

Adult Basic Education

Adult Oriented Electives

Social Science 3200

Introduction to Anthropology, Psychology, and Sociology

Study Guide

Prerequisite: None

Credit Value: Two

Text: Hawkes, Charles; Keirstead, Marc; Hawes, Reg; Holland, Dick; Gerrard, Dennis. *Images of Society: Introduction to Anthropology, Psychology, and Sociology*. Toronto: McGraw-Hill Ryerson Limited (2001)



To the Student

Introduction to Social Sciences 3200

Social Sciences 3200 is an adult-oriented elective course designed to introduce you, the student, to the social sciences of anthropology, psychology, and sociology. It will reveal to you the ways in which research from all three social sciences impact our daily lives and our society. The course is contemporary and brings forward issues that you will find both interesting and timely. *Social Sciences 3200* affords you many opportunities to demonstrate your learning through note-taking, written applications, the assembly of a course portfolio and, ultimately, through the completion of a culminating activity in the form of a final exam or a major assignment.

Unit 1, Foundations of Social Science: *Self and Others*, provides various views on what makes us human. It looks at humanity from the perspective of each of the social sciences and explores the unique ability of human beings to communicate through language. In this unit, you will also learn about the impact of genetics and the environment as shapers of human behavior and read about the various rites of passage designed by human societies to mark changes and important events in an individual's life.

In **Unit 2, Social Structures and Institutions**, you will look at the five basic social institutions that are common to all societies: the family, economic institutions, political institutions, education, and religion. You will examine how these have developed in diverse cultures throughout the world and, in particular, how social and civil institutions in Canada have changed and evolved. The reading for this unit also identifies and defines secondary agents of socialization such as school and peers and their influence on a person's integration into society. The unit ends with a study of groups: why we form them and the kinds of groups that we create to meet our social needs.

Unit 3, Conflict, Discrimination, and Anti-social Behavior, addresses the causes of conflict in human society. Topics such as ethnocentrism, poverty, social injustice, and inequality are evaluated as sources of conflict. In this unit, you will also assess the effects of prejudice, discrimination, racism, and stereotyping. Finally, the unit investigates deviant behaviors; it looks at how society defines which actions are acceptable and which are not and how these "norms" vary from society to society.

Resources

The principal resource for this course (*Social Sciences 3200*) is the textbook, ***Images of Society: Introduction to Anthropology, Psychology, and Sociology***, from McGraw-Hill Ryerson Publishing. Other resources include Internet references, blackline masters, and various worksheets.

The textbook will refer you to "Web Connections" that will take you to the McGraw-Hill Website. The links provided will take you to reputable sites that provide additional information on the topic that you are studying.

To the Student

Using the Study Guides

Before starting, *Social Sciences 3200*, do a quick scan of this Study Guide and ensure that you have a copy of the textbook at your disposal.

As you work through the Study Guide, you will notice that it is divided into three distinct parts or units. Each unit has the following components:

Reading for this Unit:

Here you will find the chapters and pages of the textbook that make up the readings for the unit. By studying these pages, you will cover the necessary material to achieve the outcomes for this part of the course. When you begin a chapter, you should skim the recommended readings, paying close attention to any bolded headings, diagrams, photographs, and material in the margins. Read and make note of the bolded definitions that appear in the margin; these are key words and are defined in the margin of the page where they first appear. When you have done this precursory look at the unit directions, you will be ready to study the specific pages of required reading and complete the written work that is assigned.

