sanctuary in the United States. A **sanctuary** is an area reserved for wild animals. Most of the members of the city council agreed and voted in favour of the proposal.
Zoo officials and zookeepers were angry about the decision. They said this decision should have been left to zookeepers and veterinarians. However, city councillors said that the elephants belonged to the city of Toronto, so the council had the right and responsibility to make this decision.
Over the coming months, citizens, journalists, zookeepers, and councilors wrote articles, letters, and blogs. They argued both sides of the issue. In the end, the elephants were moved to PAWS in October 2013. Many people said that the council did not take enough time to learn about all the perspectives and all options.

Inquire and Apply
1 If you were a city councillor, how would you have voted on this issue? Explain your thinking.
2 Think about the decision to move the elephants to California. What criteria would you use to decide if the decision was a good one?
3 Create a graphic organizer to show the different viewpoints on keeping elephants in Canadian zoos. Use this organizer to create a survey to find out how people feel about this issue. Conduct your survey with people at school and at home.

Do elephants belong in cold climates? Support your response.

The elephants travelled from the Toronto Zoo to California in large crates on a truck. The 4800-kilometre trip took more than 70 hours. Zookeepers were afraid that the long trip would put the elephants in danger. How do you think the protesters were able to feel about the decision to move the elephants?

Images and their captions provide more information and opportunities to explore a topic.

Pulling It Together

How Can We Contribute to the Common Good?

It's Up to You
Responsible, active citizens of Canada are involved in their communities.
Reflect
Why is it important to consider different perspectives when making a decision?
Take Action
Think about an issue of school or in your family. How will you deal with the issue? Whose perspectives will you consider before you decide how to act?
The community near Springbank park had an opportunity to give their opinion about the new skateboard park. When we take part in investigating and discussing issues in our communities, we contribute to the common good.

I didn't know how much local government affects my life. I also didn't realize how much I could affect my local government. I looked online to find out more about the building of the Springbank skateboard park in my community. It was really interesting to read all the different points of view. I never would have thought about the different sides to the argument or why some people don't like the idea of the park. I can see why it's important for people to speak up and share their opinions about city planning. I'm glad community leaders listen to different points of view. From my perspective, I think the municipal government made a great decision to build a skateboard park in my community. I now have a safe place to practise my skills!
Taja

Summarizing
Refer back to the Learning Goals for this chapter. Create a word web to summarize what you have learned in this chapter. Identify significant ideas and relationships and in your web. Explain to a partner the ideas and relationships you have identified. Compare the relationships you and your partner identified. How did differences in your perspectives affect the choices each of you made?

Making Connections
Create a map of your community. Label at least three services that your local government provides. Beside each service, describe how it affects your life and your community.

Chapter Inquiry
At the beginning of this chapter, you considered the Big Question: How do local governments make decisions that support the common good? Identify an issue in your community. Find out how your local government is dealing with that issue. Create a two-column chart to record facts as well as your thoughts about the issue. Next, develop three questions that could help you investigate this issue. Be sure to think about the Big Question as you develop your idea web. Remember, you want to dig deeply into this issue so that you can really understand it. Refer back to the Learning Goals on page 11 to guide your inquiry.

The **Chapter Inquiry** task helps prepare you for the Unit Inquiry task.

Unit Inquiry

Creating an Action Plan
As an active Canadian citizen, you will complete an inquiry project, investigating a social or environmental issue in your community. Your inquiry will result in an action plan. Your action plan will:
• provide citizens and government with steps to address the issue and benefit the common good
• present a possible solution
• identify any challenges or obstacles
• be flexible, allowing for changes in the steps

Formulate Questions
Review the chapters and select an issue to research. Think about what you already know about the issue. Start a KWL chart.
Share your questions with other students, and then revise or add to your chart. Review the information in your chart. Develop an inquiry question to guide your research.

Checklist
My question is:
I added my research.
I help me to think about the issue.
I help me to understand the role of the people involved.

Gather and Organize Information
Review relevant information in the chapters for this unit. Look for additional sources of information that will help you to answer your inquiry question. Check the library, the Internet, magazines, and newspapers. Organize the information that you gather from the different sources. You may choose to use a graphic organizer. Organizing information can help you begin to interpret and analyze it.
Review the information that you have gathered and organized. Decide whether more information is needed. If so, where will you look?

Checklist
I will:
I identify resources I can use.
I check that I have enough information to answer my question.
I determine the accuracy and reliability of the sources.
I organize my information in a meaningful way.

Interpret and Analyze Information
Reread the information that you have gathered about the issue. Identify the key points or ideas in each piece of information. Extract information from maps, graphs, charts, and diagrams. Create a summary statement for each piece of information.
Make connections between ideas. Make sure you understand the importance of the issue from the perspective of different groups of people. You may want to organize your information to show relationships between pieces of information. What new understanding do you have?

Checklist
I will:
I determine what is important.
I use my own words to summarize my research.
I make connections to the issue.
I consider the perspective of an author or source.
I identify the level of government most involved in addressing the issue.
I identify my own understanding of the issue.

