

Important Concepts . . .

# Preview Review



**Social Studies Grade 9 TEACHER KEY**  
**W3 - Lesson 3: Quality of Life,  
Consumerism, and the  
Economy**

## Important Concepts of Grade 9 Social Studies

W1 - Lesson 1 ..... Citizenship, Government, and Identity  
W1 - Lesson 2 ..... Making Laws in Canada and the Role of the  
..... Media  
W1 - Lesson 3 ..... Youth Criminal Justice  
W1 - Lesson 4 ..... The Charter of Rights and Freedoms  
W1 - Lesson 5 ..... The Charter and the Workplace  
W1 - Quiz

W2 - Lesson 1 ..... Collective Rights  
W2 - Lesson 2 ..... Collective Rights of the French and Métis  
W2 - Lesson 3 ..... Immigration Issues  
W2 - Lesson 4 ..... Immigration  
W2 - Lesson 5 ..... Review  
W2 - Quiz

W3 - Lesson 1 ..... Market and Mixed Economies  
W3 - Lesson 2 ..... The Roles of Government, Labour, and  
..... Consumers in the Economy  
W3 - Lesson 3 . Quality of Life, Consumerism, and the Economy  
W3 - Lesson 4 ..... Social Programs and Political Parties  
W3 - Lesson 5 ..... The Environment  
W3 - Quiz

## Materials Required

**Textbook Required**  
*Issues For Canadians*

Social Studies Grade 9

Version 6

Preview/Review W3 - Lesson 3

1-894894-82-0

Publisher: Alberta Distance Learning Centre

Written by: Tom Dirsá

Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon

Preview/Review Publishing Coordinating Team:

Heather Martel and Marlyn Clark



Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

*The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.*

### ALL RIGHTS RESERVED

Copyright © 2010, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from Alberta Distance Learning Centre.

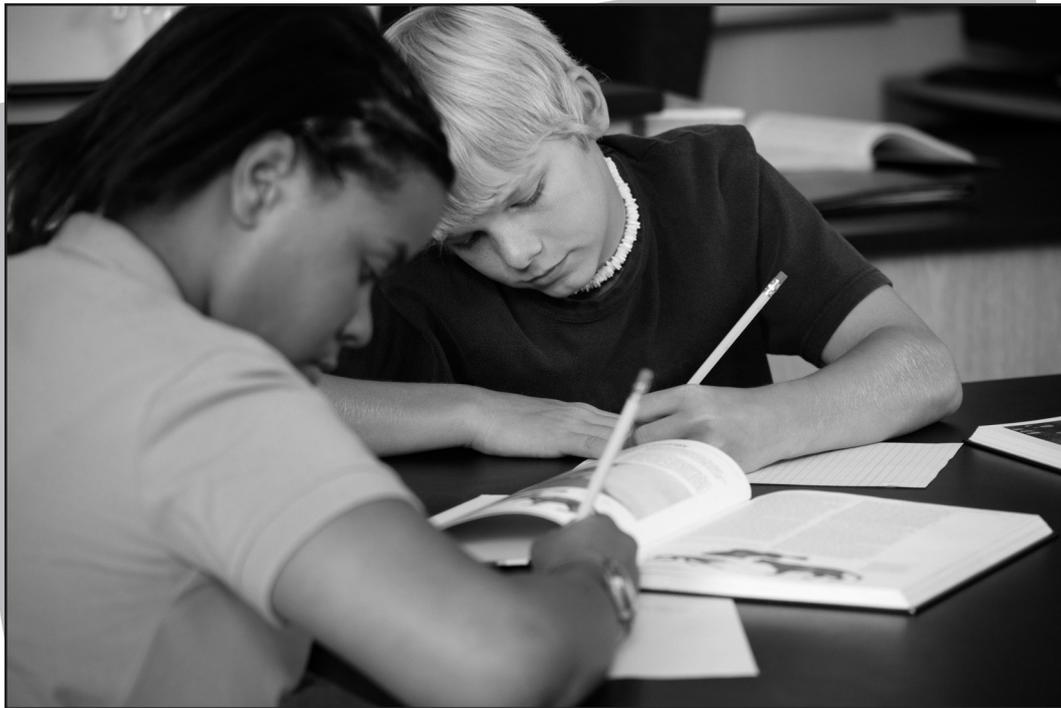
*No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.*

*Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.*

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

# Preview/Review Concepts for Grade Nine Social Studies

## Teacher Key



*Week 3 - Lesson 3:*

*Quality of Life, Consumerism,  
and the Economy*

# OBJECTIVES

By the end of this lesson, you should

- know the indicators of quality of life
- know how individual consumer behaviour impacts quality of life
- realize how marketing impacts consumerism
- know how consumerism provides opportunities for and limitations on impacting quality of life
- identify how consumerism is used as a power of a collective
- know to what extent consumerism, economic growth, and quality of life differ regionally in North America

## GLOSSARY

**bandwagon** – a popular idea that attracts growing support

**behaviour** – actions or reactions of individuals in response to conditions

**boycott** – to refuse to buy or deal with a product or company as a protest

**budget** – a plan outlining the limits of expenditures

**consumerism** – a belief that an increase in the consumption of goods is economically beneficial

**Gross Domestic Product (GDP)**  
– measures the amount of wealth a country's economy generates

**glittering generalities** – appealing words associated with highly-valued concepts and beliefs that carry conviction without supporting information or reason

**marketing** – the process of promoting the sale of goods or services

**purchasing power parity (PPP)**  
– shows how much of a country's currency is needed in that country to buy what one dollar would buy in the United States

**prosperity** – an economic state of growth

**quality of life** – the general well-being of individuals and societies

**standard of living** – a measurement of economic well-being of people in a society

## Week 3 – Lesson 3: Quality of Life, Consumerism, and the Economy

### Reading 1: Indicators of Quality of Life

What is **quality of life**? Why is quality of life important and how do you measure it?

Quality of life is a term used to measure well-being. For example, how people feel about their environment collectively contributes to their well-being.

Quality of life is difficult to measure because having a good life means different things to different people. For some, quality of life is related to an area's climate and its access to beaches, mountains, and parks. For others, quality of life is related to an area's cost of living or the quality of its health care system.

To determine the quality of life of an individual or country, a number of factors are used to represent the most important aspects of life. These factors may include education, health, housing, employment, and household finances. These individual factors can be categorized into three broad groups called *economic environment*, *social environment*, and *physical environment*.

The *economic environment* measures the material well-being of individuals. The factors that may be measured include the **Gross Domestic Product** (GDP) of a nation and the unemployment rate. The *social environment* measures the emotional and spiritual well-being of people. These factors may include health, political freedom, and education levels. The *physical environment* measures the comfort level individuals have with the geography of the place where they live. These factors may include average rainfall, average temperature, and topography.

Some of the more common factors used to determine quality of life and the indicators used to represent these factors are below.<sup>1</sup> Countries that receive high marks in these factors are considered to have a high quality of life.

1. *Material well-being* - Gross Domestic Product (GDP) per person, at **Purchasing Power Parity** in the currency of the country
2. *Health* - Life expectancy at birth, given in years
3. *Political stability and security* - ratings of a country's political stability and security
4. *Family life* - Divorce rate (per 1,000 people), converted into index of 1 (lowest divorce rates) to 5 (highest divorce rates)

5. *Community life* – takes the value of 1 if country has either high rate of church attendance or trade-union membership; zero otherwise
6. *Climate and geography* – Latitude is used to distinguish between warmer and colder climates.
7. *Job security* - Unemployment rate
8. *Political freedom* - Average of indices of political and civil liberties; Scale of 1 (completely free) to 7 (unfree)
9. *Gender equality* - Ratio of average male and female earnings, using the latest available results

For many years, the United Nations has produced a Quality of Life survey. This survey ranks countries according to an index the UN has developed. The criterion the UN uses for calculating rankings includes life expectancy, educational achievement, and material well-being. In the 2009 United Nations Human Development Report, Canada was ranked fourth out of 182 countries.<sup>2</sup>

To review this reading, complete Activity 1.



© Thinkstock

<sup>1</sup>Source of list provided by: Economist Intelligence Unit a research and advisory company providing country, industry and management analysis worldwide.

