

Outcome 14.2: explain how modern ideological thinking has influenced the use of conflict and cooperation to achieve political and economic goals

LINE MASTER 1-2

Your Perspectives: Activity

(page 1 of 2)

Name: _____ Date: _____

Use the numbers below to indicate your level of agreement or disagreement with each statement.

1	2	3	4	5
Strongly agree	Agree	Not sure/No strong opinion	Disagree	Strongly disagree

1. People who receive welfare should have to work or take job training.
2. I am opposed to capital punishment.
3. Canadian courts generally do not give harsh enough sentences to criminals.
4. Richer countries should increase their aid to poorer nations.
5. Possession of small amounts of marijuana should not be a criminal offence.
6. Private companies can provide public services (such as highway maintenance, school busing, and jail operation) more efficiently and cheaply than the government can.
7. Canada's gun-control laws make it too difficult for honest citizens to obtain guns for legitimate purposes such as hunting and self-protection.
8. The government should increase taxes to allow higher spending on social programs.
9. I would consider marrying a person from a different racial, ethnic, or religious group.
10. Canada should accept fewer immigrants.
11. The ability of Canada's businesses to compete internationally has been harmed by labour and environmental laws that are too strict.
12. Trade unions provide needed protection for the rights of working people.

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Your Perspectives: Activity

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Name: _____ Date: _____

13. Gays and lesbians should not be allowed to marry.
14. Canada's economic system is less productive than that of the United States.
15. Schools pay too much attention to teaching students about the arts. They should concentrate more on preparing young people to have successful careers.
16. Affirmative action programs are essential if women and minorities are to achieve their full potential.
17. University and college fees should be reduced or eliminated so that family income does not determine access to higher education.
18. People should be able to purchase private medical care in Canada.
19. The government has the responsibility to eliminate homelessness in our cities.
20. Governments should be prepared to run deficits in order to pay for essential needs such as better schools and improved healthcare.

After you have finished the questionnaire, complete the remaining steps on the scoring sheet to determine your perspective on social and economic issues.

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Your Perspectives: Scoring Sheet (page 1 of 2)

Name: _____ Date: _____

- As you complete the questionnaire on **LM 1-2 Your Perspectives: Activity**, record the numbers that represent your answers on the grid below. Your answer should go in the blank space in either Column C or Column F.

A	B	C	D	E	F	G
Question		Answer Here			Or Answer Here	
1						
2						
3				6 -		
4	6 -					
5						
6						
7				6 -		
8	6 -					
9						
10				6 -		
11						
12	6 -					
13				6 -		
14						
15						
16						
17	6 -					
18				6 -		
19						
20	6 -					
Total						

- Now you must calculate your adjusted scores. For some questions (e.g., questions 3 and 4), you must subtract your answer from 6. Put the result of this subtraction in Column D or Column G. For the remaining questions, just transfer your answer from C to D or from F to G.
- Add the total for the numbers in Column D and put this number in the space provided. This is your preliminary economic (E) score. Similarly, add the numbers in Column G to get your preliminary social (S) score.

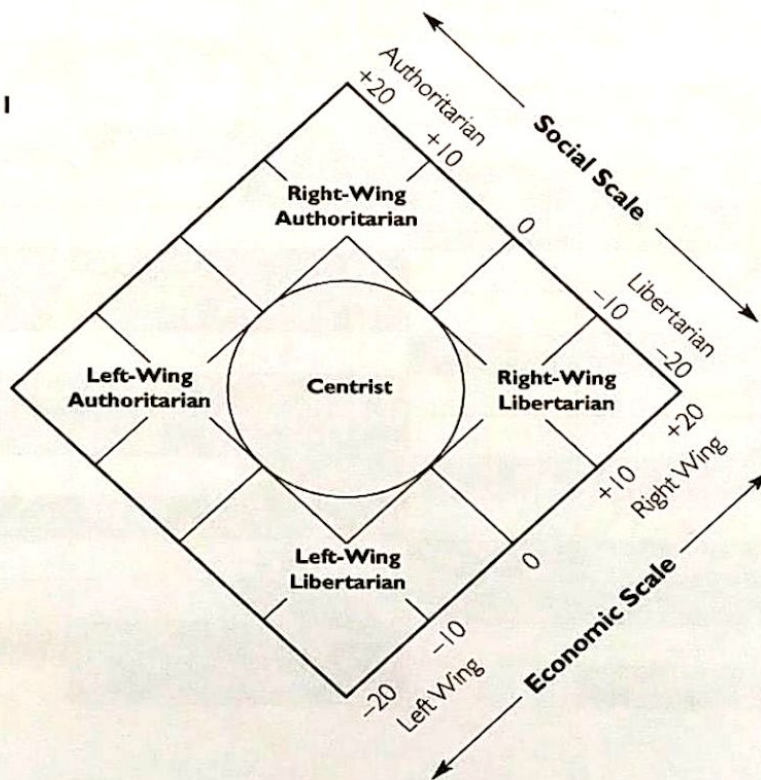
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Your Perspectives: Scoring Sheet (page 2 of 2)

Name: _____ Date: _____

- To get your final scores, do the following calculations:
 Economic score = 30 – preliminary E-score
 Social score = preliminary S-score – 30
 For example, let’s say that Stephen Harper did this quiz and had the following scores:
 Economic = 30 – 17 = 13 Social = 23 – 30 = -7
- The next step is to graph your score, along with those of your classmates and teacher. Use a small circle to locate your score on Figure 1, below. Use an X for your teacher’s score, and a dot for each of your classmates’ scores.

Figure 1



Scoring sheet for activity, page 3 of Teacher Resource