

Chapter

Photo: Alain Desilets



Social Sciences

Chapter 7

Social Sciences



Geography and history foster openness to the world.

They encourage students to compare here and elsewhere, past and present, thus making them aware of change and diversity.

The social sciences play an essential role in the acquisition of the conceptual tools needed to understand the world we live in, to integrate harmoniously into it and to contribute to its development. How can one participate in an increasingly complex, rapidly changing society if one lacks the frames of reference and tools required to grasp and interpret the mechanisms that determine the society's territorial organization and its construction over time?

Geography and history foster openness to the world. They focus students' attention on relationships within societies and between societies and their territories. They encourage students to compare here and elsewhere, past and present, thus making them aware of change and diversity. They develop the ability to put things in perspective and to look at them objectively, which are the first steps toward an informed understanding of social and territorial phenomena. Finally, they allow students to become aware of the value of individual and collective involvement in social choices and its impact on the course of events. Understood in this way, these subjects provide a foundation for learning to live in a pluralistic society.

Citizenship education is integrated with the specific learnings in geography and history. However, it is a complex subject that all the programs of study should contribute to and that draws on personal and social competencies as much as on intellectual competencies.

GENERAL OBJECTIVE OF THE SOCIAL SCIENCES

To construct his/her social awareness in order to act as a responsible, informed citizen

CORE LEARNINGS IN THE SOCIAL SCIENCES

- ▶ To explain social phenomena rigorously and systematically
- ▶ To put social phenomena in perspective

Since the social sciences are not in the Elementary Cycle One subject-time allocation, it is important to ensure continuity between the exploration of different environments that is begun in preschool education and the construction of a more formal representation of the organization of a society in space and time in Cycles Two and Three. The learnings associated with the development of the competency in Cycle One must therefore be the responsibility of the compulsory programs of study in this cycle. The development of this competency is fundamental because it provides the preparation necessary for the development of the competencies prescribed in the Cycle Two and Three programs.

Elementary Cycle One

COMPETENCY • To CONSTRUCT HIS/HER REPRESENTATION OF SPACE, TIME AND SOCIETY

Focus of the Competency

EXPLANATION

Constructing a representation of space or time means learning to recognize and visualize spatial or temporal phenomena and to express duration in various ways. This presupposes the acquisition and mastery of tools for representing space and time. Constructing a representation of society means realizing that any group has its own characteristics and ways of functioning. These learnings are progressive. They start from familiar references and gradually go beyond them to other places and other times.

In preschool education, children have discovered the demands of life in a group. They have observed different environments and been introduced to the concepts of space and time. The learnings associated with Elementary Cycle One are based on these previous learnings and they provide the necessary preparation for the learnings of Cycles Two and Three, in which the construction of the concepts of space, time and society will continue. They broaden the spatial and temporal frame of reference and make it possible for students to begin acquiring the basic vocabulary for space, time and social phenomena. These learnings also provide an introduction to change and difference.

These learnings develop attitudes of openness and tolerance, which is the first step in the education of citizens. The connections students learn to make between certain actions and their repercussions on a group or territory also contribute to citizenship education by making students aware of the importance of individual and collective involvement.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The development of this competency calls for a problem-solving approach and the use of available information in a rigorous, methodical way. This competency leads the students to learn to manage their relations with others and to gradually construct their identity through exposure to difference.

