The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of Social Studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens. **Children's Literature:** A list of book titles aligned to the 6th-12th Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: http://www.gcss.net/uploads/files/Childrens-Literature-Grades-6-to-12.pdf

TEACHER NOTES
6TH GRADE SOCIAL STUDIES
Latin America and Canada
- HISTORICAL UNDERSTANDINGS -

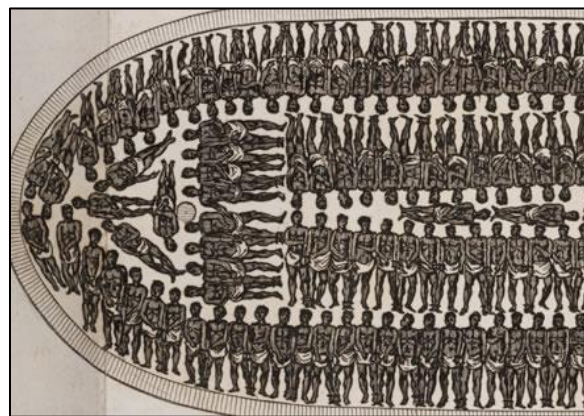### SS6H1 - Explain conflict and change in Latin America.

Standard H1 explores the contemporary events of Latin American history which have shaped the current geopolitical and socioeconomic climate of the region. As with all 6th grade historical standards, it is not intended to serve as an exhaustive history of the region, but rather a snapshot of major events and historical trends that help explain the current state of Latin American affairs. In this regard, special attention is given to the transformative influence of Spanish and Portuguese exploration and colonization in the region, the cultural and economic impact of the transatlantic slave trade, the geopolitical impact of Cuba's 1959 communist revolution, and the status of U.S. relations with the region's major state actors in light of its prevailing poverty issues, drug trafficking, and immigration disputes.

SS6H1 - Explain conflict and change in Latin America.
a. Describe the influence of African slavery on the development of the Americas.

With the rapid expansion of European influence into the **New World** , the need for a cheap and steadily-available labor force to establish and maintain colonial industries and infrastructure – particularly as relates to the cultivation and exportation of sugarcane and coffee – was crucial. Spanish and Portuguese landowners at first sought such a labor force among the conquered **indigenous** populations of Latin America; however, the arrival of Europeans in the New World brought with it a number of virulent diseases (e.g., small pox) which decimated native populations. As such the Spanish and Portuguese began importing slave labor from West Africa in what became known as the **transatlantic slave trade**.

African Slave Ship Diagram (Wikimedia Commons)

Sanitation and living conditions on the many slave ships, which brought black Africans to the Americas, were deplorable; the mortality rate on such journeys was typically 25%.[1] This black African slave labor force was impressed into agricultural work on plantations and **haciendas** throughout Latin America, as well as in gold and diamond mines in Brazil.

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[1] Klein, Herbert S., et al. "Transoceanic Mortality: The Slave Trade in Comparative Perspective." William and Mary Quarterly, LVIII, No. 1 (January 2001), pp. 93-118.

Although slavery was abolished in Europe in the early 19th century, it persisted in Latin America through the 1880s, most notably in Cuba and Brazil.[2] Over time intermarriage among those of Spanish and Portuguese ancestry with indigenous peoples and black Africans gave rise to a new cultural identity in Latin America which prevails today.

* The impact of European interference on the African continent, as well as the psychological effect of the transatlantic slave trade, are more deeply explored in the 7th Grade Social Studies course.

- **hacienda** – Spanish agricultural plantations throughout Latin America during the colonial period.
- **indigenous** – Term referring to the native peoples or species of a given place; synonymous with *aboriginal*.
- **New World** – General term used to describe the newly discovered Americas during the European Age of Exploration; this is in contrast to the "Old World" of the eastern hemisphere, particularly Europe.
- **transatlantic slave trade** – The enslavement and forced transportation of 12-15 million black Africans to the Americas between the 15th and 19th centuries; associated terms include the *triangular trade* and the *middle passage* across the Atlantic.

Resources:

Digital History (University of Houston)
"American Slavery in Comparative Perspective." (2016)
A concise and informative article on the treatment of black African slaves throughout the Americas
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3044

Trans-Atlantic Slave Trade
Information on almost 36,000 slaving voyages
http://slavevoyages.org/

SS6H1 - Explain conflict and change in Latin America.

> b. **Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.**

The **Colombian Exchange**, which began with Christopher Columbus in 1492, was not merely a question of agricultural commodities exchange between Europe and the Americas. This 15th century example of **globalization** was also cultural in scope. The diffusion of **Iberian** languages and religious beliefs throughout Latin America during the colonial period has had an indelible impact on the development of the region.

In terms of language, both Spanish and Portuguese are classified as **Romance** languages, meaning they derive from the Latin language once used throughout the Roman Empire in Europe. Although grammatically similar, the two languages are quite different from one another phonetically and structurally.

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[2] Abolition of Slavery in the Americas. International Slavery Museum. 2016. Web. 16 Sep. 2016.

Language distribution in Latin America
(Wikimedia Commons)

The influence of Spanish is most pronounced throughout Mexico, Central America (excepting Belize), northern and western South America, and the western Caribbean. There are more Spanish-speakers in Mexico today than there are in Spain itself.

Portuguese, meanwhile, is the official language of Brazil. Although Spanish is spoken in more individual countries throughout South America, Portuguese is the most-spoken language on the continent given Brazil's estimated 208 million population.[3]

Both Spain and Portugal were officially **Roman Catholic** kingdoms during the age of exploration and colonization, and as such both promoted the Christian faith throughout their respective Latin American colonies. As a result, the region remains heavily Christianized today.

Latin American Greetings	
Spanish **¡Buenos días!** (*bway-nohs DEE-us*)	Brazilian Portuguese **Bom dia!** (*bohm JEE-ah*)

- **Colombian Exchange** – The movement of peoples, agricultural commodities, diseases, and cultures between the Old World and New World during the European Age of Exploration.
- **globalization** – Process of interaction and integration among various parts of the world through commerical and cultural exchange.
- **Iberian** – Referring to the nations and cultures of Europe's Iberian Peninsula, Spain and Portugal.
- **Roman Catholic** – The largest denomination of Christianity in the world to date.
- **Romance** – Referring to the languages and cultural characteristics which evolved out of the Latin-speaking Roman Empire.

Resources:

CIA World Factbook
Provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities
https://www.cia.gov/library/publications/the-world-factbook/

"Religion in Latin America" (Pew Research Center)
An article on the changing religious statistics of Latin America
http://www.pewforum.org/2014/11/13/religion-in-latin-america/

> **SS6H1 - Explain conflict and change in Latin America.**
> c. **Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.**

Prior to 1959, Cuba was a relatively American-friendly nation. Although the island had languished under the dictatorship of **Fulgencio Batista** since 1952, U.S. investment on the island was booming – particularly with regard to the sugar industry.[4]

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[3] Population, total. The World Bank. 2016. Web. 17 Sep. 2016.
[4] "Pre-Castro Cuba." American Experience: Fidel Castro. PBS. 21 Dec. 2004. Web. 18 Sep. 2016.

Fidel Castro and Nikita Khrushchev
(Wikimedia Commons)

All of this changed on 1 January 1959 when **Fidel Castro** seized power and declared the island a **communist** state. All American-owned property on the island – as well as all Cuban-owned private businesses, factories, and farmland – was declared the property of the state. Basic personal freedoms of expression were suspended; media outlets were shutdown; even churches were closed and their property seized.

In response to Castro's repressive takeover, the United States placed an economic **embargo** on Cuba, which blocked the island's sugar exports to American markets. This action was countered by the **Soviet Union**, who became fast friends with the new Cuban leadership, agreeing to purchase its sugarcane as well as provide the Castro regime with weapons and military training.

Although the Castro regime did provide improvements to education and healthcare, civil rights on the island were severely restricted.[5] And, as one might expect, having a communist state situated so close to American soil – there are only 90 miles lying between Cuba and Key West, Florida – did not sit well with the U.S. government.

In a watershed moment of the **Cold War**, the Cuban government agreed to allow the U.S.S.R. to build a missile launching complex on the island, as well as house a substantial complement of intermediate and medium-range ballistic missiles there. This was discovered by U.S. intelligence in 1962, sparking a thirteen-day standoff known as the **Cuban Missile Crisis**.

Soviet premier **Nikita Khrushchev** argued that the placement of missiles in Cuba was aimed at countering the presence of American Jupiter missiles in Italy and Turkey. The Soviet government also claimed the move was in reponse to the failed American-backed **coup** against Fidel Castro at the Bay of Pigs one year earlier.)[6]

Range of Soviet medium- (MRBM) and intermediate-range (IRBM) ballistic missiles deployed to Cuba (Wikimedia Commons)

Although the **Kennedy** administration diffused the situation through diplomatic means, the Cuban Missile Crisis was arguably the closest the world – up to that point – had ever come to a Third World War.

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[5] History.com Staff. "Fidel Castro" Cold War. History.com 2008. Web. 18 Sep. 2016.
[6] The Cuban Missile Crisis, October 1962. Milestones: 1961-1968. Office of the Historian. Bureau of Public Affairs. United States Department of State. N.d. Web. 18 Sep. 2016

U.S.-Cuban relations remained tense for the next half-century. Only recently have diplomatic relations been normalized between the United States and Cuba. Each nation reopened its embassy in the other's capital in July 2015. The U.S. eased trade restrictions on Cuba in January 2016. Two months later, Barack Obama became the first U.S. president to visit Cuba in 88 years. In addition, the decades-old American policy of permitting Cuban nationals to immigrate to the United States without a visa was suspended as of January 2017.[7] See the 6th grade teacher tutorial content video "Cuba Then and Now" for additional information https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Grade-6.aspx

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- **Batista, Fulgencio** – former president and later dictator of Cuba prior to the 1959 Cuban Revolution
- **Castro, Fidel** – former communist dictator of Cuba who led the ouster of Fulgencio Batista in the 1959 Cuban Revolution
- **Cold War** – sociopolitical, military, and economic conflict between the world's Western capitalist democracies (i.e., Western Europe and the United States) and its Eastern communist regimes (i.e., the USSR and China) from the end of World War II through 1991
- **communist** – an economic system wherein private ownership is largely forbidden and all industries and resources are under the control of the state
- **coup** – the act of overthrowing an existing governing authority
- **Cuban Missile Crisis** – 1962 Cold War event wherein the Soviet Union, with the agreement of the Catro regime, placed intermediate and medium-range ballistic missiles on the island of Cuba which were capable of striking the United States
- **embargo** – economic policy which blocks all trade with a given nation, typically due to safety and/or humanitarian concerns; embargoes are also enacted to sanction enemy nations
- **Kennedy, John F.** – president of the United States at the time of the Cuban Missile Crisis
- **Khrushchev, Nikita** – leader of the Soviet Union at the time of the Cuban Missile Crisis
- **Soviet Union** – abridged name used to describe the former communist government of Russia during Cold War; also known as the U.S.S.R.