References and Notes	Portfolio Work
<p>This left hand column guides you through the material to read from the textbook in order to achieve the desired outcomes for the course. This column will also guide you to questions from the text that should be answered in your Notebook. The completed notebook will make up 20% of your grade for the course. Occasionally, you will be guided by an arrow to the column opposite. ➔</p>	<p>This column, Portfolio Work, will direct you to specific questions in the “Understanding the Concepts” and “Applying the Concepts” questions at the end of the chapter of the text. You will also be given guidance for the completion of various worksheets and blackline masters that relate to the readings. All work from this column should be completed and saved to your portfolio, a folder created for this specific purpose. You may need to hole-punch some of the worksheets that your instructor gives you. 30% of your grade for the course will be based on the portfolio that you construct throughout the course.</p>

To the Student

Recommended Evaluation for Social Science 3200

Notebook.....	20%
Portfolio	30%
Unit 1 Quiz.....	10%
Unit 2 Quiz.....	10%
Culminating Activity*	30%
	<u>100%</u>

* The culminating or concluding activity for *Social Science 3200* may take the form of a final exam or a major activity or project such as a research paper, a photo essay, oral presentation, cartoon analysis, etc. When you have completed all of the course work, you should discuss with your instructor which choice would be best for you and the various options available to you.

Unit 1: Foundations of Social Science: Self and Others

To fulfill the objectives for this unit, students should complete the following:

Reading for this Unit:	<i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i> Introduction: Pages 1-33 Chapter 1: Pages 36-67 Chapter 2: Pages 70-95 Chapter 3: Pages 98-123 Chapter 4: Pages 126-153
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References and Notes	Portfolio Work
<p>1. Read pages 1-14</p> <p>Notebook Answer questions 1, 2, 3 and 5 on page 15 ➔</p> <p>2. Read pages 15-19</p> <p>Notebook Answer questions 1 and 2 on page 19 ➔</p> <p><i>Note: If you have difficulty accessing the Website for question #2, type in the following address:</i></p> <p>www.school.mcgrawhill.ca/school/booksites/</p> <p><i>Under “history and Social Sciences”, click on “Images of Society: Introduction to Anthropology, Psychology, and Sociology” (the title of your textbook). Next click on “Student Resources” in the left hand column. Then choose the part (chapter) of the text that you need, in this case the Introduction. Read down the list of articles until you find what you are looking for.</i></p> <p>3. Read pages 20-30</p> <p>Notebook Answer questions 1 and 2 on page 30</p> <p>4. Read pages 31-33 ➔</p> <p>Notebook Complete the “Using your text as a Research Tool” exercise on pages 32 and 33.</p>	<p><i>All portfolio work should be hole-punched and put into a folder or binder</i></p> <p>Complete the “Career Explorations” worksheet from the appendix at the end of this guide.</p> <p>Complete Blackline Master 1-3, Part 1: Key Practitioners. (Your instructor will provide you with this worksheet and the instructions for its successful completion as well as other worksheets as they are required in the course.)</p> <p>Complete “Understanding the Concepts” questions 1 and 2 on page 34. Choose and complete one “Applying the Concepts” question on page 34</p>

Unit 1: Foundations of Social Science: Self and Others

References and Notes	Portfolio Work
5. Read pages 36-45	
Notebook Answer questions 1, 2, 3 and 4 on page 45.	
6. Read pages 46 and 47; think about the answers to the questions on page 47. (you do not have to write the answers) ➔	Complete Blackline Master 1-4, Humans and Great Apes by using the information from pages 46 and 47 of the textbook. You can access more information by following the “Web Connection” on page 47.
7. Read pages 48-54	
Notebook Answer questions 1,2,3,4 and 5 on page 54 ➔	Complete the worksheet, <i>Androgs: Assessing Gender Roles</i> , found in the appendix of this guide.
8. Read pages 54-57	
Notebook Answer questions 1 and 4 on page 57	
9. Read pages 58-67 ➔	Complete Blackline Master 1-6, Contrasting Views on Humanness by using the information from pages 58-61 of the textbook.
10. Read pages 70-77	Complete “Understanding the Concepts” questions 1, 2, 3 and 4 on page 68.
Notebook Answer questions 1 and 2 on page 75	Choose and complete one “Applying the Concepts” question on page 68.
11. Read pages 78-82	
Notebook Answer questions 1, 2, and 3 on page 82	
12. Read pages 83-91 ➔	Complete the “Social Cohesion Through Slang” worksheet found in the appendix at the end of this guide.
Notebook Answer questions 1, 2,3,4 and 6 on page 91 ➔	Complete Blackline Master 1-7, Part 1: International Symbols and Blackline Master 1-7, Part II: My Universal Symbol