Glossary

A
Aboriginal peoples: people who have been living in a land from the earliest times in Canada. Aboriginal peoples are First Nations, Métis, and Inuit.
active citizenship: to be active in one's community, working toward the common good.
B
ballot: a paper or card that voters use to cast their vote during an election.
band: a group of First Nations peoples who live in an area and share a common culture and ancestry.
band council: the local government that serves communities on First Nations reserves.
budget: a plan created by provincial or territorial governments to show how they will spend the money they have raised from taxes or received from the federal government.
bylaw: a local rule made by local governments.
C
candidate: a person who runs for election, hoping to be elected to become part of the government.

consensus: agreement.
consensus government: government that reaches decisions by considering the opinions of all members of the assembly.
constitution: a document that describes how a country will run and be governed.
council (band or municipality): a group of people elected to make decisions for the community.
councillor: an elected member of a council.
D
discrimination: unfair treatment of people because of their race, gender, or beliefs.
E
ecosystem: all living and non-living things that exist naturally in an area and depend on one another.
Elder: a person in Aboriginal communities who is respected for their great wisdom about their beliefs and culture.
elect: to choose someone to govern by voting.
election: an event where people elect members of the government by voting.
engineer: a person trained to help design buildings and structures so that they are sturdy and safe.
executive branch: a part of the federal government made up of the governor general, the prime minister, the cabinet, and

Canadian Government and Citizenship

Canada's government works to meet the needs of Canada and Canadians. In this unit, you will learn about how the government works to resolve issues that affect the citizens of Canada and the environment. You will also learn about ways in which Canadian citizens of all ages can participate in government. You learn how to become an active citizen yourself, and how to make your voice heard. This information can help you to serve your community, the environment, and the common good.

Think about the interrelationships between the situations shown in these photos and the government.



Legend

- ★ national capital
- province/territory capital
- international boundary
- province/territory boundary



0 360 km

NEL

Big Ideas

- How do the different levels of government serve citizens?
- How do governments and citizens together to serve the common good?
- What are the rights and responsibilities of Canadians?
- How do different peoples' perspectives affect how decisions are made?



Patrolling Arctic waters



Environmental conservation



Fighting forest fires



What Is Government?

To **govern** means to manage, rule, or influence. The word **government** refers to the system of leadership of a community or region. The government's primary purpose is to protect and uphold the rights of its citizens. It does this through creating and enforcing laws.

In Canada, our government is considered a **democracy**. That means that citizens have the right to participate in the decisions that affect them. They do this by **electing**, or choosing, representatives to speak for them about important issues. These representatives are members of our government. As you reflect on issues in this unit, it is important to remember that different people have different ideas about what government should and should not be responsible for. Differences in perspective can affect the decisions that governments and citizens make.

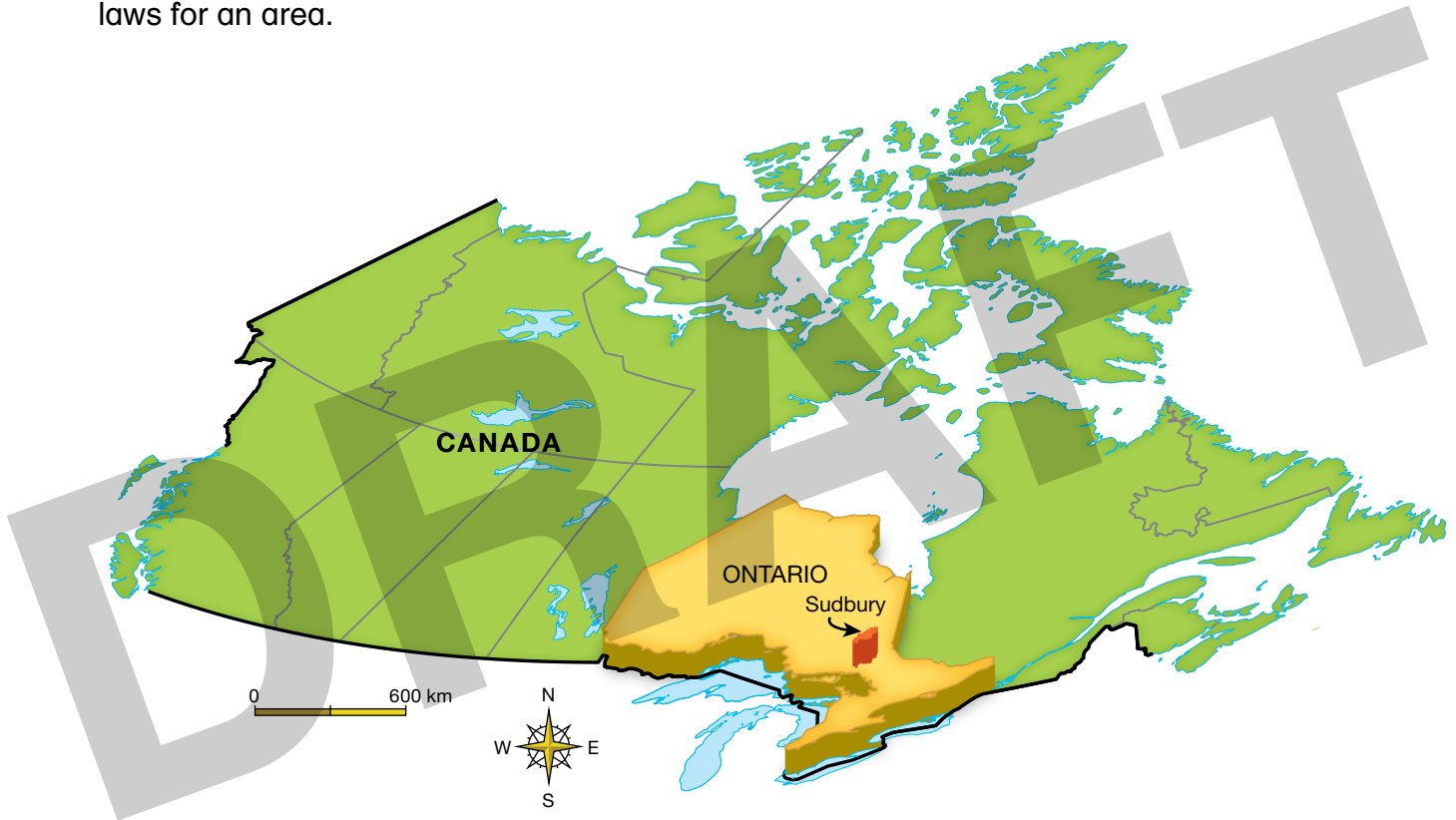


Government is a part of your daily life. Think about how each of these images might be connected to government. What rules do you know of that govern these situations? Why do we need rules and government?