Resources:

"Castro and the Cuban Revolution" (History Channel – TV14)
Four-minute video about Fidel Castro's 1959 communist takeover of Cuba
http://www.history.com/topics/cold-war/fidel-castro/videos/castro-and-the-cuban-revolution

U.S.- Cuba Relations (CFR Backgrounders)
Extensive article and infographics pertaining to the history and current state of U.S.-Cuban relations
http://www.cfr.org/cuba/us-cuba-relations/p11113

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[7] Whitefield, Mimi. "Obama ends controversial policy that allowed Cubans to enter U.S. without visas." Miami Herald. 12 Jan. 2017. Web. 26. Jan 2017.

SS6H1 - Explain conflict and change in Latin America.

    d.   **Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.**

There are several prevailing socioecomic issues which affect the lives and livelihoods of Latin Americans. These same issues have also had a dramatic impact on the development – or the underdevelopment – of the region as a whole.

Rampant poverty is a major concern throughout Latin America as a whole. Even in the case of Brazil – a **BRICS** nation and one of the region's fastest growing economies – the level of **rural** poverty is over 50%.[8] In a region of nearly 650 million people, one in five lives in chronic poverty. [9] This is due largely to a regional lack of high-quality, high-skill employment opportunities as well as insufficient investment in and access to education. Over half of 15-year-olds in Latin America are functionally illiterate; math and science competency scores across the region are especially low.[10] Such sobering statistics make it easy to understand why the region is struggling economically.

Most of Latin America was once dubbed the "Third World"; however, since the end of the **Cold War**, the term "developing nation" is more commonly used to describe many of the countries found in this region.

The war on drugs throughout Latin America is another issue depressing regional development. Cocaine production is most pronounced in the **Andean** region of South America (i.e., Colombia, Peru, and Bolivia), with Central America (particularly Guatemala) and Mexico serving as the corridor through which the trade is funneled into the United States.[11] U.S.-backed efforts to inhibit regional drug **trafficking**, such as the Central American Regional Security Initiative (CARSI) and Plan Colombia, have only been marginally successful. This is due in large part to government corruption and collusion with the various drug **cartels** of the region. Civilian casualties in Latin America associated with **narco-terrorism** number in the tens of thousands.[12]

Between the war on drugs and the general lack of economic opportunities in the region, many **Latinos** have **emigrated** to the United States in search of safer living conditions and stabler work environments. This pattern of mass migration to the U.S., particularly over the last two decades, has occurred both through legal **naturalization** as well as illegal immigration via the nearly 2,000-mile long U.S.-Mexico border. Government corruption, minimal job and education opportunities, and narcotics-driven gang violence have contributed to an unprecedented surge in unaccompanied Central American minors entering the U.S. since 2011.[13] Latinos at present make up the largest minority group in the United States.


[8] Brazil. The World Bank. 2016. Web. 21 Sep. 2016.

[9] Vakis, Renos, et al. "Left Behind: Chronic Poverty in Latin America and the Caribbean." World Bank. 2015. Web. 21 Sep. 2016.

[10] World Fund. 2013. Web. 21 Sep. 2016.

[11] "Drug Trafficking in Latin America." Drug Policy Alliance. 2016. Web. 22 Sep. 2016.

[12] Huey, David. "The US War on drugs and its legacy in Latin America." The Guardian. 3 Feb. 2014. Web. 22 Sep. 2016.

[13] Meyer, Peter J., et al. "Unaccompanied Children from Central America: Foreign policy Considerations." Congressional Research Service. Federation of American Scientists. 11 Apr. 2016. Web. 22 Sep. 2016.
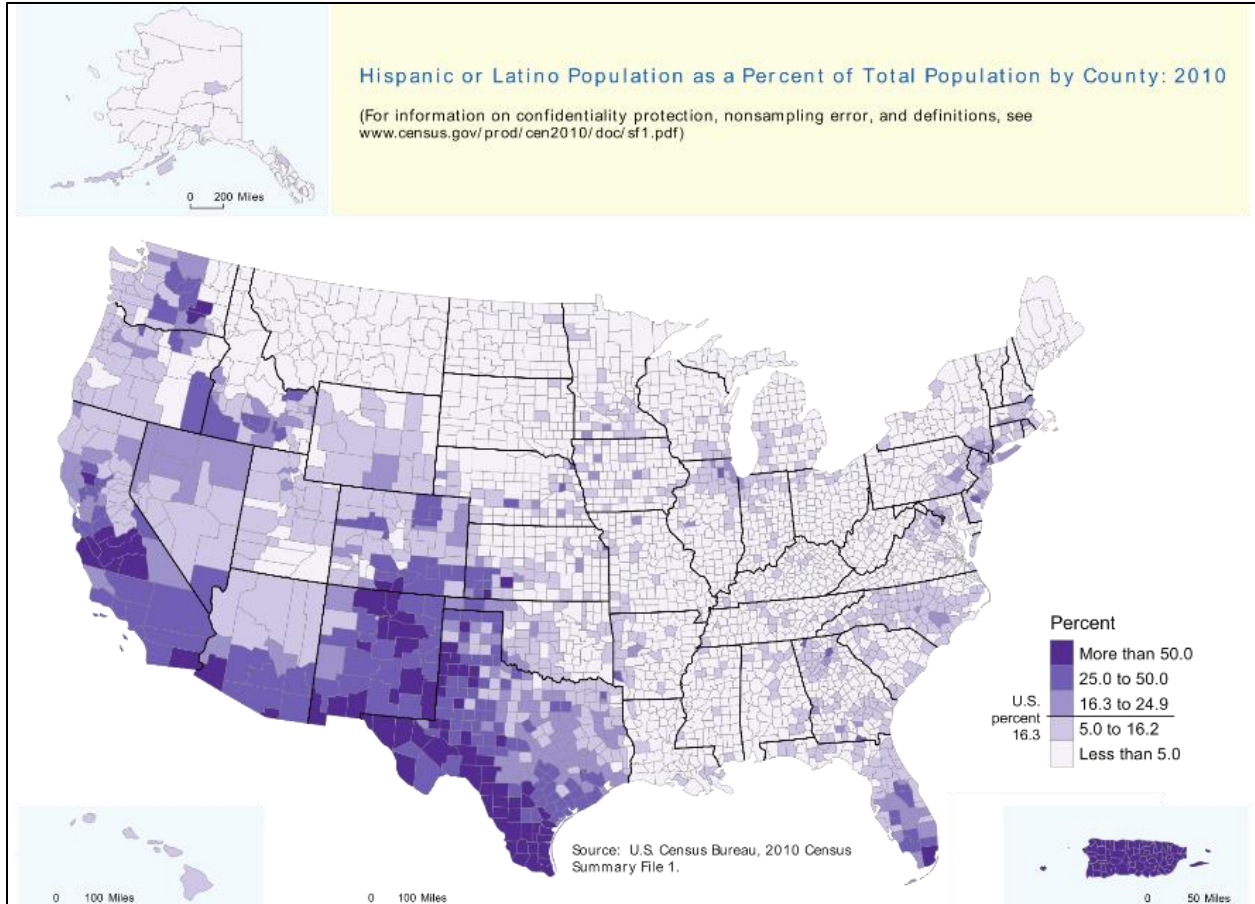
Latino population centers throughout the United States as of 2010
(Wikimedia Commons)

- **Andean** – geographic term for countries located along the Andes mountain range of South America
- **BRICS** – political science term used for the world's five fastest-growing economies: Brazil, Russia, India, China, and South Africa
- **cartel** – a group which dominates the trade of a specific product or service
- **Cold War** – period of time, from the end of World War II until the collapse of the Soviet Union in 1991, characterized by frequent military and diplomatic rows between the United States and U.S.S.R.
- **emigrate** – to relocate to a new country for the purpose of employment
- **Latino** – general term for those with Latin American ancestry from a Spanish-speaking country
- **narco-terrorism** – violent extremism associated with the illegal drug trade, particularly as relates to cocaine or heroin
- **naturalization** – the process by which a citizen of one country may become a legal citizen of another country
- **rural** – an area that is largely countryside; this is in contrast to an *urban* (i.e., city) area
- **trafficking** – the illegal smuggling of people or products (especially drugs or weapons)

Resources:

"Poverty in Latin America: Where do we come from, where are we going?" by Santiago Levy (Brookings Institution, 2016)
An op-ed about the state of regional development in Latin America
https://www.brookings.edu/opinions/poverty-in-latin-america-where-do-we-come-from-where-are-we-going/

U.S.-Mexico Relations, 1810-Present (CFR Interactive)
An interactive timeline of major events which have shaped American relations with Mexico.
http://www.cfr.org/mexico/us-mexico-relations-1810-present/p19092

SS6H2 – Describe Quebec's independence movement.

Standard H2 explores the history and cultural dynamics behind Canada's Anglo-French rivalry, particularly as relates to the Quebec sovereignty movement.

As a byproduct of its colonial past, Canada is a nation with two distinct cultural identities.

Following the **Seven Years' War** (1754-1763), the American extent of which was known as the **French and Indian War**, Britain wrested control of eastern Canada from the French Empire. In so doing, under what became known as the **Quebec Act** (1774), Britain did not require its newly acquired **francophone** citizens to assimilate culturally. Resultantly, eastern Canada today – especially **Quebec** – is composed primarily of French-speaking Roman Catholics, whereas the rest of Canada is largely English-speaking Protestants.

Quebec Province (1763-1791)
(Wikimedia Commons)

The political movement for Quebec to separate from Canada as an independent, French-speaking nation can be traced back to a controversial 1967 speech delivered by French president **Charles de Gaulle**, in which he remarked *«Vive le Québec libre!»*[14] ("Long live a free Quebec!") From there, Quebec's quest for **autonomy** began in earnest.

