

Explorations - Social Studies 11 Blackline Masters

Additional Product Information

Using the Blackline Masters

- This *Blackline Masters* is intended for use with *Explorations - Social Studies 11 Student Workbook*.
- Like the *Student Workbook*, the *Blackline Masters* is divided into five units, each unit providing an introductory sample to a different social studies discipline. The five units are:

Unit 1: Twentieth Century World History

Unit 2: Political Studies

Unit 3: Economic Theory and Practice

Unit 4: Human and Physical Geography

Unit 5: Social Justice

- These units are presented in the *Student Workbook* and *Blackline Masters* independent of each other. They do not need to be taught in order, and no one unit is a prerequisite for another.

All units in the *Blackline Masters* include the following:

Exercise Worksheets

Exercises designed to allow students to develop a deeper understanding of the material in the text, and to establish and refine their own ideas, opinions, and perspectives of the topics at hand.

Research Assignments

Assignments for which students choose a specific topic to independently research.

Projects

Each unit includes two projects. Different projects involve group activities, class presentations, artistic expression, applied cartography, conducting interviews, film studies, and more.

Essay Questions

A wide variety of essay questions are provided for each unit, inviting students to further explore the ideas, theories, arguments, models, and case studies introduced in the *Student Workbook*.

Assigned Readings

Each unit of the *Student Workbook* is broken down into a series of appropriately sized reading sections to be assigned for homework. Each reading section has a corresponding "Reading Quiz."

Reading Quizzes

All units include multiple quizzes which teachers may use to ensure students complete their readings.

Tests

Two tests for each unit, all presented in a consistent format. Tests include factual information components such as true or false, terminology, matching, and multiple choice, as well as short answer, paragraph answer, and long answer questions.

Answer Keys

Answer keys are provided for all exercises, quizzes, and tests.

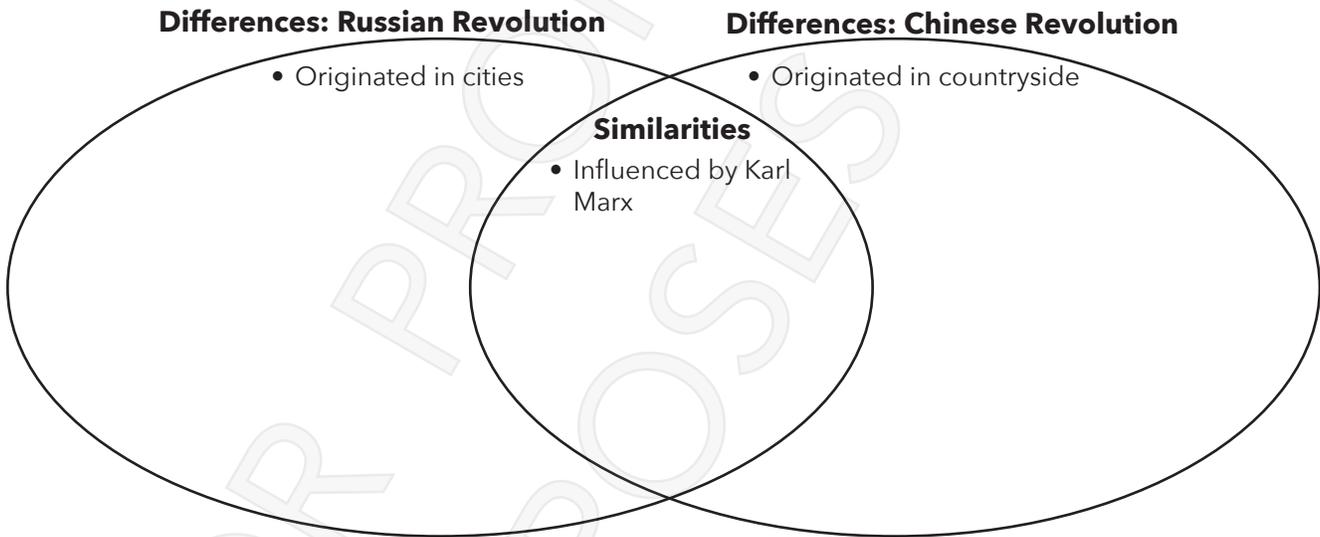
These sample pages are intended for promotional purposes only.
The following pages are not in consecutive order.

UNIT 1: HISTORY - EXERCISE 13

COMPARE AND CONTRAST EVENTS FROM WORLD HISTORY

Questions 4-7 compare and contrast the communist revolutions in Russia and China.

- 4. Who was the leader of the...
 - a) Russian Communist Revolution? _____
 - b) Chinese Communist Revolution? _____
- 5. Who did the Communists defeat...
 - a) in Russia? _____
 - b) in China? _____
- 6. Write the full name of the new country that was formed after the revolution...
 - a) in Russia: _____
 - b) in China: _____
- 7. Use the Venn Diagram below to compare and contrast the communist revolutions in Russia and China. An example has been done for you.



- 8. Which other countries experienced communist revolutions in the twentieth century?

- 9. During the twentieth century, what did most communist countries have in common? List as many points as you can think of.

Name _____ Block _____ Date _____

UNIT 2: POLITICS - EXERCISE 11

CANADIAN ELECTIONS

9. Describe how the rate of voter turnout is calculated.

10. Explain the issue of voter apathy.

11. In your opinion, is voter apathy a cause for concern in Canada? Please explain.

12. Do you think that Canadian citizens should be required to vote, or should voting be voluntary? Please explain your reasoning.

13. Fill in the blanks:

Canada is divided into _____ electoral districts, which are also called _____.

In each district, voters elect a _____ (MP), who acts as their representative in

Parliament. Each elected representative has one _____ in the House of _____.