Levels of Government

Canada is a large country with a population of more than 35 million citizens. There are many decisions that need to be made to make sure the country and its communities function effectively.

Government in Canada has three levels to help meet the needs of its citizens. Each level of government has different areas of jurisdiction. **Jurisdiction** is the power to make decisions and laws for an area.



Municipal Government and Band Councils

Has jurisdiction over cities, towns, villages, First Nations communities, for example:

- Libraries
- Local Parks
- Water Systems
- Local Police
- Fire Services



Provincial and Territorial Government

Has jurisdiction over provinces or territories, for example:

- Healthcare
- Education
- Property
- Natural Resources



Federal Government

Has jurisdiction over the whole country, for example:

- Military
- Banking
- Criminal Law
- Postal Services

Getting Started

As you study the *Canadian Government and Citizenship* unit, look around you. Think about the levels of government that are responsible for the services you benefit from every day. When you come across issues or images in this book or in other sources, ask yourself questions such as these:

- Why is this situation happening?
- Who is affected by this issue?
- Whose perspectives should I consider?
- How could the government help resolve this situation?
- What can I do to help?

This is an ad by an organization called Covenant House. Covenant House helps homeless Canadian children and teens meet their daily needs.



Responsible Active Citizenship

The Common Good

Part of being a responsible, active citizen means being aware of your rights and responsibilities as a Canadian citizen. You also need to participate in the world around you. Good government relies on people who are active in their communities and who are thoughtful when choosing people to govern us.

Citizens need governments in order to lead safe, healthy, and successful lives. Citizens count on their governments to protect them and to promote the common good.

As you continue to learn about government and citizenship in this unit, think about the issues that matter most to you. Who has the power to help find solutions to any problems? Whose perspectives should be considered when making decisions that affect communities? How can you work together with your government to help?

Looking Ahead to the Unit Inquiry

For the unit inquiry, you will investigate an issue in your community and draw conclusions about how to resolve it. You will then create a plan of action to address the issue in a way that will benefit the common good.

Using your knowledge of government and active citizenship, you will

- identify an issue
- examine various perspectives related to that issue
- identify the level of government most involved in addressing your issue
- think about the roles and responsibilities of the people involved in resolving the issue
- create an action plan that contributes to a solution

See pages 98 to 101 for more information on the Unit Inquiry.

Chapter 1

Big Question

How do local governments make decisions that support the common good?

Learning Goals

- assess the effectiveness of actions taken by local governments
- formulate questions about an issue
- explain why different groups may have different perspectives on social and environmental issues

Local Government



Hi, I'm Taja.

I live in London, Ontario. There's a new skateboard park near my apartment that I use every day. Before the park was built, my friends and I used to skateboard on the sidewalk in front of my building. My older brothers even did their skateboard tricks in the street! Many residents didn't like the noise we made. Some people thought we might cause an accident with a pedestrian or a driver. Eventually, the city built a skateboard park in Springbank Park.

When the plan for the new park was proposed, many people thought it was a great idea! It would give us our own space. Other people were against the idea. They didn't like losing green space in the park to concrete ramps.

I wonder how our skateboard park got built if people didn't agree on the project. How does a city make decisions if not everyone agrees?

This photo shows a skateboarder practising her skills at her local skateboard park.

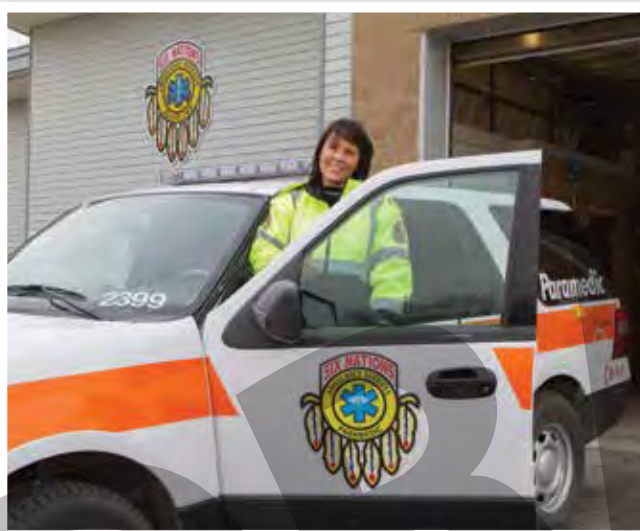
What Is Local Government?

Think about the last time you visited your local park. Did you see skateboard ramps, a swimming pool, park benches, recycling bins, paths, or sculptures? If you did, you were looking at examples of services provided by your local government. A **local government** is a group of people who make decisions for a town, city, village, or region. A local government makes laws for the local community. It also provides local services, such as picking up garbage, recycling, and looking after local parks.

Using Vocabulary Strategies

To understand new words or phrases, use strategies such as the following:

- Consider what you already know about parts of the word or phrase.
- Figure out the word or phrase through context (how it is used).
- Look for synonyms or a definition that might follow the word or phrase.



Look around your community. What signs of your local government do you see? These photos show several services offered by local governments.