Referendums on Quebec's **sovereignty** took place in 1980 and in 1995; both were unsuccessful.[15] The **province**'s separatist movement has been fairly dormant since then; however, in the wake of the 2016 **Brexit** vote, the potential for a third referendum looms.[16] The success of a third such vote is uncertain.

- **autonomy** – political independence
- **Brexit** – term for the United Kingdom's 2016 vote to separate from the European Union
- **De Gaulle, Charles** – leader of the French Resistance during World War II and later president of France
- **francophone** – French-speaking

[14] Pronounced (*veev luh KAY-bek lee-bruh*)
[15] "Separatism." Historica Canada. N.d. Web. 23 Sep. 2016.
[16] Lowrie, Morgan. "Quebec Separatists See New Hope After Brexit Vote." Canadian Press. Huffington Post. 24 Jun. 2016. Web. 23 Sep. 2016.

- **province** – a political division, similar to a state
- **Quebec** – a predominantly French-speaking province of eastern Canada
- **Quebec Act** – 1774 Act of Parliament permitting the citizens of Quebec to retain their French language and Catholic faith
- **referendum** – a special vote on a specific issue
- **Seven Years' War / French and Indian War** – 18th century war between the major powers of Europe and the Ottoman Empire
- **sovereignty** – the right to self-rule

Resources:

Quebec Act (Early Canadiana Online)
The complete original Quebec Act document.
http://eco.canadiana.ca/view/oocihm.48786/3?r=0&s=1

"Neverendum referendum: Voting on independence, Quebec-style" by Nick Bryant (BBC, 2014)
Article on the failed Scottish referendum of 2014 and its implications on Quebec's future sovereignty.
http://www.bbc.com/news/magazine-29077213

GEOGRAPHIC UNDERSTANDINGS -
SS6G1 – Locate selected features of Latin America.

Standard G1 is designed to give students a general overview of Latin America's physical and political geography. It is not an exhaustive look at the map as a whole, but rather a snapshot of major physiographic features and selected countries-in-focus.

> **SS6G1 – Locate selected features of Latin America.**
>   e. **Locate on a world and regional political-physical map: Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.**

Latin America, as a geographic region, extends from Mexico, south through the Central American land bridge, to the southernmost tip of the South American continent, and east across the Caribbean Sea. The region is bordered by the **Pacific Ocean** to the west and the **Atlantic Ocean** to the east. Other major bodies of water bounding Latin America include: the **Gulf of Mexico**, off the eastern coast of Mexico; and the **Caribbean Sea**, located east of Central America and north of South America.

In North America, the **Sierra Madres** refer to a series of mountain ranges extending along the eastern, western, and southern sides of Mexico. Collectively this mountain system covers over 1,700 miles of terrain.

Cutting across the southern portion of the Central American land bridge – which is, in fact, actually part of the North American continent – is the **Panama Canal**. Constructed in 1914 across the Isthmus of Panama, this man-made waterway allows for the passage of vessels between the Caribbean Sea and the Pacific Ocean.

Selected physiographic features of Latin America
(Wikimedia Commons)

In South America, the **Andes Mountains** extend down the western side of the entire continent for nearly 4,500 miles. Also located in South America, on its western central coast, is the **Atacama Desert**. This desest, located primrily in Chile, is over 600 square miles in size and is the driest place on Earth.

Flowing across the north central part of the continent is the **Amazon River**. Located primarily is Brazil, the nearly 4,000-mile long Amazon is the world's second longest river after the Nile (which is located in eastern Africa.)

Resources:

National Geographic Maps
Interactive political, physical, and thematic maps
http://www.nationalgeographic.com/kids-world-atlas/maps.html

SS6G1 – Locate selected features of Latin America.

f. **Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.**

Selected countries located in Latin America
(Wikimedia Commons)

Latin America, as a cultural region, is composed of twenty countries and six territories. Standard G1b only address six of these countries/territories, however, in an effort to give students a snapshot overview of the region.

In North America, students will locate **Mexico**, the United States' southern neighbor and **NAFTA** trading partner. There are more Spanish-speakers in Mexico today than in Spain itself.

In Central America, students will locate **Panama**, famed for its canal of the same name.

In the Caribbean, students will locate **Cuba**, which has in recent years attempted to normalize diplomatic and commercial relations with the U.S. The nation remains the only communist state in the western hemisphere.

And in South America, students will locate **Brazil**, **Chile**, and **Colombia**. Brazil has the continent's largest total land area, economy, and population. Chile is an Andean nation with perhaps the strongest history of democracy in South America. Colombia, meanwhile, is arguably the most troubled nation on the continent, particularly as relates to the illegal **narcotics** trade.

- **NAFTA** – North American Free Trade Agreement
- **narcotics** – Any contolled, non-medicinal substance (especially drugs)

Resources:

BBC Country Profiles
Information and maps of countries of the world
http://news.bbc.co.uk/2/hi/country_profiles/default.stm

SS6G2 – Explain the impact of environmental issues in Latin America.

Standard G2 provides students with a deeper understanding of how human beings can impact the environments in which they live. It focuses on examples from Mexico and Brazil.

SS6G2 – Explain the impact of environmental issues in Latin America.

a. Explain the causes and effects of air pollution in Mexico City, Mexico.

Mexico City, the capital of Mexico, has some of the worst air pollution of any major city on Earth. The issue stems from the city's low elevation coupled with the energy and transportation requirements of its nearly 9 million residents.

Mexico City smog (Wikimedia Commons)

Located on the site of the former Aztec capital of Tenochtitlán, Mexico City is one of the nation's largest industrial regions. More than 50,000 industries operate in or around this area. A substantial number of Mexicans have emigrated to Mexico City as a result.

Between the factory and coal power plant emissions and vehicle exhaust, Mexico City's air quality is extremely poor. Air quality flags are flown daily to designate the **smog** levels, particularly in the dry winter months.[17]

In an effort to combat its air pollution, Mexico City limits the number of days its citizens are permitted to operate their personal motor vehicles. Mass transit systems, such as the city's bus and train networks, are encouraged as an alternative means of transportation.

- **smog** – An atmospheric phenomenon whereby vehicle exhaust and factory smoke combine with fog.

Resources:

"In Mexico City, the Return of terrible Smog" by Carrie Kahn (NPR)
Article about the human-environmental impact of Mexico City's air quality issues.
http://www.npr.org/sections/parallels/2016/04/13/474098405/in-mexico-city-the-return-of-terrible-smog

SS6G2 – Explain the impact of environmental issues in Latin America.

b. Explain the environmental issue of destruction of the rain forest in Brazil.

Brazil's Amazon rainforest, with an area of over 2 million square miles, is the world's largest intact forest. It is home to over 24 million Brazilians and contains 10% of the world's known plant and animal species.[18] Rainforests, like the Amazon, act as atmospheric scrubbers for the planet – taking in carbon dioxide and converting it back into breathable, clean air.

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[17] Current Ozone AQI: Mexico City. Air Now. 30 Sep. 2016. Web. 30 Sep. 2016.
[18] Amazon Rainforest. Green Peace. N.d. Web. 30 Sep. 2016.

Aerial view of a deforested area of the Amazon rainforest. (Wikimedia Commons)

Unfortunately the Amazon rainforest is being **deforested** at an alarming rate. The need for farmland and living space to support Brazil's ever-expanding population (currently estimated at just over 200 million), as well as the demand for cheap **lumber**, has contributed to a loss of more than 20% of the nation's rainforest.[19] Although Brazil's government has passed numerous laws restricting logging, little funding has been allocated to actually enforce those laws.

- **deforestation** – The destruction of a forested area, typically as a result of human activities.
- **lumber** – Wood that has been cut into planks for commercial construction use.

Resources:

"Last of the Amazon" by Scott Wallace (National Geographic)
Article about the current state of the Amazon rainforest
http://environment.nationalgeographic.com/environment/habitats/last-of-amazon/

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[19] Rainforest Stats. Save the Amazon Coalition. N.d. Web. 30 Sep. 2016.

SS6G3 – Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.

Standard G3 is designed to help students make a connection between where people live in Latin America in relation to the relative climate and resource availability in their respective countries. This standard gives special attention to Brazil, Cuba, and Mexico.

SS6G3 – Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.

    a.   **Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.**

Mexico is located in North America. It is bordered to the north by the United States and to the south by Belize and Guatemala. The Pacific Ocean is found on Mexico's western coast; the Caribbean Sea is on its eastern coast. The **climate** of Mexico varies by location. Coastal Mexico is hot and humid, while the interior is largely dry and **temperate**. Most of Mexico's population resides in the interior of the country where **arable** farmland is prevalent. More than 23% of Mexicans work in agriculture; however, agriculture only accounts for around 5% of Mexico's overall GDP. Millions of Mexicons have migrated to the nation's capital, Mexico City, seeking employment in the industrial sector. Mexico has vast deposits of petroleum, so its oil refining and automotive industries are major employers.

Brazil is located in northeastern South America and is the largest country on the continent. It is bordered by Colombia, Venezuela, Guyana, Suriname, and French Guyana to the north, Peru, Bolivia, Paraguay, and Argentina to the west, and Uruguay to the south. The Caribbean Sea is found on Brazil's northern coast; the Atlantic Ocean is on its eastern coast. Brazil's climate is mostly tropical in the north of the country, although there are temperate zones south of the **Tropic of Capricorn**. Even though only 7% of Brazil's land is arable, it leads the world in coffee production. Oranges, papayas, sugarcane, and soybeans are also important agricultural **commodities**, as is timber (albeit at the expense of the Amazon rainforest.) Most of Brazil's population is found in the eastern coastal region of the country on account of the nation's vibrant tourism industry.

Cuba is an island located in the northwestern Caribbean, only about 90 miles south of Key West, Florida. The climate of Cuba is subtropical, making it a frequent target of hurricanes and tropical storms. The island's major natural resources include coffee, sugar, tobacco, and fish. Most Cubans live in the nation's **urban** areas where manufacturing jobs are present – especially sugar cane refining.

Consider using information from maps regarding each country's natural resources and population density to allow students to determine correlation between natural resources, trade and where people live.