[http://www.economist.com/media/pdf/quality\\_of\\_life.pdf](http://www.economist.com/media/pdf/quality_of_life.pdf)

<sup>2</sup>UN information available from <http://hdr.undp.org/en/statistics/indices/hdi/>

## Activity 1: Indicators of Quality of Life

To finish the activity, you must complete two sections. The first section is a chart. The second section is a series of questions based on the information provided in Reading 1. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

### Section 1: Indicators

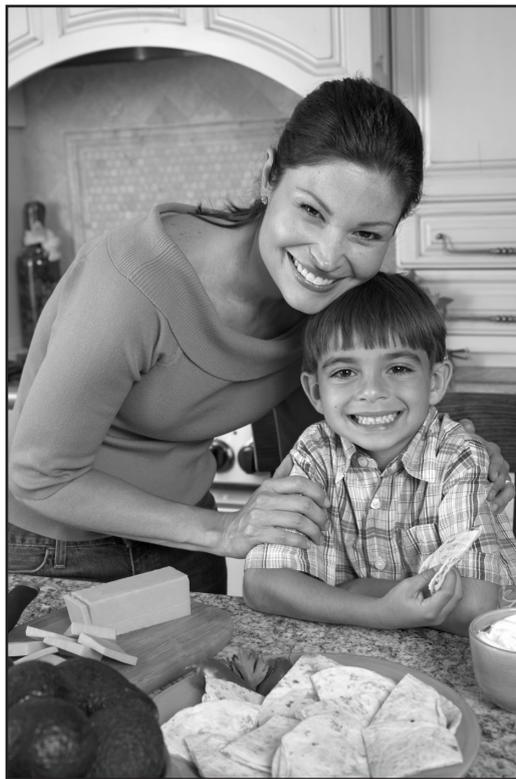
Complete the chart by indicating to which environment the following factors belong. The first factor is completed for you as an example.

<b>Factors</b>	<b>Economic Environment</b>	<b>Social Environment</b>	<b>Physical Environment</b>
Community life		X	
Material well-being	X		
Political stability and security		X	
Family life		X	
Job security	X		
Climate and geography			X
Gender equality		X	
Standard of living	X		
Health		X	

**Section 2: Fill-in-the-Blank**

Complete each of the following sentences by writing the correct word or phrase on the lines provided.

1. Quality of life is a term used to measure well-being.
2. Life expectancy (2 words) is a factor used to determine the health of a country.
3. In determining the material well-being of a country, the Gross Domestic Product is used.
4. A country's unemployment rate is used to determine job security.
5. Some of the social environment factors include health, political freedom, and education levels.
6. The physical environment includes amount of rainfall and average temperature.
7. Gender equality (2 words) is determined by measuring the ratio of average male and female earnings.



© Thinkstock

## Reading 2: Consumer Behaviour

People consume resources that provide them with the basic items to survive such as food, clothing, and shelter. Over time, the need to consume for survival was replaced by an economic theory called **consumerism**, which is the belief that an increase in the consumption of goods is economically beneficial. As people increase their demand for goods and services, companies will grow to meet the demands of the consumer.

Most industries in Canada operate on selling goods or services to consumers and are judged as successful if they can increase their profits each year over previous years.

The decisions consumers make can affect job creation, production decisions, and a number of other aspects of the economy. Those decisions, in turn, determine the quality of life of consumers and the nation.

To discover what role consumerism plays in our economy and what guides your behaviour as a consumer, read page 238 and pages 243 to 245 in your textbook, *Issues For Canadians*. Then complete Activity 2.



© Thinkstock



- T*** 7. For some people, brand names are a significant influence on the clothes they buy.
- 
- 



© Thinkstock

## Reading 3: Factors Affecting Consumer Behaviour

Prior to 1988, tobacco advertising could be found everywhere and tobacco companies sponsored sporting events such as the Canadian men's curling championship. Why does the Canadian government now require the tobacco industry to put warning labels on their products? Why has the government established limits on tobacco companies' ability to advertise?

For many years the term "*throw-away society*" was used to describe consumerism. This term described the excessive consumption and production of disposable items. Today, consumers have become more environmentally conscious and "*reduce, recycle and re-use*" has replaced the habit of throwing everything away.

To learn what factors affect marketing and impact consumerism, read pages 248 to 255 in your textbook, *Issues For Canadians*. Then complete Activity 3.



© Thinkstock

### Activity 3: Factors Affecting Consumer Behaviour

Answer the following questions in complete sentences. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. What are **three** specific examples of government legislation that focuses on consumer health and safety?