C5DD26 Alamy Images



Map of the Regional Municipality of York



Each municipality in the Regional Municipality of York is responsible for some of its own services, and the Regional Municipality handles others. The costs for providing regional services are shared by the nine municipalities.

Municipalities

The most common type of local government is **municipal government**. It governs an area known as a **municipality**. A municipality can be an urban area, a rural area, or a mix of both. Cities, towns, and villages are all municipalities. Municipalities are created by the provincial or territorial government.

Regional municipalities are regions that include more than one municipality. Each municipality has its own government to deal with its own issues. However, the municipalities can come together to deal with larger issues or to share the cost of providing services.

First Nations Communities

Band councils are the local governments that govern First Nations communities. Many of those communities are on land that is reserved for use by First Nations people. This land is known as a **reserve**.

Reserves are created by the federal government. About half of all First Nations people living in Canada live on reserves.



The Mikisew Cree Doghead Reserve is one of nine Mikisew Cree reserves near Fort Chipewyan, Alberta. There are more than 850 First Nations reserves across Canada.

Inquire and Apply

- 1 Explain why it is important for a community to have the ability to make laws and provide its own laws and provide its own services.
- 2 Analyze the Regional Municipality of York map. How would sharing some services benefit the common good of each municipality? Which services would you suggest be shared? Explain your reasons.

How Are Decisions Made in Local Government?

Every municipal government or band council is made up of different groups of people.

Municipal Councils

The people who work for municipal government are called public servants. Some public servants are elected by the members of the community. Others are hired by the municipality to do different jobs, such as collect garbage, drive school buses, and maintain park.

Elected public servants are the people who are responsible for making the decisions that affect a municipality. These people are called **councillors**, and together they form the **municipal council**.

The person who leads the municipal council is called the **head of council**. This person might also be called a mayor, a reeve, or a regional chair. The head of council makes sure that council decisions are made fairly and effectively.

Municipal council makes decisions during council meetings. Sometimes councillors get advice from committees. A committee is a group of people selected by council to investigate an issue and make recommendations to the council.

Council and committee meetings are usually open to community members. Community members can listen and present any ideas or concerns that they have.



Local governments often deal with issues that are unique to their communities. For example, in Banff, Alberta, local government had to deal with a large number of elk that moved into the town. What special issues does your community deal with?



It is the responsibility of the municipality to provide lifeguard service at public swimming areas. The lifeguard in this photo is on duty at a beach in the City of Toronto. Do you think a lifeguard at a beach is hired, or elected? Why do you think so?

Thinking about Perspective

Many of the townspeople of Banff don't like elk in their town because they eat their grass. However, tourists like seeing the elk. What other perspectives on the elk might there be? For example, how do you think the mayor or local store owners might feel?

The First Nations of the Ogemawahj Tribal Council



Tribal councils are made up of band chiefs or other representatives from several bands. For example, the Ogemawahj Tribal Council has council members from six Ontario First Nations. The bands work together to share information, knowledge, and leadership. What connections can you make between tribal councils and regional municipalities?

Band Councils

A band council is an elected group of people that looks after community services and concerns. A band council is made up of a First Nations community's chief and councillors. The number of councillors depends on the size of the community.

Band councils are different from municipal ones because they are not created by the province or territory. Since reserves were created by the federal government, band councils work mainly with the federal government. This means that some of the responsibilities of a band council are different from those of a municipal council.

Band councils also cooperate with the provincial or territorial government and with neighbouring municipalities. There is a growing effort to create relationships between band councils and nearby municipalities. These relationships allow the communities to share the cost of providing some services.

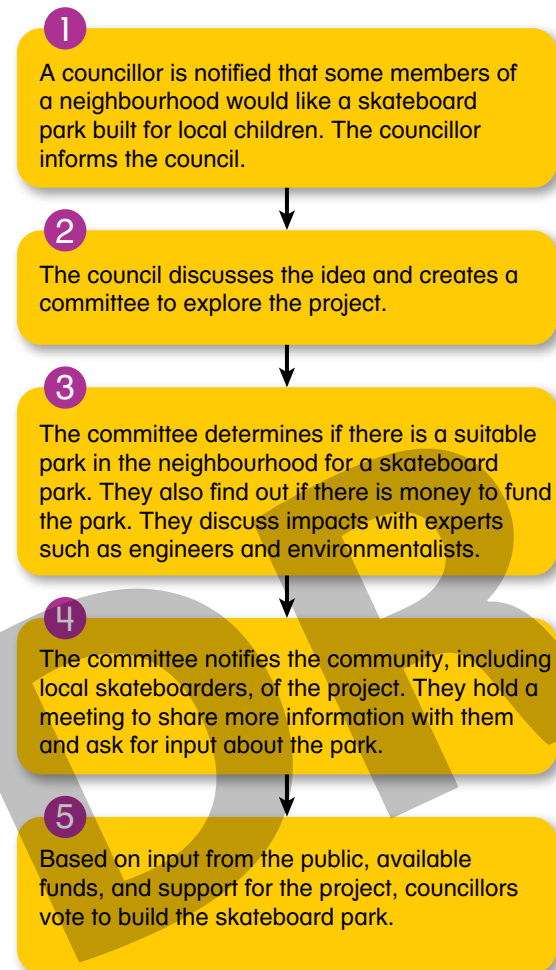


Ogden's Point Breakwater in Victoria, B.C., was created in 2013. The Esquimalt and Songhees Nations and the City of Victoria worked together to create artwork on the breakwater that represents a bridge between cultures. How does this structure demonstrate the interrelationships between the two Nations and the municipality of Victoria?