- **arable** – suitable for farming
- **climate** – the average annual weather conditions in a given location.
- **commodities** - any raw material or agricultural product that is bought and sold
- **temperate** – climate characterized by mild temperatures
- **Tropic of Capricorn** – a parallel latitude located south of the equator at 23.5° S
- **urban** – an industrialized area of a city or town

Resources:

Population Map of Brazil (SEDAC)
Thematic map highlighting Brazil's population centers
http://sedac.ciesin.columbia.edu/downloads/maps/grump-v1/grump-v1-population-density/bradens.jpg

Population Map of Cuba (SEDAC)
Thematic map highlighting Cuba's population centers
http://sedac.ciesin.columbia.edu/downloads/maps/grump-v1/grump-v1-population-density/cubdens.jpg

Population Map of Mexico (SEDAC)
*Thematic map highlighting Mexico's population centers*
http://sedac.ciesin.columbia.edu/downloads/maps/grump-v1/grump-v1-population-density/mexdens.jpg

SS6G4 – Locate selected features of Canada.

Standard G4 is designed to give students a general overview of Canada's physical and political geography. It is not an exhaustive look at the map as a whole, but rather a snapshot of major physiographic features and one particular province.

SS6G4 – Locate selected features of Canada.
a. **Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.**
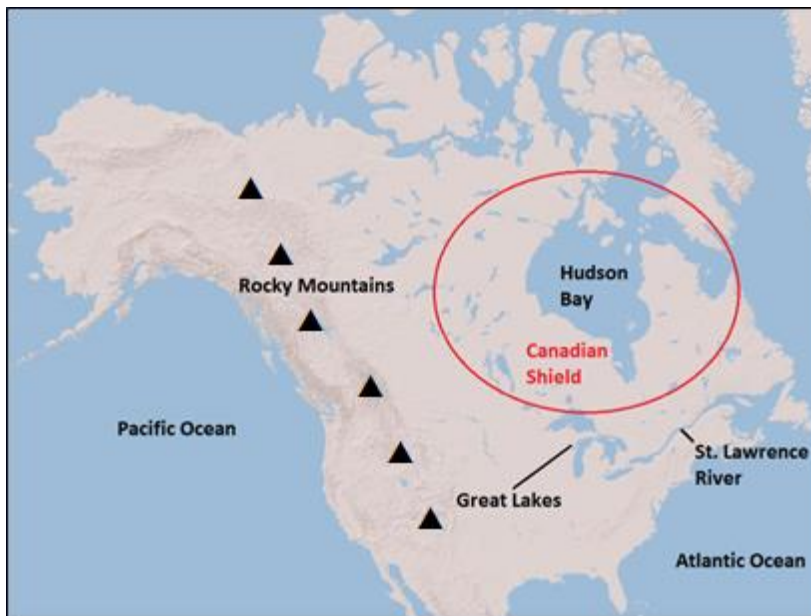
Selected physiographic features of Canada (Wikimedia Commons)

The **Pacific Ocean** is located off Canada's western coast, and the **Atlantic** is located off its eastern coast.

The landscape of western Canada is dominated by the **Rocky Mountains**. This mountain system extends for over 3,000 miles from the southwestern United States as far north as Alaska.

Canada's largest internal body of water is **Hudson Bay**, located in the northeast of the country. The land area around Hudson Bay is known as the **Canadian Shield**. This minieral-rich region extends across most of eastern Canada.

South of Hudson Bay, at the U.S. border, are the five **Great Lakes**: Lake Huron, Lake Ontario, Lake Michigan, Lake Eerie, and Lake Superior. (These lakes can be remembered with the acronym HOMES.) The Great Lakes account for 21% of Earth's surface freshwater.

Connecting the Great Lakes to the Gulf of St. Lawrence and the Atlantic Ocean is the **St. Lawrence River** in eastern Canada.

Resources:

National Geographic Maps
Interactive political, physical, and thematic maps.
http://www.nationalgeographic.com/kids-world-atlas/maps.html

SS6G4 – Locate selected features of Canada.

    b.   **Locate on a world and regional political-physical map Canada and the province of Quebec.**

Canada is the northernmost country located in North America. It is bordered to the south (and northwest, if one counts Alaska) by the United States.

While the overwhelmingly majority of Canadians are English-speakers, **Quebec**, located in eastern Canada, is French-speaking. The cultural identity of this **province** can be traced back to the colonial period. (*See Teacher Notes for standard H2 for futher explanation*.)

Political Map of Canada (Wikimedia Commons)

- **province** – a political division, similar to a state

Resources:

BBC Country Profiles
Information and maps of countries of the world
http://news.bbc.co.uk/2/hi/country_profiles/default.stm

Quebec Travel Guide
Tourist information on Canada's francophone province
http://www.quebec-guidetouristique.travel/index_en.aspx

SS6G5 – Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.

Standard G5 is designed to help students make a connection between where people live in Canada in relation to the relative climate and resource availability.

SS6G5 – Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.

    a. **Describe how Canada's location, climate, and natural resources impact trade and affect where people live.**

Canada is located in the northern extent of the North American continent. At over 3.8 million square miles, it is the largest country in North America, and the second largest country in the world after Russia.

The climate in Canada varies tremendously. The nation's Pacific coast is mostly temperate with substantial **precipitation**. Southeastern Canada, along the Atlantic coast, has a humid continental climate. Central Canada's climate is not moderated by ocean currents, and as such tends to experience cool summers and long, cold winters. The northern extent of the country ranges from subarctic to arctic temperatures.

Most of Canada's population is concentrated in the south of the country, within 100 miles of the U.S. border. This population distribution is partly the result of Canada's hard northern climate extremes, but also because of U.S.-Canadian economic cooperation along their shared 3,000-mile border. The population is especially dense in the Great Lakes / St. Lawrence region of southeastern Canada where manufacturing jobs and commerical shipping routes are most heavily concentrated.

In terms of natural resources, Canada has an abundance of mineral wealth: iron ore, nickel, zinc, copper, gold, lead, diamonds, and silver. Canada's central prairie provinces grow cereal grains, particularly wheat. Canada also boasts a large timber industry and is a major producer of **hydroelectricity**.

Consider using information from maps regarding each country's natural resources and population density to allow students to determine correlation between natural resources, trade and where people live.

- **hydroelectricity** – electrical power produced from the movement of water
- **precipitation** – scientific term for rainfall, snow, or hail

Resources:

Population Map of Canada (SEDAC)
Thematic map highlighting Canada's population centers
http://sedac.ciesin.columbia.edu/downloads/maps/grump-v1/grump-v1-population-density/candens.jpg

# SS6G6 – Explain the impact of environmental issues in Canada.

Standard G6 provides students with a deeper understanding of how human beings can impact the environments in which they live. It focuses on examples from the Canadian Shield and Great Lakes region.

SS6G6 – Explain the impact of environmental issues in Canada.
   a.   **Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes.**

The Great Lakes / St. Lawrence region of southeastern Canada is the site of most of the nation's industrial factories, commercial shipping, hydroelectric and coal-burning power plants, etc. While business is booming in this area, so, too, unfortunately is pollution.

Vehicle exhaust and the smoke released from burning coal has created an ecological phenomenon known as **acid rain**. Acid rain results when noxious gases – such as carbon dioxide, sulfur dioxide, and nitrogen oxide – combine with water molecules in clouds. When these clouds burst, the rain released is toxic. Acid rain pollutes freshwater sources, poisons fisheries, kills forests, and even degradates architecture.
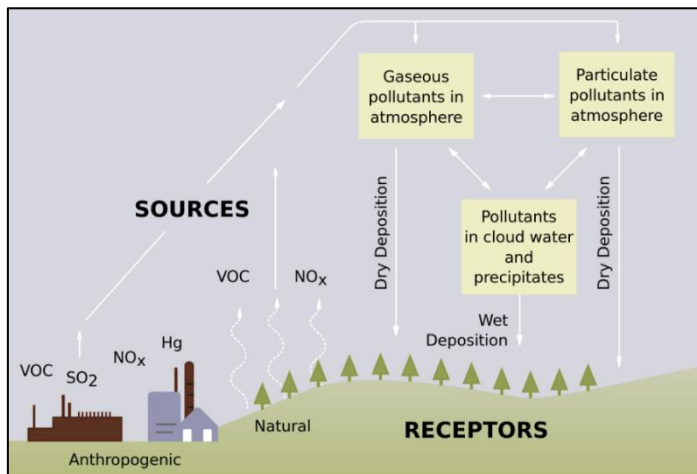
How acid rain occurs. (Wikimedia Commons)

It should be noted, however, that Canadian industries in this region are not solely (or even mostly) to blame. Some 50-75% of the pollution which causes acid rain is actually coming from vehicles and factories on the U.S. side of the border.

The Canadian government has passed laws calling from stronger regulation of factory and vehicle exhaust emissions. It has also encouraged its citizens to use mass transit. U.S.-Canadian cooperation will be required to fully eliminate this ecological threat though.

- **acid rain** – toxic rain which results when noxious gases are released into the atmosphere and mix with water molecules

Resources:

"Acid rain still hurting Canada" by Michael Hopkin (Nature)
Article about the ongoing ecological impact of acid rain in Canada
http://www.nature.com/news/2005/050810/full/news050808-10.html

Water Pollution in the Great Lakes (Teach Great Lakes)
Article on the impact acid rain and other pollutants have had on the Great Lakes
http://www.great-lakes.net/teach/pollution/water/water1.html

SS6G6 – Explain the impact of environmental issues in Canada.

    b.   Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g., mining and logging).

Canada's mining industry is concentrated in the Canadian Shield region which surrounds Hudson Bay. This area contains large deposits of gold, silver, copper, zinc, lead, iron ore, uranium, and nickel. Although the mining industry is very lucrative, the processes used to extract Canada's mineral wealth (i.e., blasting and digging) often result in environmental degradation, particularly in the areas around the mines themselves. Sulfur dioxide released from mining equipment reduces the air quality, and chemical runoff from mining processes often contaminates water supplies. The Canadian government has passed legislation to limit the amount of mining-related pollution allowed in its waterways, namely in an effort to protect fisheries and seafood safety.

Logging (Wikimedia Commons)

Canada's timber industry is also important to the nation's economy. Canada's forests are a source of lumber, plywood, and wood pulp. Like mining, however, there is an environmental downside to the timber industry. The destruction of natural habitats caused by **clear-cutting** is critical. Additionally, the heavy machinery used for logging frequently compacts the soil of the forest floor such that new growth is hindered. The Canadian government has done quite a bit in recent years to limit the damage associated with deforestation. As a result, Canada's deforestation rate is currently the lowest in the world.