*Students should identify any three of the following points.*

- *Canada and the United States have passed product-labeling laws to list the ingredients in food and cosmetics.*
- *Federal law requires warnings on products such as cigarettes.*
- *Both the United States and Canada have seat belt laws.*
- *Calgary restaurants are required to serve food that is transfat free.*

2. Every time consumers buy a product they provide jobs to a whole series of people. Identify **three** different types of workers to whom consumer purchases provide work. Identify the category of each job. Categories may include store workers, transportation, manufacturing, suppliers, and fuel suppliers.

*Students' responses will vary. Possible answers are below.*

- *Cashiers, salespeople, and managers at the store where the item was purchased (Store Workers)*
- *Truckers, warehouse workers, and managers who transport the item to the store (Transport Workers)*
- *Assembly machine operators, quality control workers, and managers at the manufacturing plant that makes the item (Manufacturing Plant Workers)*
- *Mine workers, processing plant workers, and other personal that supply the material in the item (Metal Suppliers)*
- *Chemists and petrochemical engineers that supply the fuel to deliver the item or some of its contents (Plastics/Fuel Supplies)*

3. Identify **three** ways the environment is affected by consumer spending.

*Students' responses will vary. Possible answers are below.*

- *Packaging makes up one third of the waste in North America.*
- *Plastic materials emit toxins into the environment.*
- *Metals can have several negative impacts on the environment.*
- *The manufacture of organic compounds can emit pollutants into the atmosphere.*
- *The exhaust from automobiles can affect the balance of greenhouse gases.*

4. Identify and describe **four** techniques used in advertising to influence consumer decision-making about what to buy.

*Students should have any four of the following points.*

- *Bandwagon Effect - encourages consumers to buy a product because everyone else is*
- *Emotional Appeal - uses strong emotional language that connects to consumers' fears and desires*
- *Glittering Generalities - relates the product or service to words that promise everything, but deliver little or nothing*
- *Plain Folks Appeal - relates a product or service to the experience of ordinary folks*
- *Testimonials - uses celebrities or experts to speak for a product*
- *Scientific Appeal - uses statistics or scientific data to persuade consumers to buy a product or service*

## Reading 4: Consumer Decisions and Quality of Life

Consumer decisions are, for the most part, based on income. The higher a consumer's income the more flexibility a consumer will have in making decisions on the items he or she wishes to buy. For example, a student earning ten dollars an hour with a part time job will not have the same purchasing opportunities as a student with a part time job that pays twelve dollars an hour.

Income affects your decisions as a consumer and your quality of life. Many individuals develop a **budget** to ensure they have enough money to purchase all the items they wish to consume. With a budget, one can ensure the necessities such as food and shelter are paid for. Then, decisions about spending and/or saving the money remaining are made. A budget can determine if there is enough money to buy a brand name item instead of a store brand product. A budget can also determine if you go to the movies once a month or more often.

Another factor that can influence consumer spending is where people live. People living in an urban community have more opportunities to purchase a wider variety of goods and services than individuals living in a rural setting. Larger communities attract a wider variety of companies because these companies realize they have a better opportunity of drawing consumers to their stores than in communities with a small population. The country where one lives also affects one's consumer spending. Countries with a high quality of life such as Canada and the United States attract companies that are prepared to introduce new products and services. The companies know that countries with a high quality of life have more individuals with disposable income who are more likely to buy new products and services.

Sometimes events or issues occur that result in consumers deciding to **boycott** a product or a company. A consumer boycott can influence the company to resolve the issue or improve the product to maintain their sales.

To discover how a budget affects consumer decisions, how the Gross Domestic Product indicates prosperity, and why people will boycott products, read pages 258 to 263 in your textbook, *Issues For Canadians*. Then complete Activity 4.



© Thinkstock

## Activity 4: Consumer Decisions and Quality of Life

To complete Activity 4, fill in the blanks for each of the following sentences by writing the correct word or phrase on the lines provided. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. The cartoon “Buying on a Budget” shows John that he needs to *budget* his money if he wants to go to the movies. John’s *income* affects his consumer decisions.
2. The *prosperity* of people affects how much they spend as consumers.
3. Prosperity varies *within* countries and among countries.
4. The regional differences in prosperity (GDP per capita) in North America indicate that Mexico is a “*developing*” country”.
5. The Gross Domestic Product (GDP) measures the amount of *wealth* a country’s economy generates.
6. A boycott is a *decision* by a group of *consumers* not to buy certain products.
7. Boycotts are used by environmental organizations such as Greenpeace as a way to take action on *issues* that concern them.
8. Animal rights groups *boycotted* the products of some *cosmetic* companies because the companies used animals to *test* their products.
9. Louis-Joseph Papineau organized Canadiens in *Lower* Canada to boycott *British* goods to try to pressure Britain to make *reforms*.
10. The boycott of *Daishowa* Ltd. products pressured the company to stop *logging* land claimed by the Lubicon.