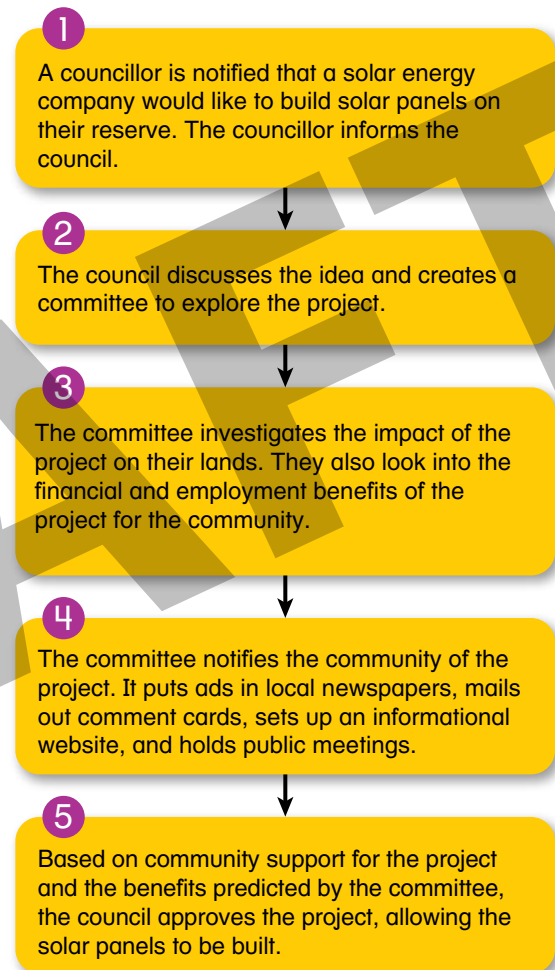
Local Decision Making

Municipal and band councils make decisions about issues that affect people in their communities. From installing a crosswalk on a busy street to deciding where new recycling bins will be placed, all services involve decisions.

How One Municipal Council Made a Decision about Skateboard Parks



How One Band Council Made a Decision about Solar Energy Panels



Inquire and Apply

- 1 At the beginning of this chapter, Taja wondered how her skateboard park got built if not everyone agreed to the project. Look at the diagram above. How would you answer Taja's question?
- 2 Find an article about a project that your local council is working on. Create a flow chart showing the steps the council might take to make its decision, including the people that the council might talk to for advice.

Each flow chart above is an example of how a council made a decision about an issue. Other issues might require different people to be involved or steps to be taken before a decision can be reached.

What Do Local Governments Do?

Did You Know?

If you feed the squirrels in Mississauga, Ontario, you are breaking the law and could get fined as much as \$5000! It is illegal to feed any wild animal in Mississauga, except for songbirds.

Local governments work toward the common good when they provide services and create laws to benefit citizens in their area.

Make Bylaws

Can you imagine what a hockey game would be like if there were no rules? In the same way, what would your community be like without rules? One of the roles of local governments is to make local rules, called **bylaws**. These bylaws help the community run smoothly and keep people safe.



Local governments make decisions about what activities are allowed in certain areas. They also make traffic bylaws to keep people safe.



Most municipalities have bylaws that require homeowners to shovel their sidewalk within a certain length of time after a snowfall. How does a bylaw like this contribute to the common good?

Some Bylaws from Ontario Communities

Areas for Bylaws	Example of Bylaw
Safety and Security	No person shall ride a skateboard or non-motorized scooter on any sidewalk designated in schedule XXV of this bylaw. (Bylaw 2002-17017, Guelph)
Transportation	No person shall operate a snowmobile within the city limits. (Bylaw 12852, Windsor)
Parks and Recreation	No person shall fly a powered model aircraft or sail a powered model boat in a city park. (Bylaw 2009-76, Kingston)
Animal Care and Control	No person shall keep more than three dogs in or around a single house. (Bylaw 2000.1 [21.0], Six Nations of the Grand River)
Government	Members of Council shall at all times seek to advance the common good of the community that they serve. (Bylaw 3149, Kapuskasing)

Provide Services

Local governments provide many different types of services, including the following:

- safety and protection
- transportation
- social
- arts and culture

Safety and protection services protect the lives and property of people in the community. These services include fire protection, police, and ambulance.

Transportation services include building and maintaining roads, sidewalks, and transportation systems (such as buses and subways). Local governments are also responsible for keeping roads clear of snow and ice.

Social services help people meet their basic needs. These can include child care, breakfast and lunch programs, and affordable housing.

Arts and culture services enhance the quality of our lives. They expose us to new ideas and different perspectives of the community and the world. Arts and culture services include museums, art galleries, and outdoor festivals.

Citizenship in Action



Urmish Shaikh helps keep her classmates safe. The Grade 5 student at Vista Heights Public School in Mississauga, Ontario, volunteers with her school's Safety Patrol program. In 2014, she won a School Safety Patroller of the Year award for her actions to keep students safe after a bus collision. Her school is one of 800 across Ontario to run a School Safety Patrol program with the help of local police services.



Many children across the country do not have enough food to eat and sometimes go to school hungry. In order to ensure that students start the day with a full stomach, many local governments offer breakfast programs. What are some other ways local government services could help children in need?

Inquire and Apply



- 1 What type of service do you think is most important? Why do you think so?
- 2 Choose three of the bylaws on page 20. Think about why local governments might have created these bylaws. Suggest a bylaw that you think should exist in your community. Then, research whether or not that bylaw already exists.

How Do Local Governments Pay for Services?



In Wawa, Ontario, there is a sculpture of a giant Canada Goose. Unfortunately, the Wawa goose is starting to fall apart and is in need of repair. Look at the bar graph below. Where do you think the money for the repairs would come from?

Most municipal governments and band councils would like to provide more and better services. However, these governments only have a certain amount of money to spend.