- **clear-cutting** – cutting down and completely removing all trees in a given area

Resources:

Mining Facts (Mining Association of Canada)
Facts and figures associated with Canada's mining industry and its economic impact
http://mining.ca/resources/mining-facts

Deforestation in Canada: Key myths and facts (Natural Resources Canada)
*Article on the impact of Canada's timber industry as published by the Canadian government*
http://www.nrcan.gc.ca/forests/fire-insects-disturbances/deforestation/13419

GOVERNMENT / CIVIC UNDERSTANDINGS -
SS6CG1 – Compare and contrast various forms of government.

Standard CG1 provides an overview of civics concepts, particularly as relates to the role of citizens in Latin America in affecting the decisions made by their respective governments. This is not intended to be an exhaustive look at world governance models, but rather a brief summation so that students can grasp what are otherwise very abstract concepts. Special attention is given to the governments of Brazil, Cuba, and Mexico.

SS6CG1 – Compare and contrast various forms of government.

    g. **Explain citizen participation in autocratic and democratic governments. [i.e., the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)].**
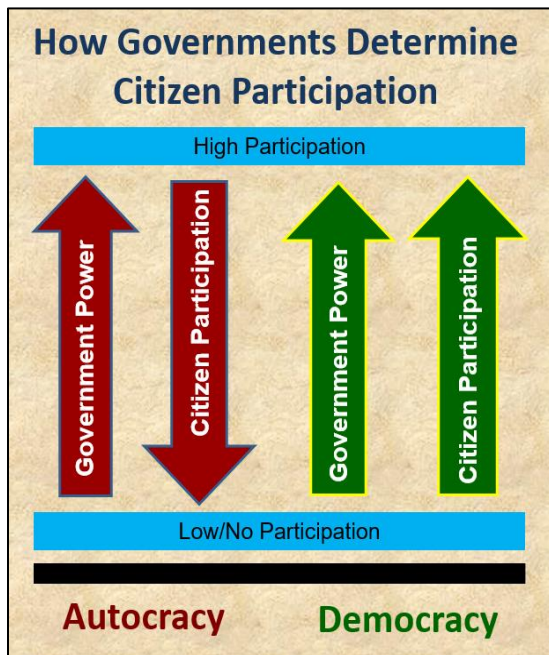
Autocracy vs. Democracy
(adapted from GeorgiaStandards.org)

World governments, and the roles citizens are permitted to play therein, can be classified as either **autocratic** systems or **democratic** systems. In an autocracy, all governing authority rests with a single leader. The citizens in an autocracy are not permitted any say in the decisions of their government. In contrast, democracies vest political power with their citizens. This power is exercised through voting.

Mexico and Brazil are examples of democracies in Latin America. Both nations hold elections at the local and national levels. Brazilians and Mexicans elect legislators to represent their interests and pass equitable laws, and there are many **political parties** to choose from in each nation. Both countries' citizens also elect an executive leader (i.e., president) to enforce these laws and lead their respective nations. In Mexico, a president may serve one six-year term in office; in Brazil, the president may serve up to two four-year terms. Voting ages vary in each country. Voting is permitted for those 18 years of age and older in Mexico.

In Brazil, voting is permitted as early as age 16; however, all Brazilians aged 18-70 are required to vote.

Cuba is an example of a Latin American autocracy. Cubans aged 16 and older vote for legislators to represent them; however, the vote is essentially meaningless as all legislative representatives must be members of the Cuban Communist Party (PCC.) As such, there is no real diversity of political views or real representation of the people. Additionally, the nation's president is not directly elected by the Cuban people, but rather appointed by the nation's Communist party. Once in power, the Cuban president may stand for an unlimited number of terms in office.

The nation's current president, Raúl Castro, was hand-picked by his brother, the infamous Fidel Castro. A Castro has ruled the island in some way, shape, or form since the 1959 Cuban Revolution.

- **autocratic** – a government where political authority rests with a single leader
- **democratic** – a government where political authority rests with a nation's citizens
- **political party** – an organization which represents a specific political agenda and socioeconomic positions within a given nation

Resources:

Freedom in the World 2016 (Freedom House)
An interactive map highlighting sociopolitical freedom throughout the world
https://www.freedomhouse.org/report/freedom-world/freedom-world-2016

SS6CG1 – Compare and contrast various forms of government.

    h. **Describe the two predominant forms of democratic governments: parliamentary and presidential.**

Democracies may be classified as either **parliamentary** or **presidential**.

In a parliamentary democracy, the citizens elect members of the nation's legislature (typically referred to as its **parliament**) to represent their interests and pass laws on their behalf. These legislators are then vested with the authority to elect the nation's chief executive (typically called a **prime minister**.) This head of government is selected from among the members of the nation's leading political party (i.e, those who won the most seats in parliament.) Cuba's government exercises a parliamentary system; however, one would be wholly inaccurate to refer to Cuba as a parliamentary "democracy" since only members of the Communist party are permitted to run for political offfice.

In a presidential democracy, the citizens elect both the nation's legislators and its chief executive (typically given the title **president**.) Whereas the head of government in a parliamentary democracy is held accountable by his/her own polticial party, the head of government (and state) in a presidential democracy is directly accountable to the voters who put him/her in power. Mexico and Brazil both have presidential democracies.

- **parliament** – common name given to the legislature in a parliamentary democracy
- **president** – title often given to the head of government (and state) in a presidential democracy
- **prime minister** – title often given to the head of government in a parliamentary democracy

Resources:

Brazil: Government (globalEDGE / Michigan State University)
Explanation of Brazil's current government structure
http://globaledge.msu.edu/countries/brazil/government/

Cuba: Government (globalEDGE / Michigan State University)
Explanation of Cuba's current government structure
http://globaledge.msu.edu/countries/cuba/government/

Mexico: Government (globalEDGE / Michigan State University)

Explanation of Mexico's current government structure
http://globaledge.msu.edu/countries/mexico/government/

SS6CG2 – Explain citizen participation in the Canadian government.

Standard CG2 provides an overview of civics concepts in Canada, particularly as relate to the role of its citizens in a federal parliamentary democracy.

SS6CG2 – Explain citizen participation in the Canadian government.
a. Explain the role of citizens in choosing the leader of Canada (parliamentary democracy).

Canada is an example of a parliamentary democracy. Canadians elect members of parliament (MPs) to represent them both at the provincial/territorial and national levels. Canada's citizens entrust the selection of the country's prime minister to the national parliament's leading political party. Canadians aged 18 and older are permitted to vote, and there are numerous political parties to choose from.

In Canada, the prime minister is considered the *head of government* in the executive branch, which is to say he/she is the true executive leader of the nation; however, Canada recognizes the monarch of the United Kingdom as its symbolic/ceremonial *head of state*. This political arrangement traces back to Canada's former status as a British colony.

Flag of Canada
(Wikimedia Commons)

The interests of the British monarch are represented in Canada by a *governor-general*, who is chosen based on the recommendation of the Canadian prime minister.

Resources:

Canada: Government (globalEDGE / Michigan State University)
Explanation of Canada's current government structure
http://globaledge.msu.edu/countries/canada/government/

ECONOMIC UNDERSTANDINGS -

SS6E1 – Analyze different economic systems.

Standard E1 explores the question of how various countries in Latin America make economic decisions at the national level. Special emphasis is given to the economies of Brazil, Cuba, and Mexico.

SS6E1 – Analyze different economic systems.

> a. **Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.**

Every country on Earth must be able to answer three basic economic questions: 1) <u>What</u> should the nation produce/provide? 2) <u>How</u> should the nation produce/provide this product/service? 3) <u>For whom</u> should the nation produce/provide this product/service? As such, countries must adopt (and adapt) various **economic systems** to answer these three questions.

There are three basic economic models (or systems):

- The **traditional** model is historically associated with small-scale economies. It is a system in which the decision of what to produce/provide, as well as how to distribute or consume it, is based on custom and habit. Economic roles tend to be static, which is to say inherited or generational (i.e., a family of carpenters will have children who grow up to be carpenters.) This model does not provide for large scale economic growth, and is frequently **subsistent** in nature. (**Bartering** is another feature characteristic of traditional economies.)
- The **command** model is one in which the government of a nation makes all the economic decisions. This includes government ownership of land and resources, as well as government control of major industries (i.e., transportation, energy, et al.) It can also include government assignment of jobs, **wage** controls, and requisite **production quotas**. Command economies tend to stifle **entrepreneurship** and **free enterprise** in an effort to maintain economic stability.
- The **market** (or **capitalist)** model places economic decisions in the hands of the people. The law of supply and demand dictate what goods/services are produced/provided, at what price, etc. This model encourages entrepreneurship, but can be economically unstable in that its success depends upon the capacity of businesses to adapt their products/services to the everchanging wants/needs of consumers.

- **bartering** – a system of exchange whereby one good/service is given in return for another; bartering does not require monetary exchange
- **command economy** – an economic model wherein government planners make all business and financial decisions
- **economic system** – an economic model used by governments to determine what should be produced/provided in terms of goods and services, how, and for whom
- **entrepreneurship** – the capacity of private citizens to create new businesses independent of government direction or intervention
- **free enterprise** – the creation, maintenance, and expansion of businesses outside the control or influence of the government.
- **market** (*or* **capitalist**) **economy** – an economic model which the laws of supply and demand (*not* government oversight) determine what is produced/consumed and at what cost
- **production quota** – the required amount of a specific good that must be produced in a given timeframe
- **subsistence** – producing only what is necessary for personal use/survival
- **traditional economy** – an economic model governed by custom, habit, and history
- **wage** – term for one's financial earnings

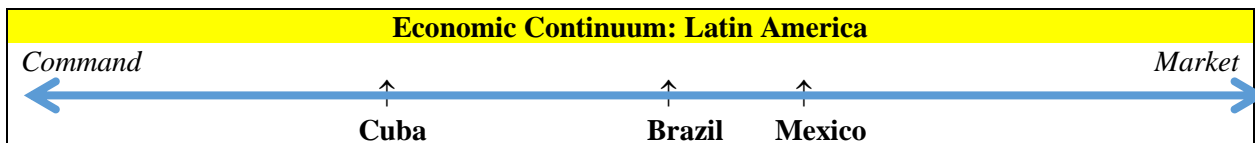**SS6E1 – Analyze different economic systems.**

      b. **Explain that countries have a mixed economic system located on a continuum between pure market and pure command.**

No world economy is purely market or command in nature. As such, it is more accurate to characterize an economy as market-leaning or command-leaning on the **economic continuum**. All modern world economies can be described as **mixed economies** in that they mix market and command (as well as traditional elements) principles in various ratios to suit their national interests.