Unit 1: Foundations of Social Science: Self and Others

References and Notes	Portfolio Work
13. Read pages 92-96 ➔ 14. Read pages 98-100	Complete “Understanding the Concepts” questions 1, 2, 3, 4 and 5 on page 96. Choose and complete one “Applying the Concepts” question on pages 96-97.
Notebook Answer questions 1, 2, 3, and 4 on page 100 15. Read pages 101-111	
Notebook Answer questions 1, 2, 3 and 4 on page 111 16. Read pages 112-123 ➔	Complete Blackline Master 1-12, Research Notes for Profiles in Fame .
Notebook Answer questions 1, 2, 3, and 4 on page 122 ➔ 17. Read pages 126-136	Complete “Understanding the Concepts” questions 3 and 7 on page 124. Choose and complete one “Applying the Concepts” question on pages 124-125.
Notebook Answer questions 1, 2, 3, and 4 on page 136 ➔ 18. Read pages 137-144	Complete Blackline Master 1-2, Activity 12: Ceremony . Some unmarked rites of passage might be: <ul style="list-style-type: none">• getting a driver’s license• repeating a course or improving a low grade• leaving home• starting a first job
Notebook Answer questions 1, 2, 3, and 4 on page 139 19. Read pages 145-153 ➔	Complete Blackline Master 1-2, Activity 13: Mourning .
Notebook Answer questions 1 and 2 on page 147 ➔	Complete “Understanding the Concepts” questions 1 and 4 on page 154
You have completed the work for Unit 1 and are now ready to write the Unit Quiz.	Note: Question 4 should be in the form of a 5 paragraph essay report.

Unit 2: Social Structures and Institutions

To fulfill the objectives for this Unit, students should complete the following:

Reading for this Unit:	<i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i> Chapter 5: Pages 162-191 Chapter 6: Pages 194-225 Chapter 7: Pages 228-247 Chapter 8: Pages 250-281
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References and Notes	Portfolio Work
1. Read pages 162-171	
Notebook Answer questions 2 and 3 on page 172	
2. Read pages 173-183 ➔	Complete Blackline Master 2-6, A Comparison of Two Families . Examine the family institution in a culture different from your own and compare it to a family from your culture. Your instructor will provide you with more instruction if necessary.
Notebook Answer questions 1, 2, 3 and 5 on page 179	
3. Read pages 184-191	Complete “Understanding the Concepts” question 1 on page 192.
Notebook Answer questions 1 (part 1) and 4 on page 188 ➔	Choose and complete one “Applying the Concepts” question from page 192.
4. Read pages 194-206	
Notebook Answer questions 1 and 4 on page 203	
5. Read pages 207-213	
Notebook Answer questions 1, 2, 3, 5 and 6 on page 211	

Unit 2: Social Structures and Institutions

References and Notes	Portfolio Work
6. Read pages 214-225	
Notebook Answer questions 1, 2 and 3 on page 219 ➔	Complete “Understanding the Concepts” questions 1, 2, 3, 4, 5 and 6 on page 226. Choose and complete one “Applying the Concepts” question on page 226.
7. Read pages 228-233	
Notebook Answer questions 1 and 2 on page 231	
8. Read pages 234-237	
Notebook Answer questions 1, 2, and 3 on page 237	
9. Read pages 238-244	
Notebook Answer questions 1, 2, and 3 on page 241.	
Note: You may do question 3 on your own if you do not have a group to work with.	
10. Read pages 245-247 ➔	Complete Blackline Master 2-9 , <i>When I go to the Doctor, I Expect...</i>
	Complete “Understanding the Concepts” questions 1, 2, and 3 on page 248
	Choose and complete one “Applying the Concepts” question on page 248.
11. Read pages 250 – 256	
Notebook Answer questions 1, 2, 3 and 4 on pages 256-257	