CONTEXT FOR LEARNING

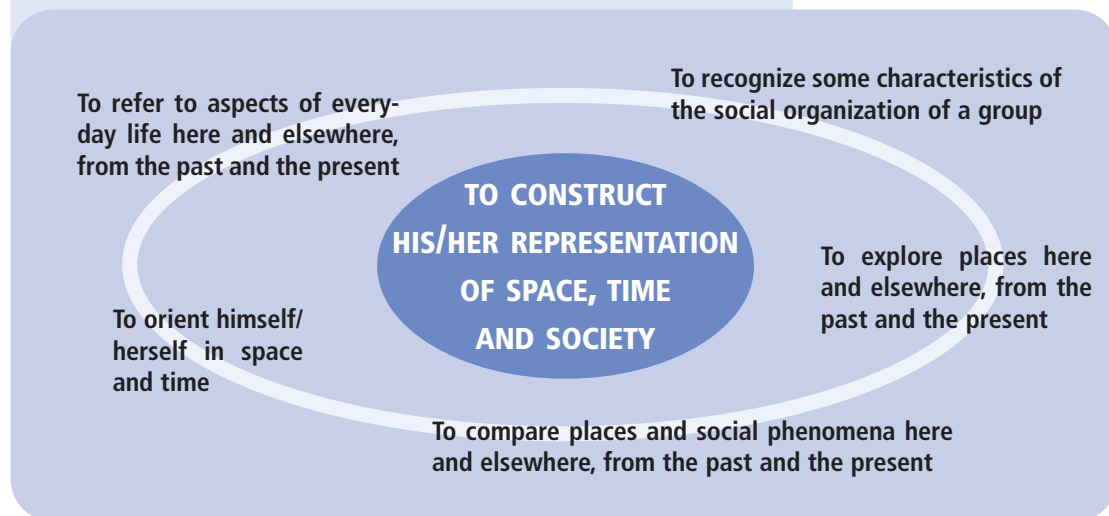
This competency is developed through the programs of study and it has particular anchor points in the broad areas of learning. The spatial frame of reference is the classroom, the school, the street and the neighbourhood or town. Space is explored through direct (in the field) or indirect (simple maps, illustrations, models) observation.

The temporal frame of reference is the students' lives and those of their parents, grandparents and great-grandparents. The past is explored through the use of written, audiovisual and electronic documents and local resources, as well as time lines divided into days, weeks, months, years, decades and centuries.

DEVELOPMENTAL PROFILE

The students learn to observe and describe similarities, differences and changes in people, groups and places. Their first learnings concern people close to them and groups, spaces and time periods they are familiar with. As they gradually explore similar groups and spaces, here and elsewhere, past and present, they are exposed to different places and to times up to a century ago. In this way the students move from spaces and times that are familiar to those that are unfamiliar. This exploration involves the use of tools such as time lines or simple maps and it enables students to acquire the basic vocabulary for society, space and time.

Key Features of the Competency



Evaluation Criteria

- Orientation in space and time ①
- Use of correct vocabulary for space and time and social phenomena ①
- Description of similarities, differences and changes in places, groups and events in everyday life here and elsewhere, from the past and the present ①

Legend: ① Cycle One

End-of-Cycle Outcomes

By the end of Cycle One, students use the appropriate tools to orient themselves in space and time. They refer to events in everyday life. They describe the characteristics of a group from here or elsewhere, the past or the present. They describe the elements of a place and some similarities, differences and changes. In doing so, they use correct vocabulary.

Essential Knowledges

LEARNINGS

- Facts
 - from the student's life
 - from the lives of people close to the student
- People
 - physical features at different times in life
 - activities at different ages
 - objects in regular use
- Groups
 - members (number, roles)
 - needs
 - interdependence in satisfying needs
 - shared rules of functioning
- Places
 - natural elements
 - human-created elements

⇒ to which the student belongs
⇒ other

- ◆ here
- ◆ elsewhere
- ◆ past
- ◆ present

⇒ similarities
⇒ differences
⇒ changes

TECHNIQUES

- Techniques related to time:
 - ⇒ time line
 - ⇒ calendar

- construction
- reading
- use of reference points
- calculation of duration
- situation of events in the lives of the student and people close to the student

- Techniques related to space:
 - ⇒ simple map
 - ⇒ illustration
 - ⇒ model
 - ⇒ field work

- reading
- location
- use of reference points
- use of the cardinal points
- orientation



Photo: Alain Désilets

Introduction

The study of geography and history in school enables students to develop the ability to reason from the perspective of space and time respectively.

Geography, in its analysis of the relationship between nature and human beings, is no longer limited to the systematic, compartmentalized study of areas of land. It is concerned with problems related to the use and organization of space here and elsewhere in the world. When human beings settle in a place, they adapt to it and change it to meet their needs while taking into account its assets and limitations. The territory, an organized and built space, reflects the human beings living in it, and geography provides ways to understand it. In school, on whatever scale it is studied, geography makes it possible to answer three basic questions: How is a social space organized? How do societies integrate into ecosystems? What distinguishes a social space and how do human beings experience its distinctive characteristics?