- **economic continuum** – a 0-100 scale which ranks world economies from most command-leaning (0) to most market-leaning (100)
- **mixed economy** – term used to describe the market/command/traditional blending of all modern world economies

SS6E1 – Analyze different economic systems.

      c. **Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.**

Economic Continuum: Latin America

Command   *Market*

↑   ↑   ↑

Cuba   **Brazil** **Mexico**

NOTE: Percentages for the country's rankings can be found at http://www.heritage.org/index/ranking. These are updated annually.

The economy of Mexico may be described as moderately market-leaning. Mexico's government owns the nation's oil and gas reserves, which is the lifeblood of its energy sector. Failure to **privatize** these industries has limited economic growth in what might otherwise be a very lucrative sector of the Mexican

economy. Investment in Mexico's automobile sector is increasing, and its banking sector is stable. Ongoing struggles with organized crime and government corruption, however, continue to plague the nation's economic development.[20]

Brazil's economy is slightly more command-leaning than Mexico's; however, it should be noted that Brazil has been implementing market-oriented reforms over the last decade. Like Mexico, government control of Brazil's energy sector has led to price inflation in recent years. Growing public debt, high taxes, and insufficient **infrastructural** upgrades have hindered the pace of Brazil's economic development, as has the lengthy process to obtain permits to create new businesses in the nation. Foreign investment in Brazil's agricultural sector is very limited, and government corruption and **graft** remain problematic. Brazil does, however, have the region's largest financial services market.[21]

The economy of Cuba, meanwhile, is decidedly command-leaning. Government ownership of most all major industries is a dominant feature of Cuba's communist dictatorship, although limited private ownership of small farms and businesses is permitted. Government-set wages are insufficient for the Cuban people's survival, however, as are the food **rations** the government allocates its citizens. Although the American travel ban to Cuba was recently lifted, the nation's tourism industry is haphazard at best given the government's proclivity toward jailing political **dissidents**, journalists, etc. The nation is also heavily dependent on agricultural trade and oil **subsidies** from the likes of Venezuela (which is itself in economic decline.)[22]

- **dissident** – a person who opposes the authority of an established government
- **graft** – financial gain through illegal means, typically through kickbacks and bribes
- **infrastructure** – a nation's buildings, roads, bridges, power grids, etc.
- **privatize** – to transfer a business, industry, or service for public (government) to private control
- **rations** – a fixed amount of a product or service allowed during times of shortage
- **subsidies** – money granted by the government to assist a business or industry in lowering the cost of its product/service

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Resources:

Index of Economic Freedom (Heritage Foundation)
Economic rankings of all modern world economies in terms of command or market tendencies
http://www.heritage.org/index/ranking

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[20] Mexico. 2016 Index of Economic Freedom. Heritage Foundation. 2016. Web. 14 Oct. 2016.
[21] Brazil. 2016 Index of Economic Freedom. Heritage Foundation. 2016. Web. 14 Oct. 2016.
[22] Cuba. 2016 Index of Economic Freedom. Heritage Foundation. 2016. Web. 14 Oct. 2016.

SS6E2 – Give examples of how voluntary trade benefits buyers and sellers in Latin America.

Standard E2 explores the importance of voluntary trade in Latin America, and the necessity of a system for currency exchange and economic specialization. Trade barriers are examined, as well as the history and impact of the North American Free Trade Agreement (NAFTA) among Canada, the United States, and Mexico.

SS6E2 – Give examples of how voluntary trade benefits buyers and sellers in Latin America.
   a.   **Explain how specialization encourages trade between countries.**

Trade between nations is only viable when it is **voluntary** (i.e., not coerced through military threats or economic sanctions) and mutually beneficial. When nations look for trading partners, strategic/military alliances are taken into account. Acquiring trading partners who can meet the product/service demands which one's own country cannot meet is a far greater consideration however.

Although some nations are rich in natural resources and highly developed in terms of technologies, infrastructure, et al, it is not always in a country's best interest financially to produce everything it is capable of. Often times nations choose to market only those products/services which they are capable of providing fastest, cheapest, and in great abundance. This phenomenon is known as economic **specialization**, and it is what sustains voluntary trade partnerships worldwide.

Specialization across Latin America varies tremendously. Some examples include:
   - In North America, Mexican petroleum extraction and refining.
   - In Central America, Costa Rican ecotourism.
   - In South America, Argentine beef and leather processing.
   - In the Caribbean, Cuban sugar refining.

- **specialization** – focusing on a narrow range of products/services that can be produced most efficiently and cost-effectively
- **voluntary trade**– trade in which both partners freely agree to and benefit from the exchange of goods/services

SS6E2 – Give examples of how voluntary trade benefits buyers and sellers in Latin America.
   b.   **Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.**

Voluntary trade between nations may be inhibited by **trade barriers**. Such barriers exist to protect **domestic** markets from foreign competition; others are intended to block the importation of dangerous products. Trade barriers may also be employed to **sanction** an enemy nation.

There are three major barriers to trade which students should be aware of in the context of Latin America:

- **Tariffs** place a tax on imported good. This is done to artificially inflate the price of a cheaper foreign product so as to make the price of domestic products more competitive.
- **Quotas** place a limit on imported goods. This is done so that cheaper imports do not flood domestic markets and put domestic producers out of business.

- **Embargoes** block all trade with another nation. An embargo may be employed for safety reasons, but is more frequently used to punish rogue states (e.g., Cuba was, until 2016, under a U.S. trade embargo due to its alliance with the Soviet Union.)
    - o A **boycott** of a specific product or of a specific country's or company's product(s) may be exercised by citizens within a country even when there is no official embargo in place at the national level.

- **boycott** – refusal to purchase a good/service from a specific company or country
- **domestic** – term which refers to the products of services originating in one's own country; it is the antonym of *foreign*
- **embargo** – a trade barrier which blocks all trade with another nation
- **quota** – a trade barrier which places a limit on imported goods
- **sanction** – the act of economically punishing another nation
- **tariff** – a trade barrier which places a tax on imported goods
- **trade barrier** – any activity which slows or outright blocks the free exchange of goods and services between nations

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Resources:

The Basics of Tariffs and Trade Barriers by Brent Radcliffe (Investopedia)
Thorough explanation of trade barriers, their uses, and their risks
http://www.investopedia.com/articles/economics/08/tariff-trade-barrier-basics.asp

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SS6E2 – Give examples of how voluntary trade benefits buyers and sellers in Latin America.
    c. **Explain why international trade requires a system for exchanging currencies between nations.**

**Mexican pesos
(Wikimedia Commons)**

In order for countries in Latin America to trade, a system of **currency exchange** must exist. This is due to the fact that most nations in the region each have their own unique **currency**. (E.g., Mexico uses the *peso*. Brazil uses the *real*. Panama uses both the U.S. *dollar* and the *balboa*.) Without a method to convert monetary values between disparate currencies, international trade would be impossible.

Exchange rates are used to determine how much one nation's currency is worth in terms of another's. (e.g. 1.00 U.S. dollar ≈ 3.17 Brazilian reals)

- **currency** – a nation's money
- **currency exchange** – converting one nation's money into an equivalent value/quantity of another's
- **exchange rate** – the approximate value of one nation's currency in terms of another's

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Resources:

X-Rates Currency Calculator
Online currency converter
http://www.x-rates.com/calculator/

SS6E2 – Give examples of how voluntary trade benefits buyers and sellers in Latin America.

d. Explain the functions of the North American Free Trade Agreement (NAFTA).

The North American Free Trade Agreement (NAFTA), signed in 1994 by the government of Canada, the United States, and Mexico, established one of the world's largest free-trade zone. The goal of this was to increase multinational trade and economic cooperation across North America, as well as raise the collective **standard of living**.

**NAFTA Logo
(Wikimedia Commons)**

Among the many positive outcomes associated with NAFTA are:
- the elimination of import tariffs, which increased the level of trade among the three nations;
- a reduction in the overall price of consumer goods;
- an increase in oil exports from Mexico to the United States, thereby decreasing American dependence on Mideast oil imports (a topic which will be discussed in detail in 7th grade Social Studies);
- an increase in foreign investment among and within the three nations.

There were some unforeseen consequences to NAFTA however. These include:
- the **outsourcing** of numerous manufacturing jobs from the United States to Mexico, particularly in the electrical appliance and textile industries;
- the loss of numerous farm-related jobs (and locally-owned farms in general) in Mexico due to cheaper agricultural products coming into the country from the U.S.;
- damage done the Mexican environment by Canadian mining companies looking to extract **shale oil**.

On the whole, NAFTA's successes have outweighed its failures. Nevertheless, the trade deal remains a contentious issue.

- **outsourcing** – the transfer of work/production from one country to another where the cost of labor/manufacturing is cheaper
- **shale oil** – an alternative fossil fuel derived from fossilized organic material found in sedimentary rock
- **standard of living** – the level of wealth and material comfort available to a people

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Resources:

NAFTA's Economic Impact (CFR Backgrounders)
Extensive article on the pros and cons of NAFTA.
http://www.cfr.org/trade/naftas-economic-impact/p15790

SS6E3 – Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.

Standard E3 discusses economic growth factors in Latin America, specifically those which directly impact gross domestic product and per capita income. Special emphasis is given to the economic conditions in Brazil, Cuba, and Mexico.

SS6E3 – Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.

    a. **Evaluate how literacy rates affect the standard of living.**

Literacy Rates in Latin America[23]	Male	Female	Total
• Brazil	92.2%	92.9%	92.6%
• Cuba	99.9%	99.8%	99.8%
• Mexico	96.2%	94.2%	95.1%

In order for a region to sustain high-quality, well-paying, in-demand jobs, its labor force must be **literate**. The **literacy rates** across Latin America vary tremendously, however, thus limiting economic development in many places.

Low literacy rates typically correlate to lower standards of living; however, high literacy rates do not always translate to higher standards of living in Latin America. Brazil, Cuba, and Mexico all have literacy rates in the 90th percentile, but in the case of Brazil and Mexico there are numerous pockets of poverty and regional underdevelopment in both countries. In the case of Cuba, although the literacy rate is one of the highest in the world, standards of living on the island remain poor due to economic mismanagement on the part of Cuba's communist government.

- **literate** – able to read and write in one's native language
- **literacy rate** – the percent of a nation's population over the age of 15 who are able to read and write

SS6E3 – Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.

    b. **Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).**

The economic strength of a nation is determined by measuring its **gross domestic product,** or GDP. GDP is the estimated total value of all the final goods and services produced in a nation in a year's time. In other words, GDP represents what a nation is worth.