Unit 2: Social Structures and Institutions

References and Notes	Portfolio Work
12. Read pages 257-262	
Notebook Answer questions 1, 2, 3, and 4 on page 263	
13. Read pages 264-269	
Notebook Answer questions 1 and 2 on page 267	
14. Read pages 270-271	
Notebook Answer questions 1, 2, and 3 on page 271	
15. Read pages 272-281 ➔	Complete Blackline Master 2-3, Part I: Key Practitioners and 2-3, Part II: Key Terms and Concepts .
	Complete “Understanding the Concepts” questions 1 and 3 on page 282.
	Choose and complete one “Applying the Concepts” question on page 283.
You have completed the work for Unit 2 and are now ready to write the Unit Quiz.	

Unit 3: Conflict, Discrimination, and Anti-Social Behavior

To fulfill the objectives for this Unit, students should complete the following:

Reading for this Unit:	<i>Images of Society: Introduction to Anthropology, Psychology, and Sociology</i> Chapter 9: Pages 288-319 Chapter 10: Pages 322-343 Chapter 11: Pages 346-373
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References and Notes	Portfolio Work
<p>1. Read pages 288-293</p> <p>Notebook Answer questions 1, 2, 3, 4, 5 and 6 on page 291</p> <p>2. Read pages 294-305 ➔</p>	<p>Complete Blackline Master 3-5, Rough Notes for Report on Economic Disparity in Canadian Society. (you do not have to write the report; simply research your topic and write notes)</p> <p>Some suggestions for research topics are:</p> <ul style="list-style-type: none">• homelessness• child poverty in Canada• low-income families• panhandling (begging)• single mothers under 25 years of age• the unemployed• street youths• regional disparity in Atlantic Canada• child poverty in Newfoundland and Labrador• social assistance in Newfoundland and Labrador <p><u>Note:</u> Keep a record of all the sources (books, Internet sites) that you use in your research and record them on the back of the worksheet</p>

Unit 3: Conflict, Discrimination, and Anti-Social Behavior

References and Notes	Portfolio Work
<p>Notebook Answer questions 1, 2, 3 and 4 on page 301 ➔</p>	<p>Complete question number 5 on page 301. Include the newspaper clippings in your portfolio. On the chart, record the cause of the conflict, whether or not it arose from an inequality, and a brief suggestion for a solution.</p>
3. Read pages 306-311	
<p>Notebook Answer questions 1, 2, 3, 4 and 5 on page 311</p> <p>4. Read pages 312-319</p>	
<p>Notebook Answer questions 1, 2, 3, 4, 5, 6 and 7 on page 318 ➔</p> <p>5. Read pages 322-328</p>	<p>Complete “Understanding the Concepts” questions 1, 2, 4 and 5 on page 320.</p> <p>Choose and complete one “Applying the Concepts” question on page 320.</p>
<p>Notebook Answer questions 1, 2, 3 and 4 on page 329</p>	

Unit 3: Conflict, Discrimination, and Anti-Social Behavior

References and Notes	Portfolio Work
6. Read pages 330-336 ➔	Complete Blackline Master 3-8, Rough Notes for Report on How Could This Have Happened? (You do not have to write the report; simply research and take notes on your topic.)
Notebook	
Answer questions 1, 3 and 4 on pages 336-337	
(you may do number 4 on your own if you do	
not have a partner to work with.)	