Municipal Councils

Each year, a municipal government creates a spending plan, called a **budget**. The municipality determines how much money it has, and then decides where this money is best spent. The spending decisions of a municipality depend on its size and the needs of its population.

Municipalities get some money from the federal and provincial or territorial governments. Municipalities also raise money themselves. For example, between 2008 and 2014, the City of Toronto collected almost \$300 000 in fines from people who parked too close to just one downtown fire hydrant. Many municipalities have by-laws that require pet owners to buy licenses for their pet each year. These municipalities raise money from the cost of the licences and from fines charged for animals found without a licence.

However, most money that municipal governments collect comes from taxes. A **tax** is money that is paid to the government. All home and business owners pay property taxes to the municipality. Property taxes are based on the size of the land that someone owns and the kind of building that is on it.

Example of How One Municipality Spends \$100



This bar graph shows how a municipality might spend its money. For example, for every \$100 it has, it spends \$16 on “protection,” which includes police services.

Band Councils

At one time, the only money band councils had came from the federal government. Band councils were not allowed to raise money through taxes. This created challenges. Band councils and the federal government often had different perspectives on how much money was needed and how it should be spent.

Today, band councils are allowed to raise money from taxes on their reserves. This helps pay for more and better services. However, many people believe that the federal government should be providing more money for services needed in First Nations communities.

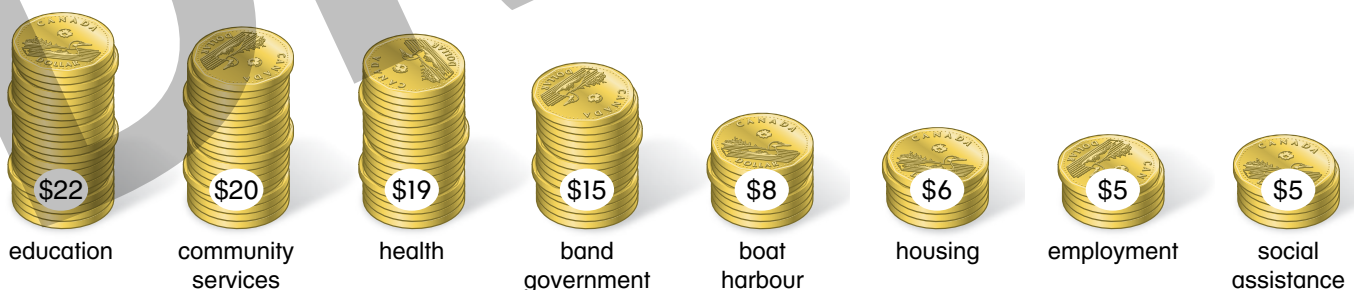


This photo shows a school in Six Nations of the Grand River. For many years, education for First Nations students was the responsibility of the federal government. This responsibility is now shared with band councils. The change was made to allow First Nations students to be educated in ways that were appropriate to their culture. Why is it important for local government to have a say in how First Nations students are educated?

Thinking about Perspective

Different communities have different needs. In some communities, it is important to spend money to maintain a boat harbour because the community is near the water. The next time you travel to another city, compare it to your community. Think about what services might be important to that community.

Example of How One Band Council Spends \$100



Inquire and Apply

- 1 Compare how the band council spends its money with how the municipality spends its money. Think of some reasons why their spending might be different.
- 2 Create a bar graph showing how you would divide \$100 among different municipal services if you were creating a budget for your community. Justify your choices.

This bar graph shows how a band council might spend its money.

Spotlight on Government Action

Thinking about Significance

Former TV game show host Bob Barker came to Toronto from his home in Hollywood to help protest keeping elephants in Canadian zoos. Some people claimed city councillors were influenced by Barker's fame, rather than listening to facts. Many celebrities use their fame to influence government decisions. What benefits and disadvantages might there be to having a celebrity speak up about an issue? Explain.

What to Do about the Elephants at the Toronto Zoo

The City of Toronto owns the Toronto Zoo. The municipal government created the Toronto Zoo Board to make decisions about running the zoo responsibly. The Zoo Board is made up of the mayor, 3 council members, and 8 citizens. Citizens can apply to be members of the board. The board is also sometimes involved in discussions about the welfare of the animals.

After four elephants died at the zoo between 2005 and 2009, the board had to make a decision about what to do with the remaining three elephants. Should the city spend millions of dollars to improve the zoo's elephant shelter? Or, should the zoo end the elephant program and move the elephants to a warmer climate? Decisions about animals in captivity are not always easy. Different people have different viewpoints about what is best for the animals.

In May 2011, the head of the zoo suggested closing the elephant exhibit. The zoo board decided to end the elephant program at the zoo. It asked zoo officials to look for a new home for the three elephants. However, after six months, no action plan had been created.



Do elephants belong in cold climates?
Support your response.

At a council meeting on October 25, 2011, Toronto city councillor Michelle Berardinetti made a surprise proposal to move the animals. She proposed moving them to the Performing Animal Welfare Society (PAWS) sanctuary in the United States. A **sanctuary** is an area reserved for wild animals. Most of the members of the city council agreed and voted in favour of the proposal.

Zoo officials and zookeepers were angry about the decision. They said this decision should have been left to zookeepers and veterinarians. However, city councillors said that the elephants belonged to the city of Toronto, so the council had the right and responsibility to make this decision.

Over the coming months, citizens, journalists, zookeepers, and councillors wrote articles, letters, and blogs. They argued both sides of the issue. In the end, the elephants were moved to PAWS in October 2013. Many people said that the council did not take enough time to learn about all the perspectives and all options.