GDP in Latin America[24]	Total
• Brazil	$1.773 trillion
• Cuba	$77.15 billion
• Mexico	$1.144 trillion

Nations who wish to compete economically must maintain a competitive GDP relative to other nations' in their region and among their trading partners. One way to ensure a healthy and growing GDP is to invest in **human capital**, which is to say the relative health, education, and training of a nation's labor force. Unhealthy, poorly educated, and/or untrained workers

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[23] Literacy. Index Mundi. 2014. Web. 26 Oct. 2016.
[24] Field Listing: GDP (Official Exchange Rate). The World Factbook. Central Intelligence Agency. N.d. Web. 31 Oct. 2016.

cannot be expected to support a strong national economy, let alone obtain high-quality, well-paying, in-demand jobs. Thus a nation's GDP directly correlates to its level of human capital investment.

GDP Per Capita in Latin America[25]	Total
• Brazil	$15,600
• Cuba	$10,200
• Mexico	$18,400

Countries who do invest in human capital tend to see a rise in **GDP per capita** incomes. GDP per capita measures the average annual income of citizens in a given nation. (This measure can be misleading, however, when one factors in the gap separating the impoverished, middle class, and wealthy.)

Latin America has some of the lowest human capital investment according to a World Economic Forum report. Of the 130 nations analyzed for 2016, Cuba ranked 36th, Mexico ranked 56th, and Brazil ranked 83rd.

- **GDP per capita** – the average annual income of a nation's citizens; *per capita* is Latin for "by each head"
- **gross domestic product (GDP)** – the estimated total value of all the final goods and services produced in a nation in a year's time.
- **human capital** – the knowledge, skills, and relative health of a nation's labor force

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Resources:

Human Capital Index 2016 (World Economic Forum)
Human capital investment rankings of 130 countries.
http://reports.weforum.org/human-capital-report-2016/rankings/

SS6E3 – Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.

    c. **Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).**

Another factor which can greatly impact a nation's GDP is its level of investment in **capital goods** (also called *physical capital*.) Capital goods are the factories, machinery, technology, etc. that are necessary to sustain a service or industry. Older, less efficient factories, antiquated machinery, and obsolete or out-of-date technology slow production and hamper the growth of national GDP.

Mexico and Brazil have both made capital goods investment in their petroleum extraction and refining technologies. Cuba, meanwhile, has made only minimal investment in its sugar processing facilities.

- **capital goods** – the factories, machinery, technology, etc. that are necessary to sustain a service or industry

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[25]Country Comparison: GDP - Per Capita (PPP). The World Factbook. Central Intelligence Agency. N.d. Web. 31 Oct. 2016.

SS6E3 – Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.

    d.   Describe the role of natural resources in a country's economy.

A third factor which can affect a nation's GDP is the prevalence, diversity, and management of **natural resources.** In the case of Brazil, the lumber extracted from the Amazon rainforest is an example of a natural resource. Cuba, meanwhile, has a wealth of minerals, including cobalt, nickel, iron ore, and copper. Mexico also has rich mineral deposits, but petroleum is its chief natural resource.

- **natural resource** – a material on or in the earth that has economic value

Resources:

Natural Resources in Latin American and the Caribbean: Beyond Booms and Busts? (World Bank)
A PDF book detailing the long-term implications of Latin America's natural resource management
http://siteresources.worldbank.org/INTLAC/Resources/257803-1284336216058/FlagshipReport.pdf

SS6E3 – Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.

    e.   Describe the role of entrepreneurship.

In Brazil "The state's interference in the economy has been heavy. The efficiency and overall quality of government services remain poor despite high government spending. Implementation of any reform program has proven difficult. Barriers to entrepreneurial activity include burdensome taxes, inefficient regulation, poor access to long-term financing, and a rigid labor market. The judicial system remains vulnerable to corruption." http://www.heritage.org/index/country/brazil

In Cuba, "…potential entrepreneurs have long been shackled by tight government control and institutional shortcomings. No courts are free of political interference, and private property is strictly regulated. Excessive bureaucracy and lack of regulatory transparency continue to limit trade and investment." http://www.heritage.org/index/country/cuba

In any given country, **public sector** (i.e., government-owned) industries will maintain a nation's GDP, but they will not typically grow it. It is in the **private sector** (i.e., businesses owned and operated by private citizens) that the most GDP growth occurs. A solid investment in human capital will foster the entrepreneurship necessary to generate private sector growth.

Entrepreneurs are private citizens who invest their own capital resources toward the creation of a new business or industry, frequently at some financial risk. Those whose business ideas succeed will **profit**; those whose do not will fail. This is the very essence of the free market / capitalist system.

- **entrepreneur** – those who risk their own money and resources to create a new business or service
- **private sector** – the part of the economy owned and operated by private citizens
- **profit** – as a verb, to gain financially; as a noun, the economic gains of a business
- **public sector** – the part of the economy owned and operated by the national government

Resources:

"Entrepreneurship is the trend in Latin America" (The World Bank, 2015)
Article detailing contemporary examples of Latin American entrepreneurship
http://www.worldbank.org/en/news/feature/2015/09/30/emprender-esta-de-moda-en-america-latina

SS6E4 – Analyze different economic systems.

Standard E4 compares and contrasts traditional, command, and market economies, and explores the economic model practiced in Canada today.

SS6E4 – Analyze different economic systems.

    a.   **Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.**

Every country on Earth must be able to answer three basic economic questions: 1) <u>What</u> should the nation produce/provide? 2) <u>How</u> should the nation produce/provide this product/service? 3) <u>For whom</u> should the nation produce/provide this product/service? As such, countries must adopt (and adapt) various **economic systems** to answer these three questions.

There are three basic economic models (or systems):

- The **traditional** model is historically associated with small-scale economies. It is a system in which the decision of what to produce/provide, as well as how to distribute or consume it, is based on custom and habit. Economic roles tend to be static, which is to say inherited or generational (i.e., a family of carpenters will have children who grow up to be carpenters.) This model does not provide for large scale economic growth, and is frequently **subsistent** in nature. (**Bartering** is another feature characteristic of traditional economies.)
- The **command** model is one in which the government of a nation makes all the economic decisions. This includes government ownership of land and resources, as well as government control of major industries (i.e., transportation, energy, et al.) It can also include government assignment of jobs, **wage** controls, and requisite **production quotas**. Command economies tend to stifle **entrepreneurship** and **free enterprise** in an effort to maintain economic stability.
- The **market** (or **capitalist**) model places economic decisions in the hands of the people. The law of supply and demand dictate what goods/services are produced/provided, at what price, etc. This model encourages entrepreneurship, but can be economically unstable in that its success depends upon the capacity of businesses to adapt their products/services to the everchanging wants/needs of consumers.

- **bartering** – a system of exchange whereby one good/service is given in return for another; bartering does not require monetary exchange
- **command economy** – an economic model wherein government planners make all business and financial decisions
- **economic system** – an economic model used by governments to determine what should be produced/provided in terms of goods and services, how, and for whom
- **entrepreneurship** – the capacity of private citizens to create new businesses independent of government direction or intervention
- **free enterprise** – the creation, maintenance, and expansion of businesses outside the control or influence of the government.
- **market** (*or* **capitalist**) **economy** – an economic model which the laws of supply and demand (*not* government oversight) determine what is produced/consumed and at what cost
- **production quota** – the required amount of a specific good that must be produced in a given timeframe
- **subsistence** – producing only what is necessary for personal use/survival
- **traditional economy** – an economic model governed by custom, habit, and history
- **wage** – term for one's financial earnings

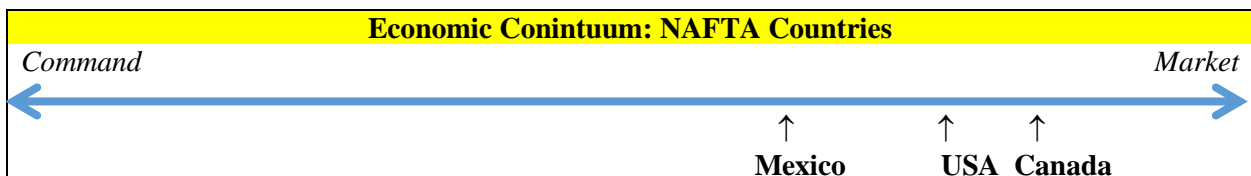**SS6E4 – Analyze different economic systems.**

  b. **Explain that countries have a mixed economic system located on a continuum between pure market and pure command.**

No world economy is purely market or command in nature. As such, it is more accurate to characterize an economy as market-leaning or command-leaning on the **economic continuum**. All modern world economies can be described as **mixed economies** in that they mix market and command (as well as traditional elements) principles in various ratios to suit their national interests.

- **economic continuum** – a 0-100 scale which ranks world economies from most command-leaning (0) to most market-leaning (100)
- **mixed economy** – term used to describe the market/command/traditional blending of all modern world economies

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SS6E4 – Analyze different economic systems.

  c. **Describe the economic system of Canada.**

Economic Conintuum: NAFTA Countries

Command   *Market*

              ↑   ↑   ↑
             Mexico   **USA Canada**

NOTE: Percentages for the country's rankings can be found at http://www.heritage.org/index/ranking. These are updated annually.

The economy of Canada may be described as mostly market-leaning. Canada's government strongly protects business and property rights. Starting a a new business in Canada is also relatively simple. The nation's business sector is thriving due in large part to economic cooperation among Canada and its **NAFTA** trading partners – the United States and Mexico. It should be noted, however, that only 11% of Canada's total land area is privately owned. The government also controls the healthcare industry via a nationalized single-payer program.[26]

- **NAFTA –** North American Free Trade Agreement among Canada, the United States, and Mexico

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Resources:

Index of Economic Freedom (Heritage Foundation)
Economic rankings of all modern world economies in terms of command or market tendencies
http://www.heritage.org/index/ranking

SS6E5 – Give examples of how voluntary trade benefits buyers and sellers in Canada.

Standard E5 explores the importance of voluntary trade in Canada, and the necessity of a system for currency exchange and economic specialization. Trade barriers are examined, as well as the history and impact of the North American Free Trade Agreement (NAFTA) among Canada, the United States, and Mexico.

SS6E5 – Give examples of how voluntary trade benefits buyers and sellers in Canada.

    a.   **Explain how specialization encourages trade between countries.**

Trade between nations is only viable when it is **voluntary** (i.e., not coerced through military threats or economic sanctions) and mutually beneficial. When nations look for trading partners, strategic/military alliances are taken into account. Acquiring trading partners who can meet the product/service demands which one's own country cannot meet is a far greater consideration however.