Unit 3: Conflict, Discrimination, and Anti-Social Behavior

References and Notes	Portfolio Work
9. Read pages 349-350	
Notebook Answer questions 1, 2 and 3 on page 351 ➔ 10. Read pages 352-356	Re-read “Analyzing Articles” on page 319 of your textbook, then complete the worksheet on the article entitled “The Pendulum has Swung too Far” found in the appendix at the end of this guide.
Notebook Answer questions 1, 2, 3, 4 (a and b), and 5 on page 357 11. Read pages 358-362 ➔	Re-read “Interpreting Statistical Tables” on pages 342-343 of your textbook. Using the Statistics Canada table on “Crime Rates for Selected offences by Census Metropolitan Area”, found in the appendix to this guide, complete the accompanying worksheet.
Notebook Answer questions 1 and 2 on page 363 12. Read pages 364-367	
Notebook Answer questions 1 and 4 on page 367 13. Read pages 368-373 ➔	Complete “Understanding the Concepts” questions 1, 2, 3 and 4 on page 374. Choose and complete one “Applying the Concepts” question on pages 374-375.
You have completed the coursework for <i>Social Sciences 3200</i> and are now ready to complete a culminating activity. See your instructor to arrange to write an exam or to complete a major assignment related to what you have learned.	

Appendix

Social Science 3200

Career Explorations

Occupation: Psychologist

Directions: Log on to www.jobfutures.ca to complete this worksheet.

Duties:

Educational Requirements:

Current Work Prospects: _____ **Average Unemployment Rate:** _____

Future Work Prospects: % of Part-time Work:

Average Hourly Wage: **% of Women in the Field:**

Worksheet

Androgs: Assessing Gender Roles

Newfoundland and Labrador has sent its first ship into space; the exploratory team discovered a new planet and a new race of beings which they called “Androgs”. Examine the following statements about the Androgs and determine the gender of those described in each statement.

Circle male or female.

1. The Androg, carrying a basket of laundry from the basement, heard a child cry and left the basket to investigate. (M F)
2. This Androg was dressed in a long flowing robe and a wrap-around headdress. (M F)
3. These Androgese caregivers were protesting; they felt they deserved more pay for their work with the sick and aged. (M F)
4. One Androg was toned and strong and even refused anesthetic while having dental work done. (M F)
5. These Androgs work mostly in industrial trades; they build and maintain buildings and roads. (M F)
6. Some Androgs play a rough national sport that involves rock climbing and running while carrying heavy boulders. (M F)
7. Many young Androgs dream of being accepted into the high paying professional league for the sport and often play in minor leagues. (M F)
8. The planet’s leader was a university athlete and has a doctorate degree in mathematics. (M F)
9. Some of the adolescent Androgs were excited about a big social event and were getting new hair styles and skin dying to look good for the party. (M F)
10. One Androg had wanted to be a nurse since childhood. (M F)
11. The gym teacher at the Androg school was an excellent cook and knitter. (M F)
12. The Androg prison guards had close-shaved haircuts, many arm tattoos, and wore heavy laced-up boots. (M F)
13. These Androgs appear, often scantily-clad, in advertisements for lingerie. (M F)
14. These Androgs do not express a lot of emotion publicly and rarely cry. (M F)

Examine your responses to the statements above and answer these questions:

- A. Which clues indicated gender to you? Why?
- B. What are the factors in your own society that may have influenced your assessment of the gender roles? Give an example that may be different in another part of our world.
- C. Are gender roles changing? Explain with examples.

Social Cohesion Through Slang

Slang is a special collection of words and phrases used by a particular social group; these words and phrases have precise meaning only to the members of the group. Most slang is created and spoken by the adolescents and young adults of a society to differentiate their communication from that of their parents' generation; it is familiar to the user, but excludes others.

Sometimes slang is localized to a particular area or territory or to a specific sub-culture. See how many of the following "Hip-Hop" expressions you know; translate them into standard form:

1. Wasup, Bro?

2. Don't be dissin' me, homey.

3. My bad; I forgot where your crib was and blew off the party.

Slang expressions change frequently since, as soon as others outside the group understand the meaning of the expressions, new words are created to maintain group solidarity. Some slang expressions, however, become part of mainstream communication. These slang words and expressions from the 1950s and 1960s are sometimes still used; write them in standard English:

1. Don't have a cow; I didn't mean to rattle your cage.

2. I'm really bummed out because I bombed the exam.

3. What a ditz; he had a groovy chick but, because he made out with someone else, she dumped him!

4. You've got it made in the shade, man. That new job is boss.

Page 83 of *Images of Society* gives three main purposes for the use of slang:

- Slang is a type of shorthand to save time from making lengthy descriptions.
- Slang makes possible a more precise reference to observations or experiences within a group than mainstream vocabulary allows.
- Slang reinforces and maintains group solidarity.

