GRADE 12: BUSINESS
THE LOGISTICS OF TRADE IN NORTHERN CANADA

Purpose: Many of Canada’s First Nations, Métis and Inuit population live in remote parts of Canada. As a result, those living in remote communities have a higher cost of living due to transportation of goods costs than Canadians living in southern regions. This activity examines the cost of living, the challenges of delivering goods and government action in response to the rising cost of living.

Estimated time: 200 minutes

Resources required:
- Blackboard/Whiteboard
- Research resources

Activity 1:
1. Briefly review the history of trade in Canada as an introduction to the special concerns with transporting goods. Remind students:
   a. Canada’s trade history began long before the Dominion of Canada was established. Intricate trade routes crisscrossed the landscape of what is now Canada, the United States and Mexico. Traders utilized many modes of transportation including: canoes, dog sleds, snow shoes and eventually horseback. Later, trading posts were set up across the land at strategic places to allow optimal points of contact between traders. As time passed, two main trading companies emerged: the Hudson’s Bay Company and the North West Company. As governments were established and boundary lines drawn, the Canadian Pacific Railway was built to connect the vast country. With the new railway, trade became laterally streamlined as Canada’s east and west coasts were united. However, moving goods north remains a challenge. Transportation and shipping have progressed with highways, ships, airplanes and more, but the cost of sending and receiving goods in Canada’s North remains high. As a result, the cost of living is much higher here than in the rest of Canada. Throughout Canada and especially in northern regions, many of Canada’s First Nations, Métis and Inuit People live in remote areas. Therefore, they are most affected by the challenges of transporting goods and the high cost of living.

2. Tell students they will be working in groups to investigate one of the following topics:
   a. The cost of living in specific Yukon communities
   b. The challenges of delivering goods
   c. Government action in response to rising cost of living

3. Divide students into groups of two or three.

4. Have groups select a topic from the provided list.

5. Inform students that they will be researching and creating a report that explains the impact of their topic as it relates to the quality of life of those living in the remote northern communities of Canada. They will also create a 3 to 5 minute presentation to share their findings with their classmates.

6. Reports should answer the five W’s. Students may consider the following questions:
   a. Who - Who are the main players? Who is affected? Who are the key people involved?
   b. What - What is the main story? What are the logistics involved?
   c. When - Is there a relevant timeline? Are there important dates to note?
   d. Where - What are the geographic details and considerations? Where are the main centres of action? What are the transport routes used?
   e. Why - Why is it important to look into this topic? Why is this topic important to people living in northern regions in Canada? Why is it important to the different levels of government in Canada? Why should Canadians living in the southern regions of Canada know about cost of living issues?

7. Presentations that follow the reports should provide a brief summary of the report, include relevant visuals and engage fellow classmates in conversation about the topic using discussion questions.

8. Provide students with the rest of the class to work on their report. Set aside a few classes for work time. Alternatively, set a due date and assign the report for homework.

9. On the due date, have students take turns presenting to the class. Once finished, ask students to hand in their reports.

10. Hold a class discussion to further engage students in the conversation. Print key points on the front board so students can visually track the complexities of the issues. Ask students:
   a. Who - Who are the main players? Who is affected? Who are the key people involved?
   b. What are the greater effects of a high cost of living?
   c. How might this affect quality of life?
   d. How would the logistics and expense of shipping to northern Canadian communities affect business development?
**Topics:**

1. Yukon communities, cost of living study
   - Carmacks
   - Dawson City
   - Faro
   - Haines Junction
   - Mayo
   - Teslin
   - Watson Lake

2. Logistics of modes of goods transportation
   - Rail
   - Trucking
   - Airplane/Helicopters
   - Ship

3. Government action to help equalize and compensate
   - Locally, territorially, federally
ADDITIONAL RESOURCES

In addition to the lesson plan, share these resources with your students:

- Yukon communities including the cost of living: www.yukoncommunities.yk.ca/
- Government involvement: www.aadnc-aandc.gc.ca/eng/1100100015859/1100100015860
- Additional education resources: www.canadiana.ca/citm/education/intro_e.html