## Week 3 – Lesson 3: Quality of Life, Consumerism, and the Economy Review Assignment

Complete pages 13 to 16 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks.

### Section A: True or False

Read each of the statements carefully. If the statement is true, write **T** on the line provided. However, if the statement is false, write **F** on the line provided. Then **rewrite the sentence correctly to make the statement true.** (5 marks)

- T**   1. Quality of life is a term used to measure people’s well-being.  
 \_\_\_\_\_  
 \_\_\_\_\_
- F**   2. Life expectancy is the indicator used to determine the wealth factor.  
*Life expectancy is the indicator used to determine the health factor.*  
 \_\_\_\_\_
- F**   3. The GDP of North America shows that Canada is a developing country.  
*The GDP of North America shows that Canada is a developed country.*  
 \_\_\_\_\_
- F**   4. Canada and the United States have failed to pass seat belt laws.  
*Canada and the United States have passed seat belt laws.*  
 \_\_\_\_\_
- T**   5. The bandwagon effect encourages consumers to buy a product because everyone else is buying it.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Section B: Fill-in-the-Blanks**

Choose the **best** word to complete each statement from the list of words provided. Write the correct words on the lines. The words will be used only once. Not all the words will be used. (5 marks)

bandwagon effect	capitalism	consumerism	packaging	plain folks
welfare	plastic	successful	unsuccessful	warnings

1. The plain folks (2 words) appeal is an advertising technique that relates a product to the experience of ordinary people. (1 mark)
2. Packaging makes up one third of the waste in North America.
3. The economies of Canada and the United States are influenced by consumerism.
4. The Canadiens' boycott of British goods was unsuccessful in getting Britain to reform laws in Lower Canada.
5. Federal law requires warnings on tobacco products.

**Section C: Multiple-Choice**

Be sure to read each question carefully. Write the letter of the **best** answer in the blank in front of each question. (5 marks)

- C   1. Advertising that uses strong language that connects to consumers' fears and desires is called
- A. the bandwagon effect
  - B. a testimonial
  - C. an emotional appeal
  - D. a glittering generality
- B   2. Advertising that uses statistics to persuade consumers to buy a product is called
- A. an emotional appeal
  - B. a scientific appeal
  - C. the plain folks appeal
  - D. the bandwagon effect
- A   3. A significant influence for some people on the clothes they buy is
- A. the brand name
  - B. the Gross Domestic Product
  - C. the selection available
  - D. one's mother
- D   4. What is used in determining the material well-being of a country?
- A. Human Development Index
  - B. Purchasing Power Parity
  - C. United Nations
  - D. Gross Domestic Product
- C   5. Job security is a factor that is considered in determining quality of life. It is part of the
- A. physical environment
  - B. mental environment
  - C. economic environment
  - D. social environment

