Quebec and the Migration of Peoples: Multi Ethnic Quebec

Lesson Overview:
Help the students become aware of the fact that various cultural communities live alongside one another, as well as of geographic development as a result of this cohabitation.

Grade Level:
Grades 9 to 12 (final cycle – secondary level). In Quebec, this runs from the third year of secondary school to the fifth year of secondary school.

Time Required:
Approximately three hours. The lesson can also be run as a kind of project, one that could be spread over time and incorporate skills in other disciplines besides those planned for the social area.

Curriculum Connection:
Domain of the Social Universe: Geography
- Competency 1: Understand the geographic organization of society.
- Elements of the competency: Understand how humans interact with the place they live. Decode the various landscapes.
- Competency 3: Learn to become a citizen of the world.
- Elements of the competency: Look at human behaviour with a view to the future. Demonstrate the global character of a geographic reality.

Link to Canadian National Geographic Standards:
Essential Element #1: The World in Spatial Terms
- Location/Siting.

Essential Element #2: Places and Regions
- The role of places and regions in cultural and social identity
- Changes in places and regions over time.

Essential Element #4: Human Systems
- Features of the population by regions around the world, country and regions within countries
- The impact of human migrations
- Cultural convergence and divergence.
Geographic Skill #1: Asking Geographic Questions
- Plan and organize a research project (formulate hypotheses to be verified).

Geographic Skill #2: Acquiring Geographic Information
- Systematically find and gather geographic information from a variety of primary and secondary sources.

Geographic Skill #3: Organizing Geographic Information
- Use a variety of media to create and organize comprehensive summaries of geographic information.

Geographic Skill #4: Analyzing Geographic Information
- Use the processes of analysis, synthesis, evaluation and explanation to interpret geographic information from a variety of sources.

Geographic Skill #5: Answering Geographic Questions
- Formulate well-researched extrapolations based on the results of various kinds of geographic research.

Primary Reference:
The Statistics Canada site (www.statcan.ca) where all the information we need about the origins of the population may be found.

Additional Resources, Materials and Equipment Required:
Immigrant assistance and reception agencies in Quebec and in Canada: http://www.immigrer.com/organismes_canada.html (French only)
Quebec immigration and cultural communities http://www.micc.gouv.qc.ca/
Carrefour de Liaison et d’Aide Multi-ethnique (CLAM) (French only until fall 2006) http://leclam.tripod.com/mission.html

Main Objective:
To help students identify the traces left behind by ethnic communities in Quebec.

Learning Outcomes:
By the end of the lesson, students will be able to:
- Acquire a coherent understanding of how Quebec is organized
- Establish links between the ethnic communities in a given geographical area and how this area is organized
- Demonstrate the presence (or traces) of an ethnic community in Quebec
- Describe the various impacts that the presence of an ethnic community had on Quebec geography.

The Lesson:

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
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| **Introduction** | Suggest that the students prepare an exploration map for the topic “Multi Ethnicity”. The topic of immigration can be covered at the same time (see appendix).  
Ask the students to list the ethnic communities that they know about in order to draw up an exhaustive list. | Contribute to the exploration map by sharing your knowledge of the proposed topic.  
List the ethnic communities of which you are aware or which you think is an ethnic community. |
| **Lesson Development** | Suggest a research and brainstorming assignment to the students.  
The steps in the assignment are as follows:  
1. Select an ethnic community in Quebec.  
2. Find geographical traces of this community’s presence.  
3. Describe the traces of this community and its impact on Quebec society and its physical presence. This description should include where this community came from, the percentage of the population that it represents, what differentiates it (language, religion, etc.) and any observable changes. (e.g. Montreal’s Chinatown)  
4. Draw their own conclusions on the basis of the information obtained. | Follow the steps suggested by the teacher for the research.  
Organize how the research findings are presented. |
| **Conclusion** | Plan a discussion period so that every student can share what they have found out.  
Assess the quality of the work and the students’ ability in describing the impact that an ethnic community has had in a given area. | Present the results of your research to the other members of the class and to the teacher. |
Lesson Extension:
The teacher may decide to continue this lesson in the field through the
organization called “Amarrages Sans Frontières” [French only] which provides
guided tours of multi ethnic neighbourhoods in Greater Montreal. The
organization works closely with the following communities: Arabic, Chinese,
Haitian, Indian, Italian, Jewish, Latin American, Portuguese, etc. Information
about this agency can be obtained at the following URL:
http://www.amarragessansfrontieres.com/scolaire/. (French only)

Assessment of Student Learning:
The teacher assesses all of the students’ work on this assignment. The main
focus of the assessment is the conclusion that the student comes up with
concerning the societal and physical impact of the presence of an ethnic
community in a specific area, in this instance, Quebec. Needless to say, students
who are able to describe such impacts must at the same time be able to give
evidence or identify the traces left by the community in question. To help the
teacher in the assessment process, the following assessment grid may be used.
It generally covers all of the concepts used in the assignment.

<table>
<thead>
<tr>
<th>Assessment Grid</th>
<th>Rating</th>
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<tbody>
<tr>
<td>The student was able to select an ethnic community in Quebec.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>The student was able to describe the ethnic community in Quebec in a detailed manner.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>The student is able to demonstrate the presence of an ethnic community by presenting facts about this community and concrete examples of its presence.</td>
<td>1  2  3  4  5</td>
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<tr>
<td>The student can establish links between the presence of an ethnic community in an area and how the area in question is organized.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>After thinking about the issue, the student can comment on the impacts of the presence of an ethnic community in a specific geographic area.</td>
<td>1  2  3  4  5</td>
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