List three slang terms or expressions that you have used with your peer group, explain their meaning, and relate each one to a purpose listed above.

1. _____

Meaning _____

Purpose _____

2. _____

Meaning _____

Purpose _____

3. _____

Meaning _____

Purpose _____

More young offenders are going free under new act

(an article written for NUPGE, the National Union of Public Employees,
Webpage, January 11, 2004)

‘The Pendulum has swung too far.’ – Bob Eaton

Toronto – The number of young people jailed in Canada has dropped so dramatically since the new Youth Criminal Justice Act took effect in April 2003 that some correctional officials are questioning whether the system is now too soft on offenders under the age of 18.

“The pendulum has swung too far,” says Bob Eaton of the Ontario Public Service Employees Union (OPSEU/NUPGE), a probation officer who works with young offenders.

“The ones who know the system are essentially walking out of court laughing at us, because they know that there aren’t any real strong sanctions for continued disobedience of court orders.”

In the past, young offenders who breached probation were often sentenced to jail. Now they frequently end up with community service, a lesser penalty than probation, Eaton argues.

The law applies to youths from 12 to 17 years old. It was designed to deal more harshly with serious offenders but at the same time to what had been one of the highest rates of incarceration in the world for young offenders.

Dual approach

For example, the act takes a hard line on serious crimes such as murder, manslaughter and aggravated sexual assault, often referring young people to adult court to face the consequences.

But for lesser offences it routinely tends to steer offenders away from the prison system. Emphasis is placed on out-of-court settlements, probation, community service and other non-jail solutions for offences such as shoplifting, theft, property damage, breaking and entering and drug offences.

Provinces have flexibility in the way the new legislation is administered, meaning that application of the act varies from one part of the country to another.

The overall result, after nearly two years of operation, is that many habitual young criminals are returning to the streets after facing only minor consequences in courts for their actions, officials say.

Rates decline

Statistics published this week by National Post show that the new approach has led to significant reduction in incarceration rates across the country.

- In Newfoundland and Labrador, the average daily count of young people in “secure custody” had dropped to fewer than 30 from a level of 50-55 before the new law took effect. Two 10-bed units have been closed and 27 staff members have been laid off as a result.
- In Nova Scotia, the \$3-million-a-year Shelburne Youth Centre closed this year after the number of inmates, which had been as high as 120, dropped to a low of two. The average number of young people in custody across the province dropped recently to 59 from 128 in the last year before the new law took effect.
- It’s a similar story in Ontario, where judges sentenced 1,521 youth criminals to open or secure custody in the first year under the law, less than half the previous rate.
- The number of young people in custody has dropped 38% in Manitoba since the new law came into effect, 31% in Saskatchewan and B. C. and 25% in Alberta. Figures were not published for P.E.I. and Quebec.

Justice Minister Irwin is scheduled to meet with federal and provincial justice officials in February to assess how the new law is working. *NUPGE*

Worksheet on “The Pendulum has Swung too Far” article by Bob Eaton

Read the article and answer the following questions:

1. Why do you think this article was written?
2. Who was the intended audience?
3. Who wrote the article? Give one reason why the author is a credible source.
4. What is the main idea or viewpoint of this article?
5. Is the main idea supported effectively by evidence? Give examples.
6. Is the article well researched? Give examples.
7. Do you detect any bias in the article? Explain.
8. Write a statement that expresses the main thesis of the article. Explain why you agree or disagree with the main point of the piece.