**Section D: Matching**

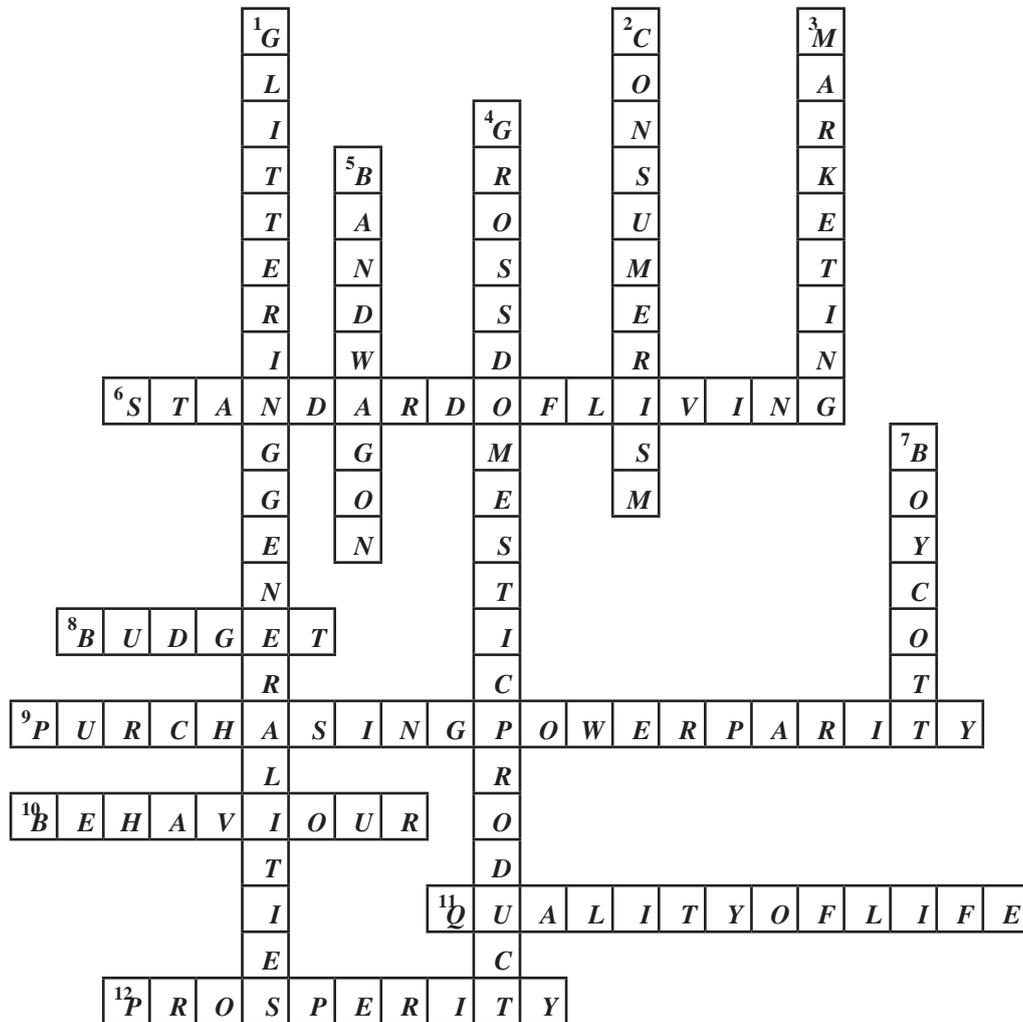
Match the term on the right with the correct definition on the left. Write the letter on the appropriate line to indicate your choice. An answer will only be used once. (10 marks)

<u>  <b>J</b>  </u>	reactions of individuals in response to conditions	A. prosperity
<u>  <b>D</b>  </u>	the process of promoting the sale of goods	B. testimonials
<u>  <b>E</b>  </u>	to refuse to buy a product as a protest	C. standard of living
<u>  <b>H</b>  </u>	measures the amount of a country's wealth	D. marketing
<u>  <b>G</b>  </u>	a plan that outlines expenditures	E. boycott
<u>  <b>B</b>  </u>	to use celebrities to speak for a product	F. glittering generalities
<u>  <b>C</b>  </u>	measurement of economic well-being of people	G. budget
<u>  <b>A</b>  </u>	an economic state of growth	H. Gross Domestic Product
<u>  <b>F</b>  </u>	words associated with high valued concepts	I. consumerism
<u>  <b>I</b>  </u>	a belief that increases in consumption are economically beneficial	J. behaviour

Total: \_\_\_\_\_  
25 marks

## Bonus Crossword Puzzle: Quality of Life, Consumerism, and the Economy

Use the clues below to identify the words and phrases in the crossword puzzle.



**Across**

- 6 the measurement of economic well-being of people (3 words)
- 8 a plan outlining the limits of expenditures
- 9 how much of a country's currency is needed in that country to buy what \$1 would buy in the United States (3 words)
- 10 actions of individuals in response to conditions
- 11 general well-being of individuals
- 12 an economic state of growth

**Down**

- 1 appealing words associated with highly-valued concepts that carry conviction without supporting information (2 words)
- 2 the belief that an increase in the consumption of goods is economically beneficial
- 3 the process of promoting the sale of goods
- 4 the amount of wealth a country's economy generates (3 words)
- 5 a popular idea that attracts growing support
- 7 to refuse to buy a product as a protest