The elephants travelled from the Toronto Zoo to California in large crates on a truck. The 4500-kilometre trip took more than 70 hours. Zookeepers were afraid that this long trip would put the elephants in danger. How do you think the photographer wants you to feel about the decision to move the elephants?

Inquire and Apply

- 1 If you were a city councillor, how would you have voted on this issue? Explain your thinking.
- 2 Think about the decision to move the elephants to California. What criteria should you use to decide if the decision was a good one?
- 3 Create a graphic organizer to show the different viewpoints on keeping elephants in Canadian zoos. Use this organizer to create a survey to find out how people feel about this issue. Conduct your survey with people at school and at home.



How Do Governments and Citizens Communicate?

Local governments are responsible for communicating their ideas and decisions to their communities. They also want to hear ideas from the people they serve.

There are different ways that governments and citizens communicate. Here are just a few ways:

- 1 Elections allow candidates to communicate their ideas to the public. **Candidates** are people who want to be elected to government positions. Community members can tell candidates what is important to them by contacting them or attending events where they are appearing. Community members can also tell candidates that they agree with their ideas by voting for them.
- 2 Local council meetings are open to the public, so anyone can go to them, listen, and speak (with permission).
- 3 A local government might hold a public hearing on an important topic. A **public hearing** is a meeting open to everyone so people can learn more about the topic and how it will affect their community.
- 4 If an issue is especially important, a local government might also hold a referendum. A **referendum** is a process by which community members vote on whether the government should take a certain action.



In 2010, Waterloo, Ontario, held a referendum to decide if the community should keep putting fluoride in its water system. Fluoride is a chemical known to prevent cavities, but some people fear that it has harmful effects. Most citizens voted “no” in the referendum. On November 29, 2010, the Region of Waterloo stopped adding fluoride to the water supply.

People often communicate their ideas to government by taking part in peaceful protests. This photo shows protestors holding homemade signs in Windsor, Ontario, in May 2014. Local residents gathered in Willistead Park that day to protest the construction of paved pathways in their park. How is the perspective of these protestors different from the perspective of the people who wanted the Springbank skateboard park to be built?



Communication and Technology

Governments usually use media to communicate with the community. For example, they might use newspaper articles, TV commercials, radio ads, brochures, and flyers. Some municipal governments also show their council meetings on local TV stations. In recent years, changes in technology have given governments new ways to communicate with the public, including websites and social media.



Most local governments have a website where you can find out how to get involved with the issues in your municipality. What do you notice in this website for the municipality of Kingston, Ontario?

Technology can also help people vote in elections. Most people place their votes in person, but some communities now allow people to vote online. Voting online helps people who have difficulty getting out to vote.

Inquire and Apply

- 1 How would you bring an issue to the attention of your local government? Why would you choose that method?
- 2 Choose an issue in your community. Create a plan for how the municipal government could communicate its ideas about the issue. Include ways that the council could get ideas and feedback from the community.

Did You Know?

The city council in Kitchener, Ontario, was one of the first in Canada to use text messaging to discuss municipal issues and decisions with the public.

Citizenship in Action



Grade 5 students at Kingsway Park Public School in Thunder Bay, Ontario won't be old enough to vote for another 7 or 8 years, but they are already practicing! In 2014 their school held a student vote for a municipal election. Students learned about and voted for their choices for local candidates. The results of their vote were communicated to the rest of the community through local TV and newspapers.

Markham

Vote Online

In 2003, Markham, Ontario, successfully introduced an Internet voting system.



Fact Questions

Fact questions guide you to clear answers based on obvious information in the text. For example: How do incinerators work?

Opinion Questions

Opinion questions lead you to form a personal point of view about an issue. Different people might respond differently to opinion questions. For example: Are incinerators good or bad for a community?

Critical Questions

Critical questions cause you to think deeply about all aspects and perspectives surrounding an issue. They guide you to develop conclusions that you can support with good reasons. For example: What factors should be considered when deciding whether to build an incinerator?

“... isn't it better to recover even a [small amount] of something from that product than sending it to a landfill site?”

*Monika Turner, Policy Director,
Association of Municipalities of
Ontario*

When you begin an inquiry, you might start by thinking about an issue that interests you. What do you already know? What do you wonder about? Effective questions will lead you deeper into your issue. They will also help you find information related to different perspectives people have on an issue. Formulating questions helps you create a clear focus for your inquiry.

There are three main types of questions: fact, opinion, and critical. The type of question you ask depends on the type of information you are looking for. As you read the following material, think about the questions that would help you understand the different perspectives.

To Burn or Not to Burn?

Every year across Canada, millions of tonnes of garbage are brought to landfills, or garbage dumps. Many people worry that landfills can release harmful chemicals into the soil and water. However, other people say that this risk is very small in modern landfills. People on both sides of the argument wonder what happens when the landfills are full.

Some municipalities, such as the region of Peel, burn their garbage in large furnaces, called incinerators. People opposed to this approach say that incinerators create air pollution. The incinerators also create ash that has to be disposed of.



This image shows a tractor moving garbage in a landfill in Ontario.

Supporters of incinerators say that very high temperatures are used to burn the garbage. This creates very little ash compared to the amount of garbage processed. They argue that the gases produced by burning garbage can be used to create energy, which is better than leaving garbage to rot away in landfills.



“When you build an [incinerator], you are saying we will never get to zero waste, we are giving up that goal ... since we need to keep coming up with materials to feed the incinerator. So the incentive to recycle more goes down as a municipality.”

Jo-Anne St. Godard, Executive Director, Recycling Council of Ontario

Thinking about Perspective

Consider the different viewpoints, or perspectives, on burning garbage. Whose viewpoint do you most agree with? Why?