Crime rates for selected offences by census metropolitan area

	Total Criminal Code offences (excluding traffic)		Total violent offences	Homicide	Robbery	Total property offences	Break and enter	Motor vehicle theft	Total other Criminal Code
	rate	% change in rate 2006 to 2007	rate						
500,000 and over population									
Winnipeg	9,644	-12.9	1,082	3.6	268	5,090	1,022	1,714	3,471
Edmonton	9,572	-5.4	1,031	3.3	157	5,166	817	832	3,375
Vancouver	9,136	-11.3	989	2.4	155	5,100	995	630	3,047
Calgary	6,202	-8.4	712	3.1	106	3,825	602	639	1,665
Montréal	5,958	-13.8	777	1.6	133	3,282	755	601	1,899
Hamilton	5,511	-2.2	776	1.6	116	2,985	594	481	1,750
Ottawa ¹	5,457	-5.1	599	1.6	80	2,915	451	264	1,943
Québec	4,524	-8.0	645	0.0	54	2,579	716	216	1,301
Toronto	4,461	-11.0	709	2.0	113	2,307	362	279	1,445
100,000 to less than 500,000 population²									
Regina	11,827	-5.5	1,478	2.5	225	5,703	1,618	735	4,646
Saskatoon	11,560	-5.2	1,612	3.6	272	4,520	899	616	5,428
Abbotsford	10,341	-8.2	944	1.2	103	5,868	1,263	1,001	3,529

	Total Criminal Code offences (excluding traffic)		Total violent offences	Homicide	Robbery	Total property offences	Break and enter	Motor vehicle theft	Total other Criminal Code
	rate	% change in rate 2006 to 2007	rate						
Victoria	9,335	-8.5	911	1.2	72	4,941	801	355	3,483
Thunder Bay	8,819	-2.8	1,335	1.6	142	3,942	878	233	3,542
Saint John	8,292	5.4	1,431	2.0	59	3,441	649	168	3,420
Halifax	7,954	-8.5	1,145	1.8	119	3,774	670	269	3,035
St. John's	7,325	8.6	926	0.5	62	3,689	1,028	210	2,710
London	7,296	-10.2	730	1.3	61	3,867	667	489	2,699
Windsor	6,138	-9.3	644	1.2	57	3,321	730	231	2,174
Kingston	5,970	-11.7	689	0.7	37	3,001	546	176	2,280
Gatineau ³	5,718	1.0	796	0.7	44	2,902	852	294	2,020
St. Catharines–Niagara	5,711	-4.6	571	0.7	65	3,206	722	253	1,934
Greater Sudbury	5,627	-9.3	888	2.5	72	2,691	580	226	2,048
Kitchener	4,906	-16.8	565	1.4	54	2,721	487	239	1,620
Sherbrooke	4,831	-10.0	503	1.3	60	2,512	694	350	1,816
Trois-Rivières	4,478	-8.2	599	2.7	33	2,391	636	363	1,488
Saguenay	4,398	8.1	720	0.7	41	2,107	629	265	1,572
Canada	6,984	-7.4	930	1.8	90	3,320	700	443	2,734

1. Ottawa refers to the Ontario part of the Ottawa–Gatineau census metropolitan area.

2. Oshawa is excluded due to incongruity between the police agency jurisdictional boundaries and the census metropolitan area boundaries.

3. Gatineau refers to the Quebec part of the Ottawa–Gatineau census metropolitan area.

Note: Rates are calculated per 100,000 population.

Source: Statistics Canada: 2008-11-17 www.statcan.gc.ca

Worksheet to Accompany Statistics Canada Table “Crime Rates for Selected Offences by Census Metropolitan Area”

Look closely at the table and answer the following questions:

1. What is the purpose of the table as evidenced by the title (what information does it give)? What are the limits or range of the table?
2. What do the 8 vertical columns represent?
3. What do the horizontal rows represent? How are these subdivided?
4. What is the source of the data? How do you know that it is reliable?
5. In a sentence explain what column 3 tells you.
6. Which city had the biggest change in crime rate from 2006-2007? Was there less or more crime?
7. Which city showed no homicides for the year in question?
8. Which city had the greatest number of break and enters?
9. Why was the city of Oshawa excluded from the table?
10. Briefly explain how the % of change in rate in St. John’s compares to that of other Canadian cities.