Although some nations are rich in natural resources and highly developed in terms of technologies, infrastructure, et al, it is not always in a country's best interest financially to produce everything it is capable of. Often times nations choose to market only those products/services which they are capable of providing fastest, cheapest, and in great abundance. This phenomenon is known as economic **specialization**, and it is what sustains voluntary trade partnerships worldwide.

Canada specializes primarily in oil extraction and refining. This industry accounts for 19% of Canada's total exports. Another major area of specialization for Canada is the motor vehicle industry, particulary automobile and automotive parts manufacturing; this accounts for 10% of Canada's export market.[27]

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[26] Canada. 2016 Index of Economic Freedom. Heritage Foundation. 2016. Web. 31 Oct. 2016.
[27] Canada. The Observatory of Economic Complexity. Massachusetts Institute of Technology. 2014. Web. 2 Nov. 2016.

- **specialization** – focusing on a narrow range of products/services that can be produced most efficiently and cost-effectively
- **voluntary trade**– trade in which both partners freely agree to and benefit from the exchange of goods/services

SS6E5 – Give examples of how voluntary trade benefits buyers and sellers in Canada.

> b. **Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.**

Though Canada enjoys free trade with the US and Mexico under the terms of NAFTA, some tarrifs and quotas still exists on items such as dairy and poultry.

Voluntary trade between nations may be inhibited by **trade barriers**. Such barriers exist to protect **domestic** markets from foreign competition; others are intended to block the importation of dangerous products. Trade barriers may also be employed to **sanction** an enemy nation.

There are three major barriers to trade which students should be aware of in the context of Canada:

- **Tariffs** place a tax on imported good. This is done to artificially inflate the price of a cheaper foreign product so as to make the price of domestic products more competitive.
- **Quotas** place a limit on imported goods. This is done so that cheaper imports do not flood domestic markets and put domestic producers out of business.
- **Embargoes** block all trade with another nation. An embargo may be employed for safety reasons, but is more frequently used to punish rogue states.
  - A **boycott** of a specific product or of a specific country's or company's product(s) may be exercised by citizens within a country even when there is no official embargo in place at the national level.

- **boycott** – refusal to purchase a good/service from a specific company or country
- **domestic –** term which refers to the products of services originating in one's own country; it is the antonym of *foreign*
- **embargo** – a trade barrier which blocks all trade with another nation
- **quota** – a trade barrier which places a limit on imported goods
- **sanction** – the act of economically punishing another nation
- **tariff** – a trade barrier which places a tax on imported goods
- **trade barrier** – any activity which slows or outright blocks the free exchange of goods and services between nations

Resources:

"Trade Regulations, Customs, and Standards." (Export.gov)
Article, written from a U.S. perspective, explaining the current state of Canada's import/export regulatory practices.
http://2016.export.gov/canada/doingbusinessincanada/traderegulationsandstandards/index.asp

SS6E5 – Give examples of how voluntary trade benefits buyers and sellers in Canada.

    c.   **Explain why international trade requires a system for exchanging currencies between nations.**

In order for Canada to trade with other nations – its NAFTA trade partners for example – a system of **currency exchange** must exist. This is due to the fact that most nations their own unique **currency**. (E.g., Mexico uses the *peso*. The United States uses the *American dollar*. Canada uses the *Canadian dollar*.) Without a method to convert monetary values between disparate currencies, international trade would be impossible.

Canadian Currency
(Wikimedia Commons)

Exchange rates are used to determine how much one nation's currency is worth in terms of another's. (e.g. 1.00 U.S. dollar ≈ 1.34 Canadian dollars)

- **currency** – a nation's money
- **currency exchange –** converting one nation's money into an equivalent value/quantity of another's
- **exchange rate** – the approximate value of one nation's currency in terms of another's

Resources:

X-Rates Currency Calculator
Online currency converter
http://www.x-rates.com/calculator/

SS6E5 – Give examples of how voluntary trade benefits buyers and sellers in Canada.

    d.   **Explain the functions of the North American Free Trade Agreement (NAFTA).**

The North American Free Trade Agreement (NAFTA), signed in 1994 by the government of Canada, the United States, and Mexico, established one of the world's largest free-trade zone. The goal of this was to increase multinational trade and economic cooperation across North America, as well as raise the collective **standard of living**.

Among the many positive outcomes associated with NAFTA are:
- the elimination of import tariffs, which increased the level of trade among the three nations;
- a reduction in the overall price of consumer goods;
- an increase in foreign investment among and within the three nations.

Canada has experienced numerous benefits from NAFTA. Among these are:
- U.S. investment in Canadian automotive production
- Increases in oil exports from Canada to the U.S.
- Increases in shipments of beef, agricultural, wood and paper products to U.S. markets
- Export of mineral and mining products to U.S. markets.

- **standard of living** – the level of wealth and material comfort available to a people

Resources:

"NAFTA's Winners and Losers" by Dan Barufaldi (Investopedia)
Article discussing which countries have benefited most from NAFTA and how
http://www.investopedia.com/articles/economics/08/north-american-free-trade-agreement.asp

SS6E6 – Describe factors that influence economic growth and examine their presence or absence in Canada.

Standard E6 discusses economic growth factors in Canada, specifically those which directly impact gross domestic product and per capita income.

SS6E6 – Describe factors that influence economic growth and examine their presence or absence in Canada.
a. **Evaluate how literacy rates affect the standard of living.**

In order for a region to sustain high-quality, well-paying, in-demand jobs, its labor force must be **literate**. The **literacy rate** in Canada, 99%, is one of the highest in the world. This high literacy rate indicates an investment on the part of the Canadian government in **human capital**. According to a World Economic Forum report, of the 130 nations analyzed for 2016, Canada ranked 9th in the world for human capital investment.

- **human capital** – the knowledge, skills, and relative health of a nation's labor force
- **literate** – able to read and write in one's native language
- **literacy rate** – the percent of a nation's population over the age of 15 who are able to read and write

Resources:

Human Capital Index 2016 (World Economic Forum)
Human capital investment rankings of 130 countries.
http://reports.weforum.org/human-capital-report-2016/rankings/

SS6E6 – Describe factors that influence economic growth and examine their presence or absence in Canada.

> b. **Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).**

Canada	
GDP[28]	*GDP Per Capita*[29]
$1.551 trillion	$45,600

The economic strength of a nation is determined by measuring its **gross domestic product,** or GDP. GDP is the estimated total value of the all the final goods and services produced in a nation in a year's time. In other words, GDP represents what a nation is worth.

Nations who wish to compete economically must maintain a competitive GDP relative to other nations' in their region and among their trading partners. One way to ensure a healthy and growing GDP is to invest in **human capital**, which is to say the relative health, education, and training of a nation's labor force. Unhealthy, poorly educated, and/or untrained workers cannot be expected to support a strong national economy, let alone obtain high-quality, well-paying, in-demand jobs. Thus a nation's GDP directly correlates to its level of human capital investment.

Countries who do invest in human capital tend to see a rise in **GDP per capita** incomes. GDP per capita measures the average annual income of citizens in a given nation. (This measure can be misleading, however, this is one factor in the gap separating the impoverished, middle class, and wealthy. Income inequality in Canada has increased over the last 20 years.[30])

- **GDP per capita** – the average annual income of a nation's citizens; *per capita* is Latin for "by each head"
- **gross domestic product (GDP) –** the estimated total value of all the final goods and services produced in a nation in a year's time.
- **human capital** – the knowledge, skills, and relative health of a nation's labor force

SS6E6 – Describe factors that influence economic growth and examine their presence or absence in Canada.

> c. **Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).**

Another factor which can greatly impact a nation's GDP is its level of investment in **capital goods** (also called *physical capital*.) Capital goods are the factories, machinery, technology, etc. that are necessary to sustain a service or industry. Older, less efficient factories, antiquated machinery, and obsolete or out-of-date technology slow production and hamper the growth of national GDP. Canada's investment in capital goods has mostly been aimed at improving the nation's agricultural output and automotive industries.

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[28]Field Listing: GDP (Official Exchange Rate). The World Factbook. Central Intelligence Agency. N.d. Web. 4 Nov. 2016.

[29]Country Comparison: GDP - Per Capita (PPP). The World Factbook. Central Intelligence Agency. N.d. Web. 31 Oct. 2016.

[30] "Income Inequality." Conference Board of Canada. Jan. 2013. Web. 27 Jan. 2017.

- **capital goods** – the factories, machinery, technology, etc. that are necessary to sustain a service or industry

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SS6E6 – Describe factors that influence economic growth and examine their presence or absence in Canada.

    d.   **Describe the role of natural resources in a country's economy.**

A third factor which can affect a nation's GDP is the prevalence, diversity, and management of **natural resources.** Canada, with a total land area of nearly 4 million square miles, has an abundance of natural resources. These include minerals and rare earth elements – coal, iron ore, silver, copper, nickel, and gold – as well as wildlife and hydropower.

- **natural resource** – a material on or in the earth that has economic value

Natural Resources Canada (Government of Canada)
A complete listing of Canada's numerous natural resources and their associated industries.
http://www.nrcan.gc.ca/home

SS6E6 – Describe factors that influence economic growth and examine their presence or absence in Canada.

    a.   **Describe the role of entrepreneurship.**

In any given country, **public sector** (i.e., government-owned) industries will maintain a nation's GDP, but they will not typically grow it. It is in the **private sector** (i.e., businesses owned and operated by private citizens) that the most GDP growth occurs. A solid investment in human capital will foster the entrepreneurship necessary to generate private sector growth.

Entrepreneurs are private citizens who invest their own capital resources toward the creation of a new business or industry, frequently at some financial risk. Those whose business ideas succeed will **profit**; those whose do not will fail. This is the very essence of the free market / capitalist system. In Canada, some 13% of all citizens are entrepreneurs, tying it with Australia. Canada's level of entrepreneurship is second only to the United States.[31]

- **entrepreneur** – those who risk their own money and resources to create a new business or service
- **private sector** – the part of the economy owned and operated by private citizens
- **profit** – as a verb, to gain financially; as a noun, the economic gains of a business
- **public sector** – the part of the economy owned and operated by the national government

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[31] "Entrepreneurship in Canada ranks 2nd in world, report says." CBC News. 29 May 2015. Web. 4 Nov. 2016.