As for the study of history, its aim is the development of historical thinking and the acquisition of the method of establishing historical knowledge. Hence it does not consist of the systematic study of the events of the past, and even less of their mere memorization. Moreover, the stress on connections between the present and phenomena of the past leads to seeing events in terms of conti-

nuity, which is a basic concept of history. The ability to put things in perspective that history demands leads students to situate events in a temporal context. The study of history also helps students to understand and accept difference by making them realize that, as A. Ségal has said, similarities exist within differences. In this way, history contributes to the construction of identity and the development of tolerance, which is an indispensable attitude in democracy.

Citizenship education is an important educational goal that all subjects share. It goes beyond the mere acquisition of learnings. Geography and history make a special contribution to the education of citizens who are capable of informed, autonomous participation in social debate. They encourage students to construct their own interpretations of social and territorial phenomena. In doing so, students are often called on to share their questions and interpretations with others. They learn in this way to present their points of view while respecting those of others and to argue, but also to qualify their interpretations in light of new information.

Finally, the nature of their content and the perspective in which it is studied in school mean that geography and history are especially rich in terms of culture. By focusing on social and territorial phenomena here and elsewhere,

past and present—such as cultural, scientific and technological phenomena—the social sciences make an essential contribution to the integration of the cultural dimension into teaching and learning.

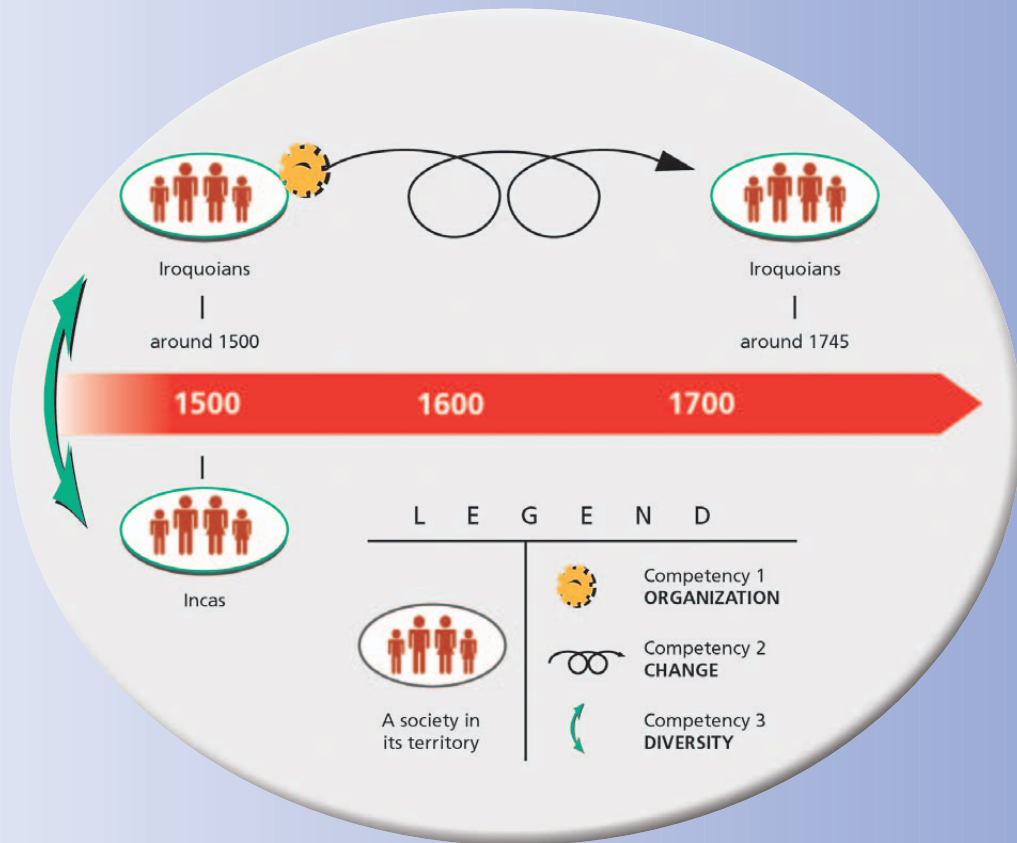
The three competencies of the Geography, History and Citizenship Education Program are the following:

- To perceive the organization of a society in its territory
- To interpret change in a society and its territory
- To be open to the diversity of societies and their territories

These competencies are all related to perceiving societies and territories, but each approaches this from a different angle: organization, change and diversity. The ability to perceive the organization of a society in its territory is most essential, however, because it makes it possible to recognize and interpret changes over time or to compare the organization of societies and of territories. For example, students look at Iroquoian society in its territory around 1500 and compare it with that of 1745 in order to interpret the changes that have occurred. They also compare it with certain aspects of Inca society around 1500, in order to bring out the similarities and differences between them.