14. The approximate population of each electoral district in Canada is _____

15. Briefly summarize the difference between direct democracy and representative democracy.

16. What is a referendum? Provide two examples of referendums in Canada.

UNIT 3: ECONOMICS - EXERCISE 8 *Refer to pages 155-159*
TYPES OF ECONOMIES AND ECONOMIC SYSTEMS

1. What are the main functions of an economy?

2. Fill in the table below with descriptions for each of the four types of economies.

Traditional Economy	
Planned Economy	
Market Economy	
Mixed Economy	

3. What are the benefits associated with planned economies?

4. What are the benefits associated with market economies?

5. Which of the above four types best describes Canada's economy?

6. In your opinion, which type of economy presents the best means of organizing a country's economic activity? Explain your reasoning.

Name _____ Block _____ Date _____

UNIT 4: GEOGRAPHY - EXERCISE 11
ENERGY AND RESOURCES

Refer to pages 244-254

1. Provide five examples of energy resources.

2. Explain the meaning of the term "renewable energy." Provide three examples.

3. In your own words, describe how fossil fuels are formed. Be sure to use the word "carbon" in your explanation.

4. Is nuclear power an example of a renewable or non-renewable source of energy? Please explain.

5. Briefly summarize the process by which fossil fuels are used to generate electricity.

6. Briefly summarize the process of hydroelectricity production.

UNIT 5: SOCIAL JUSTICE - EXERCISE 6
GENOCIDE STUDIES

Refer to pages 312-322

1. Write a definition of "genocide" in your own words.

2. According to Article II of the Genocide Convention (page 313), what acts are considered genocide? Write your answer using your own words.

3. a) In your own words, list the acts punishable under Article III of the Genocide Convention.

b) Why do you think the Genocide Convention emphasizes the importance of punishing those responsible for genocide?

4. Explain the role of propaganda in carrying out a genocide. For bonus marks, provide an example.

5. Describe the potential impacts of genocide denial, and explain why it is unjust.

6. Do you think that cultural genocide should be considered genocide? Or should the use of the term "genocide" only be used to refer to explicit acts of violence? Please explain.

UNIT 3: ECONOMICS - RESEARCH ASSIGNMENT 1

ECONOMIC CRISES

For this exercise, your task is to choose a recession or economic crisis to research, and then use what you have learned to answer the following questions. You may choose an economic crisis from the list below, or you may choose a different one. Your chosen economic crisis may be historical, from recent years, or it may be ongoing.

- *Tulip Mania (1637)*
- *The Credit Crisis of 1772*
- *The Long Depression (1873-1896)*
- *The "Quiet" Depression of 1920-21*
- *The 1973 Oil Crisis*
- *Latin American Debt Crisis (1970s-1980s)*
- *Early 1980s Recession*
- *Black Monday (1987)*
- *Early 1990s Recession*
- *The Asian Crisis of 1997*
- *1998 Russian Financial Crisis*
- *2001 Recession (also called the Dot-com Bubble, or the Tech Bubble)*
- *2008-2009 Global Financial Crisis (also called the Great Recession)*
- *Greek Debt Crisis (beginning in 2009)*

1. What is the name of your chosen economic crisis?

2. Where did this economic crisis originate?

3. Which countries were involved in this economic crisis?

4. How long did this recession or economic crisis last?

5. How long did it take for the affected economies to recover from this crisis?

6. Who were the people most impacted by this economic crisis?

UNIT 4: GEOGRAPHY - PROJECT 2

HANDS-ON CARTOGRAPHY

Refer to pages 222-225

Imagine your classroom has just ordered a brand new big screen TV. It is your job to ensure that the delivery person will be able to deliver the TV to the right classroom.

For this exercise, your task is to draw a map of your school, complete with a compass, a scale, and a legend. You will then use your map to help the delivery person deliver the TV to your classroom.

Your map should show a top view (or "bird's eye view") of both the interior and exterior layout of your school. Imagine that your school has had its roof taken off, and you are looking down on it from a helicopter. You may choose to draw your map on a sheet of grid paper, on a large poster, or using a computer program.

On your map, be sure to include the following:

- The street(s) that your school is accessed from.
- The parking lot and driveway.
- Any playgrounds or fields around the property.
- Any walkways or sidewalks.
- The school's walls. Be sure to differentiate between exterior walls and interior walls. (Ex: exterior walls may be drawn thicker.)
- Doorways.
- The principal's office.
- Classrooms, including yours.
- Hallways.
- Any other major features in your school, such as a cafeteria, gymnasium, and library, etc.

Note: If your school is arranged over several floors, you will need to use more sheets of paper to draw each floor. Also, be sure to indicate where stairways are located.

Also include a compass, a legend, and a scale:

Compass: The map does not need to be arranged so that north is shown at the top of the page. You may position your map any way you like; just be sure to add a compass so that we know which direction is north.

Legend: In your legend, indicate and define the symbols you use on the map. The legend should make it easy to identify doorways, staircases, pathways, grass fields, and concrete surfaces, etc.

Scale: Include an approximate scale. To determine the map's scale, measure the distance between two points on the map, and then measure the distance between those same points in real life. If the distance on the map is 1 centimetre, and the distance in real life is 50 metres, then simple math tells us that the scale is 1:5,000 (1 cm to 5,000 cm, which is equal to 50 metres). See pages 223-224 of the *Student Workbook* for assistance with map scales.

Once you have drawn the map, write a detailed description for the delivery person, with step-by-step instructions explaining how to access the school from the street, where to park, where to check in at the office, and how to find your classroom. Remember, if the delivery person can't find your classroom, then he or she won't be able to deliver the TV, so make sure your instructions are as clear as possible.