“I don’t know if there is an amazing technological solution. We’re not going to be able to vaporize the garbage. Hopefully, we educate people so they produce less waste—that’s the best thing we can do.”

Jim Harnum, Manager, Waste Management Division, Toronto

“[By building an incinerator, we] can at least take the energy out, instead of putting [garbage] into the landfill.”

Norman Lee, Head, Waste Management, region of Peel



This photo shows a garbage incinerator in Québec. Would you prefer to have an incinerator or a landfill in your community?

Inquire and Apply



- 1 Who should be involved in deciding whether a community should burn its garbage?
- 2 Formulate questions for an interview with one of the people quoted on page 28 or 29.

Pulling It Together

How Can We Contribute to the Common Good?

It's Up to You

Responsible, active citizens of Canada are involved in their communities.

Reflect

Why is it important to consider different perspectives when making a decision?

Take Action

Think about an issue at school or in your family. How will you deal with the issue? Whose perspectives will you consider before you decide how to act?

The community near Springbank park had an opportunity to give their opinion about the new skateboard park. When we take part in investigating and discussing issues in our communities, we contribute to the common good.

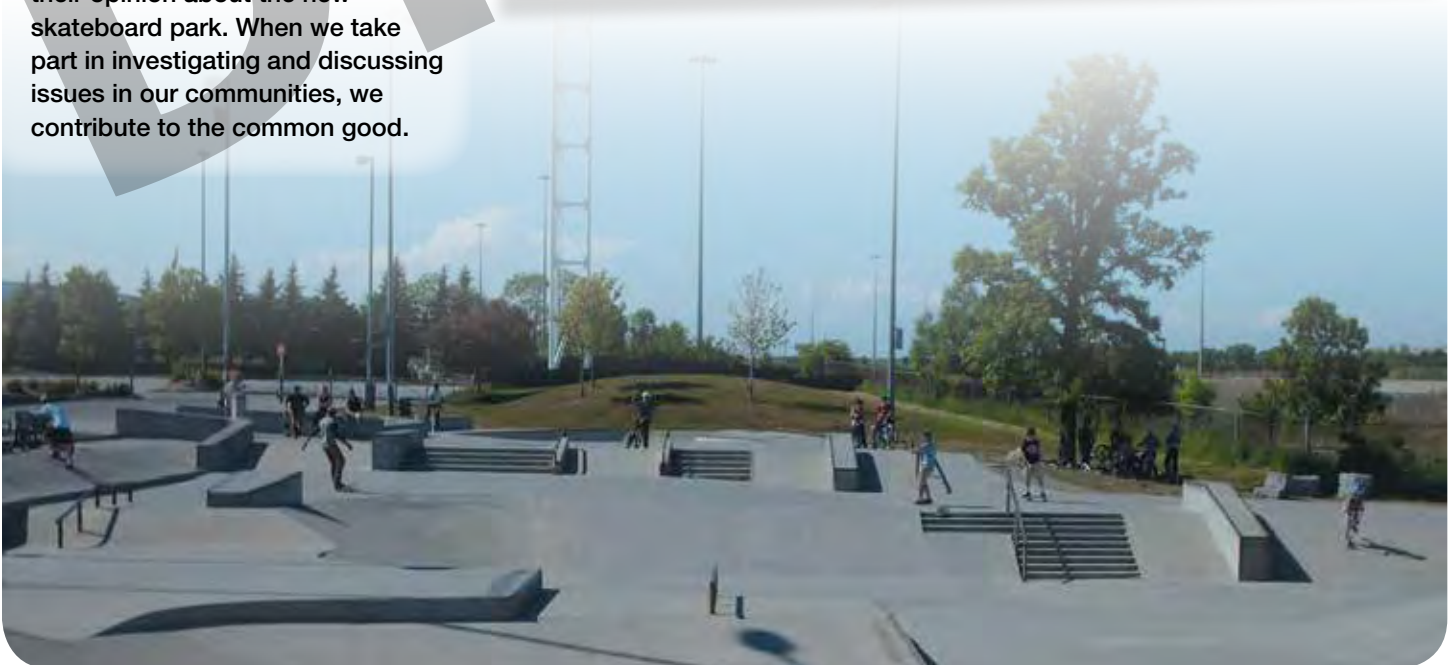


I didn't know how much local government affects my life. I also didn't realize how much I could affect my local government.

I looked online to find out more about the building of the Springbank skateboard park in my community. It was really interesting to read all the different points of view. I never would have thought about the different sides to the argument or why some people didn't like the idea of the park. I can see why it's important for people to speak up and share their opinions about city planning.

I'm glad community leaders listen to different points of view. From my perspective, I think the municipal government made a great decision to build a skateboard park in my community. I now have a safe place to practise my skills!

Taja



Summarizing

Refer back to the Learning Goals for this chapter. Create a word web to summarize what you have learned in this chapter. Identify significant ideas and relationships and in your web. Explain to a partner the ideas and relationships you have identified. Compare the relationships you and your partner identified. How did differences in your perspectives affect the choices each of you made?

Making Connections

Create a map of your community. Label at least three services that your local government provides. Beside each service, describe how it affects your life and your community.

Chapter Inquiry

At the beginning of this chapter, you considered the Big Question: How do local governments make decisions that support the common good?

Identify an issue in your community. Find out how your local government is dealing with that issue. Create a two-column chart to record facts as well as your thoughts about the issue. Next, develop three questions that could help you investigate this issue. Be sure to think about the Big Question as you develop your idea web. Remember, you want to dig deeply into this issue so that you can really understand it.

Refer back to the Learning Goals on page 14 to guide your inquiry.

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