The development of these three competencies involves the acquisition of learnings and concepts concerning the territories and societies observed. It requires that students do research and present a production, which presupposes that sufficient time be devoted to it. It is important that there be anchor points in the present to these learnings about territories and societies far away in space and time, so as to facilitate the movement from familiar to unfamiliar spaces and times.

Figure 10.1
Geography, History and Citizenship Education



COMPETENCY 1 • TO UNDERSTAND THE ORGANIZATION OF A SOCIETY IN ITS TERRITORY

Focus of the Competency

EXPLANATION

A society consists of organized human groups that occupy a territory to which they adapt but which they also change to meet their needs. Understanding the organization of a society in its territory involves showing the dynamics between the society and the organization of the space it occupies, taking into account the roles played by certain people and the effects of certain events on this organization. Since the present is the heritage of the past, connections should be made between social or territorial phenomena of the present and material or spiritual achievements of societies of the past. This awareness of our heritage contributes to the construction of the concept of continuity and the development of identity.

Understanding the organization of a society in its territory plays an important role in citizenship education. It allows students to become aware of the importance of rules of social conduct and collective interests, because it is the distribution of rights and responsibilities among individuals and groups that makes life in society possible. In addition, awareness of the connections between the satisfaction of needs, the use of resources and the organization of territory enhances students' sense of responsibility for the environment, seen as a collective good.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The development of this competency draws on all the intellectual competencies. The students must use informa-

tion, solve problems and exercise critical judgment. They are also called on to use creativity when they present a production presenting their understanding of the organization of a society in its territory. This contributes to the acquisition of effective work methods and may be enhanced by the use of information and communications technologies.

CONTEXT FOR LEARNING

Students are placed in learning situations using phenomena of the present as starters. They must use local resources as well as a variety of written, audiovisual or electronic documents. They use an atlas with simple geographic and historical maps in a variety of scales, as well as other representations of space (maps, illustrations, models). They use time lines divided into decades, centuries and millennia in Cycle Two and into centuries and millennia in Cycle Three.

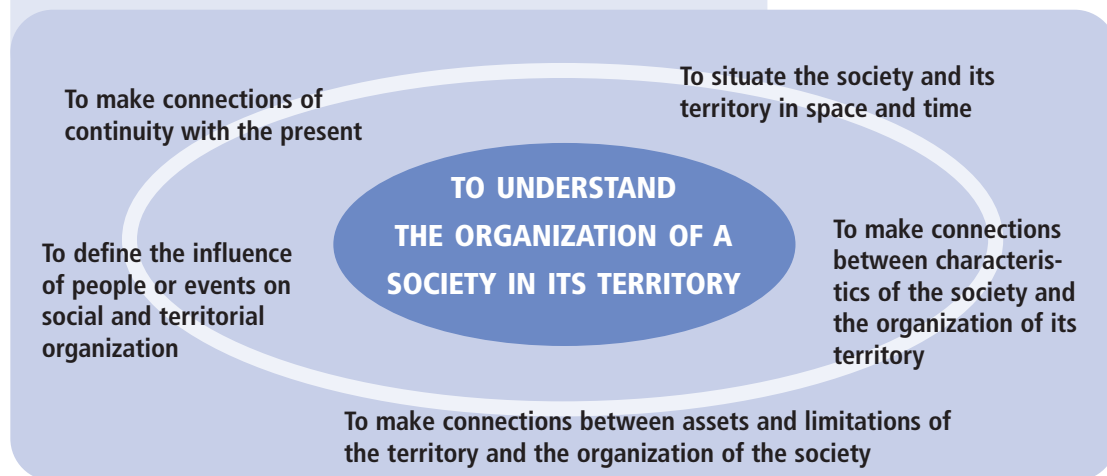
DEVELOPMENTAL PROFILE

In Cycle Two, students use the ability they developed in Cycle One to start from phenomena of the present and gain some perspective on them. They try to make connections between social and territorial phenomena of the present and the past, indicating traces of the past in our society and territory. They gradually broaden their representations of social phenomena in space and time and discover the vocabulary used in geography and history.

