Who We Are

To know the characteristics of a population within certain domains

Lesson Overview
In this lesson students will discover the characteristics of the population of Quebec and compare them to those of Canada.

Grade Level
Grades 9-12 or 3rd-4th year in Secondary Schools in Quebec

Time Required
The research project could cover several one-hour periods over one or two weeks.

Curriculum Connection
Secondary School, Cycle 1, Domain of the Social Universe

Geography
- **Competency # 1**: Read the organization of a territory
- **Components of the competency**: Understand human activities on the territory; Establish links between various geographic scales.
- **Competency # 3**: Become aware of being a citizen of the world
- **Components of the competency**: Demonstrate the global character of a geographic reality

History and Citizenship Education
- **Competency # 1**: Question social realities from a historic perspective
- **Components of the competency**: Consider social realities from the “duration” perspective; Refer to social realities in the past; Examine social realities in their complexity.
- **Competency # 2**: Interpret social realities, using a historical approach
- **Components of the competency**: Put the interpretation of social realities into perspective
- **Competency # 3**: Become aware of being a citizen of the world, through history
- **Components of the competency**: Establish the contribution of social realities to democracy; Research the roots of one’s social identity

Link to Canadian National Geography Standards

*Essential Elements #1 (Grades 9-12) – The World in Spatial Terms*
- Map, globe and atlas use

*Essential Elements #2 (Grades 9-12) - Places and Regions*
- Physical and human processes shape places and regions
- The importance of places and regions to individual and social identity
Changes in places and regions over time

Essential Elements #4 (Grades 9-12) - Human Systems

- Population characteristics by world region, country, and regions within countries
- Demographic transition
- Convergence and divergence of cultures
- Economic development by world region, country, and regions within countries

Geographic Skills #1 (Grades 9-12) - Asking geographic questions

- Plan and organize a geographic research project

Geographic Skills #2 (Grades 9-12) - Acquiring geographic information

- Systematically locate and gather geographic information from a variety of primary and secondary sources

Geographic Skills #3 (Grade 9-12) - Organizing geographic information

- Select and design appropriate forms of graphs, diagrams, tables, and charts to organize geographic information
- Use a variety of media to develop and organize integrated summaries of geographic information

Geography Skills #4 (Grades 9-12) – Analyzing geographic information

- Use quantitative methods of analysis to interpret geographic information
- Makes inferences and draw conclusions from maps and other geographic representations
- Use the process of analysis, synthesis, evaluation and explanation to interpret geographic information from a variety of sources

Geographic Skills #5 (Grades 9-12) - Answering geographic questions

- Formulate valid generalizations from the results of various kinds of geographical inquiry
- Evaluate the answers to geographic questions
- Apply geographic models, generalizations and theories to the analysis, interpretation and presentation of geographic information

The Canadian Atlas


Additional Resources, Materials and Equipment Required

Teachers may refer to such websites as

- Statistics Canada http://www40.statcan.ca/z01/cs0001_e.htm
- L’Institut de la statistique du Québec http://www.stat.gouv.qc.ca/default_an.htm
- L’Observatoire montréalais des inégalités sociales et de la santé http://www.omiss.ca/english/statistic/territory/statquebec.html

Main Objective

The main objective of the lesson is to have students research information in order to describe the population of Quebec of which they are a part.
Learning Outcomes
By the end of the lesson, students will be able to:

- describe the social profile of a population on a given territory
- understand how statistics are used in geography
- present their interpretation of the information obtained
- describe a population on a given territory
- explain the issues facing Quebec in the future

The Lesson

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<tr>
<th>Introduction</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
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<td></td>
<td>Ask students to draw up an exploratory map based on what they know about Canadians.</td>
<td>Students participate in drawing up the exploratory map by answering questions.</td>
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<td></td>
<td>Have students address the 10 following categories: Births, Languages, Religion, Education, Marriage and Divorce, Family Life, Work and Income, Health, Life Expectancy and Population Patterns.</td>
<td>Students add to the discoveries of others by sharing their knowledge.</td>
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<td></td>
<td>Ask students about the resources available to complete the information given in the previous step.</td>
<td>Students suggest resources to verify hypotheses given.</td>
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<th>Lesson Development</th>
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<tr>
<td></td>
<td>Ask students to turn to pages 38 and 39 of the Canadian Atlas and, as a first step, read the information given.</td>
<td>Students read the information on the characteristics of Canadians in the texts and draw on the information provided by the tables and diagrams.</td>
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<tr>
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<td>Use diagrams and tables to highlight statistics about Canada.</td>
<td>Students listen to the teacher’s instructions in order to successfully complete their research project.</td>
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<td>Repeat the introduction, this time with reference to Quebec.</td>
<td>Students complete the research project activity sheet, making good use of a variety of sources of information and extrapolating based on their answers.</td>
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<td></td>
<td>Introduce the research project activity sheets provided. Inform students that to obtain a general description of a population on a given territory, they must have information about the above-mentioned 10 categories.</td>
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<td>Invite students to refer to the Internet sites given in the section “Additional Resources, Materials and Equipment Required” so that they have the necessary information as they begin their research.</td>
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<th>Conclusion</th>
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<th>Student Activity</th>
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<td></td>
<td>Draw up a list of characteristics pertaining to the population of Quebec, based on the students’ responses.</td>
<td>Students share the information found about the population of Quebec.</td>
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<td></td>
<td>Collect the students’ projects for assessment.</td>
<td>Students hand in their research projects.</td>
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Lesson Extension
Since this lesson encourages the use of ICTs, students could present their research work in the form of a web page or a PowerPoint document. Using a program such as Excel could constitute another step toward reaching the interdisciplinary objective of the new program of Quebec schools.

Assessment of Student Learning
Teachers evaluate the students’ research project as a whole. It is important to emphasize the list of resources used by the students in order to find their answers since this constitutes the basis on which they justify their findings. To facilitate the evaluation process, teachers may use the following evaluation grid with its criteria.

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<tbody>
<tr>
<td>Criteria</td>
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<tr>
<td>Student provides the sources of information used to complete project.</td>
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<tr>
<td>Student applies statistics to answer geographic questions.</td>
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<tr>
<td>Student presents a project with an abundance of accurate and detailed information.</td>
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<tr>
<td>Student is able to explain in his/her own words what was retained from the findings.</td>
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<tr>
<td>Student is able to extrapolate on the issues facing Quebec in the future.</td>
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Research Project
Who We Are as Quebecers

Name: ___________________________ Date: ______________

1. Describe in general what you know about the population of Quebec, prior to beginning your research.

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2. List the sources of information used to carry out your research.

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3. What did you learn about births?

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4. What did you learn about languages?

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5. What did you learn about religions?

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6. What did you learn about education?

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7. What did you learn about marriages and divorces?

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8. What did you learn about family life?

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9. What did you learn about work and income?

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10. What did you learn about life expectancy?

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11. What did you learn about population patterns?

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12. Tell, in your own words, what you learned from doing your research project.

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13. Based on what you have learned, what will the population of Quebec be like in the future? What will the issues of the future be, in your opinion?

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14. How is the population of Quebec similar to or different from the population of Canada?

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