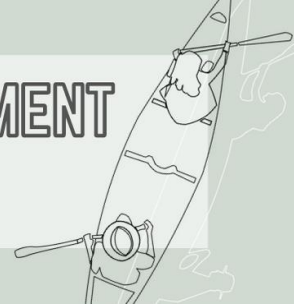


# NAVIGATING THE LAW TO PROTECT THE ENVIRONMENT

## ARE CLASS ACTIONS THE WAY TO GO? ADDITIONAL QUESTIONS



November 2020

### Grade 11 Social Studies [History of Canada](#)

#### Core questions (I-15)

- Who holds power and makes decisions in society?
- Who is left out?
- Who benefits and who suffers?
- What is a fair practice?
- What is a discriminatory or unfair practice?
- How is change created?

#### Cluster 5: Defining Contemporary Canada

- How has Canada been shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change? (III-116)
- How are the First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination? (III-128)

### Grade 12 Social Studies [Global Issues: Citizenship and Sustainability](#)

#### Essential Questions: Climate Change (BG-1.7)

- How do we know climate change is occurring?
- What major activities are producing the GHGs contributing to climate change?
- How does the media influence the way we see climate change?
- Who is affected most by changing weather patterns in Canada and globally?
- What is the difference between climate change and global warming?
- What efforts are being taken locally and globally to help stop/slow down climate change?
- What actions can we take now to reduce the risk posed by changing climate conditions and sea level rise?
- How do different countries view the threat posed by climate change and to respond to the changes expected to occur (i.e., developed countries with histories of emissions versus less developed countries wanting to industrialize vs. small island states)?

#### Essential Questions: Environment (BG-3.7 to BG-3.8)

*The environment: What is it? How does it function? What does it provide humans?*

- How does the environment play a part in our daily lives?
- What does the environment provide us with?
- Where do our resources and energy come from?
- How is our economy linked to the environment?
- How does an ecosystem function? What happens when we disturb a system?
- How do we view our environment? What are our attitudes towards it? Does anyone “own” the environment?
- Does our understanding of the environment affect how we use it?

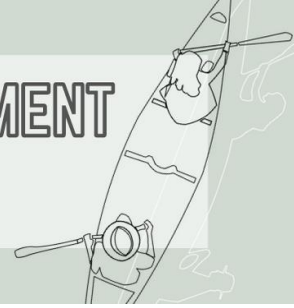


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*Our impact on the environment: How do we affect our environment? ...in Canada? ... globally? What are our assumptions about our relationship with the environment?*

- How do our lifestyles affect our environment? How have our lifestyles and impacts on the environment changed over time?
- What do we do in Canada that negatively affects our environment? How do our actions here affect the environment in other parts of the world?
- What do you feel Canada's responsibilities are to other countries? What are our responsibilities in relation to stopping climate change?
- What environmentally destructive patterns are we "stuck" in, and why do we have trouble getting out of them? ...at home? ...in Canada? ...globally?

*Environmental Solutions and Moving Forward*

- What can we do personally do to protect the environment?
- What are some of the solutions we can implement now to prevent further environmental damage?
- How do we talk about environmental issues? Who are the principal decision makers that can effect change?
- How should government, business, and citizens be working together to change the driving forces that create environmental problems?

**Essential Questions: Social Justice and Human Rights (BG-11.7)**

- How should we define social justice?
- What gains have we made for social justice? What social injustice exists?
- What are some of the causes of social injustice? ...in our communities? ...in Manitoba? ...in Canada? ...globally?
- What are the consequences of social injustice?
- How do you think we could work towards creating social justice? ...individually? ...as a community, here and globally?
- What is social action? What is activism? Who is an "activist"?
- What tactics are activists using both here and internationally?
- How has social action changed over time?
- What kind of tactics would you use to create positive change for an issue you care about?

**Essential Questions: Consumerism (BG-2.6)**

- What are the impacts on the environment of production and consumption in North America? ...on society? ...on people here and around the world? How does our consumption affect poorer people and nations?
- How do the media affect our thoughts and actions? Who/what influences our consumption choices? Whose needs are being met when we consume?
- Why does our society generally think of consumption as a good thing?
- How do consumption habits change as societies change? How do these changes affect our relationships with other people, here and around the world?

**Essential Questions: Wealth and Poverty (BG-10.11)**

- What measurable inequalities remain in Canada? Are these avoidable?



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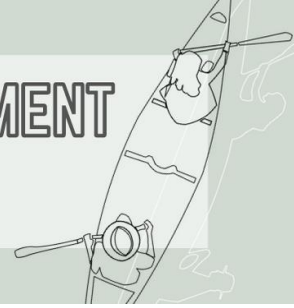


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- Are there structural conditions that limit access to resources or limit capabilities?
- What structures exist that keep things the way they are? What structures hold the potential for change?
- How do partnerships help open up new possibilities?

### Essential Questions: Indigenous Peoples, Global Issues and Sustainability (BG-13.7-BG-13.8)

- What are the concerns facing First Nations, Metis and Inuit people in Canada today? Why should these concerns matter to all Canadians?
- What is the connection between colonialism and the legal concerns facing First Nations, Metis, and Inuit Peoples?
- What are some of the current concerns that continue to interfere with the quality of life of Indigenous people across the globe?
- What are some of the ways to achieve reconciliation between First Nations, Metis and Inuit Peoples and non-Indigenous Canadians?

### Essential Questions: Oppression and Genocide (BG-8.6)

- Why or how is oppression linked to living conditions such as poverty, health, employment, or income? How does this relate to stereotyping people/groups?
- Is oppression necessary to maintain society as it currently exists?
- While we may recognize that someone is disadvantaged, we are less likely to recognize our own privilege. Is one person's over-privilege related to another's disadvantage (i.e., men's versus women's privilege)?

### Grade 12 Social Studies, [Current Topics in First Nations, Metis and Inuit Studies](#)

#### Essential Questions: Cluster 2

- How would you describe the relationship that existed among Indigenous nations and between Indigenous nations and the European newcomers in the era of the fur trade and the pre-Confederation treaties? (2-7)
- How have First Nations, Métis, and Inuit peoples attempted to regain their status as self-determining nations through land claims, recognition of treaty and Aboriginal rights, and the pursuit of self-government? (2-67)
  - Why is land important to First Nations, Métis, and Inuit peoples?
  - By what methods and with what results are First Nations, Métis, and Inuit peoples seeking realization of Aboriginal and treaty rights?
  - How has the struggle for self-determination by First Nations, Métis, and Inuit nations been affected by landmark court decisions, government policies and initiatives, and Indigenous resistance?

#### Essential Questions: Cluster 3

- What is the connection between colonialism and the legal issues facing First Nations, Métis, and Inuit peoples? (3-39)
  - What are the legal system issues affecting First Nations, Métis, and Inuit peoples today?



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