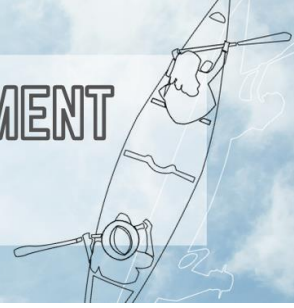


NAVIGATING THE LAW TO PROTECT THE ENVIRONMENT

FEET ON THE GROUND: YOUR RIGHTS WHEN YOU PROTEST

ADDITIONAL QUESTIONS



February 2021

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 3: Becoming a Sovereign Nation (1867-1931) [III-55 to III-84]

- Why did the Métis resist the westward expansion of Canada, and what were the consequences? (EQ 11.3.1, III-58)
- How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation? (EQ 11.3.3, III-72)

Cluster 4: Achievements and Challenges (1931-1982) [III-85 to III-112]

- How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution? (EQ 11.4.1, III-88)
- How did the establishment of national institutions contribute to defining Canadian identity? (EQ 11.4.2, III-94)

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? (EQ 11.5.1, III-116)
- How are the First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination? (EQ 11.5.3, III-128)

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

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 relationships between poverty and injustice?
- 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?
- Which government and social structures discriminate against and which empower Indigenous peoples? ...in Canada? ...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?



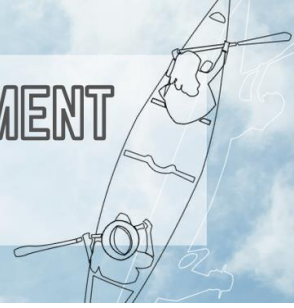
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Essential Questions: Poverty, Wealth and Power (BG-10.11)

- What measurable inequalities remain in Canada? Are these avoidable?
- Are there structural conditions that limit access to resources or limit capabilities?
- What kind of inequities are there between provinces in Canada? How are they managed? Who benefits most from “free trade”? Who benefits least?
- Who makes decisions related to our lives? 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: 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)?

Essential Questions: Peace and Conflict (BG-9.6)

- Is conflict always negative? Can you think of an instance where conflict might be positive?
- How do people of different ages or gender experience and/or deal with conflict differently?
- Should conflict resolution be different in different cultures?
- Why do youth have such an impact on peace and conflict? What do you see as youth’s role in conflict and peace?

Essential Questions: Media (BG-6.5)

- How does media influence, affect, and control us?
- How free is the press?
- What is the relationship among media control, power, and profit?
- What is the impact of new and alternative media?
- How does media literacy help us to become critical thinkers and responsible citizens?

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

- What are the policies and practices developed during the age of colonization that began the breakdown of Indigenous cultures?
- How have the policies and practices of governments in Canada suppressed First Nations, Métis and Inuit cultures?
- What is the connection between colonialism and the legal concerns facing First Nations, Metis, and Inuit Peoples?



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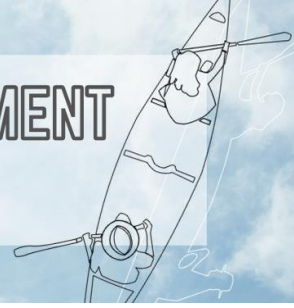
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February 2021

- Why is the preservation of Indigenous cultures vital for both Indigenous and other citizens of contemporary Canada?
- 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, Métis and Inuit Peoples and non-Indigenous Canadians?

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 is our economy linked to the environment?
- How do we view our environment? What are our attitudes towards it? Does anyone “own” the environment?

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 might economic growth affect the environment? How might a growing global population affect the environment? How might technology affect the environment?
- 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 is the relationship between wealth and environmental degradation? ...poverty and environmental degradation?
- 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

- How can we create a stronger understanding of the environment and its systems? How can we integrate knowledge of these systems into the way we live?
- What can we do personally 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: Climate Change (BG-1.7)

- How does the media influence the way we see climate change?
- 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)?



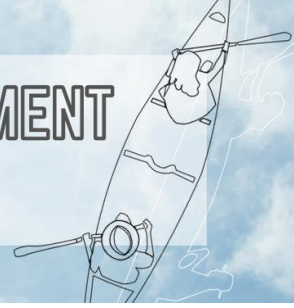
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Essential Questions: Consumerism (BG-2.6)

- 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?
- What does it mean to be a consumer versus being a citizen?

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

Essential Questions: Cluster 1: Image and Identity (1-7 to 1-44)

- What are the issues facing First Nations, Métis, and Inuit peoples in Canada today, and why should they matter to Canadians?
 - What are the “ghosts of history” (e.g., dishonoured treaties, theft of Aboriginal lands, suppression of Aboriginal cultures, abduction of Aboriginal children, impoverishment and disempowerment of Aboriginal peoples) as identified in the Report of the Royal Commission on Aboriginal Peoples?
 - What have been the consequences of these “ghosts” (i.e., how have these issues affected the quality of life of First Nations, Métis, and Inuit peoples, as well as the relationship between Aboriginal and non-Aboriginal Canadians)?
 - Why should these “ghosts” matter to all Canadians?

Essential Questions: Cluster 2: A Profound Ambivalence: First Nations, Métis, and Inuit Relations with Government (2-7 to 2-84)

- 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)
 - 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: Toward a Just Society (3-1 to 3-66)

- What is the connection between colonialism and the legal issues facing First Nations, Métis, and Inuit peoples? (3-39)
 - How has the role of justice practices for First Nations, Métis, and Inuit peoples evolved over time?
 - What are the legal system issues affecting First Nations, Métis, and Inuit peoples today?



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