They learn to locate societies and their territories. Starting from observable phenomena, they gradually discover how these societies adapt to and change their territories. They learn to associate people and events with social and territorial organization. Finally, they learn to bring together their learnings in a production that presents their understanding of the organization of a society in its territory.

In Cycle Three, students consolidate their ability to start from phenomena of the present and look for traces of past societies. They deepen their representations of the organization of a society in its territory and strengthen their ability to communicate them in a production. They increase the subject-specific vocabulary they acquired in the previous cycles. They go beyond merely locating societies and their territories to learn to list elements of the geographic and historical contexts of the societies they observe. They gradually discover how to make connections between the organization of a society's territory and its actions to adapt to or change that territory. They make connections between the assets and limitations of the territory and the organization of the society. They learn to define the roles certain people have played in the organization of a society and its territory and the effects of certain events on social and territorial organization. They consolidate their ability to make connections between the past and present and try to assess the importance of the traces of past society in our society and territory.

Key Features of the Competency



End-of-Cycle Outcomes

CYCLE TWO

At the end of Cycle Two, on the basis of phenomena of the present, students indicate traces of a past society in our society and territory. They recognize elements of the organization of that society in its territory. They present their understanding of this organization in a production. They locate the society and its territory, indicate adaptations of the society to the territory it occupies and changes it has made to the territory. They associate people or events with social and territorial organization. In doing so, they use correct vocabulary.

CYCLE THREE

By the end of Cycle Three, still on the basis of present-day phenomena, students indicate traces of a past society in our society and territory. They understand the organization of a society in its territory better. They present their understanding in a production. They establish the geographic and historical contexts of the society, make connections between characteristics of the society and the organization of its territory and between assets and limitations of the territory and the organization of the society, and define the roles of certain people in the organization of the society and its territory and the effects of certain events on the organization of the society and its territory. They assess the contribution of the society to our society and territory. In doing so, they use correct vocabulary.

Evaluation Criteria

- Indication of traces left by a society on our society and territory **2**
- Correct location of the society and its territory **2**
- Indication of changes made to the territory by the society **2**
- Indication of adaptations to the territory by the society **2**
- Association of people or events with social and territorial organization **2**
- Assessment of traces left by a society on our society and territory **3**
- Establishment of the geographic and historical contexts of the society **3**
- Making of connections between characteristics of the society and the organization of its territory **3**
- Making of connections between assets and limitations of the territory and the organization of the society **3**
- Definition of the influence of people or events on the organization of the society and its territory **3**

Legend: * **2** Cycle Two **3** Cycle Three

* This legend also applies to the evaluation criteria for the other competencies and to the sections entitled Essential Knowledges and Techniques Specific to Geography and to History.

COMPETENCY 2 • TO INTERPRET CHANGE IN A SOCIETY AND ITS TERRITORY

Focus of the Competency

EXPLANATION

Looking at a society and its territory at two points in time means taking a diachronic view that makes it possible to observe changes that have taken place and to see them in the context of time. Interpreting a social or territorial change means giving it meaning. By relating causes and effects of a social or territorial change and by looking at the contribution of people and events to this change, students learn to interpret it, and thus to give it meaning. Giving meaning to change also means looking at how it is perpetuated in the present.

Seeking the meaning of changes in a society or its territory involves putting things in perspective, which forces students to question preconceived opinions and beliefs and to invalidate or confirm values or attitudes. It also gives rise to an awareness of the impact human action can have on the course of events and the implications of personal involvement in society. This is an important contribution to the development of attitudes and values that are essential to the exercise of the role of citizen.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The development of this competency draws on all the cross-curricular competencies, as does that of the competency "To understand the organization of a society in its territory." The exercise of critical judgment has a special place, because this competency involves comparing and interpreting phenomena.

CONTEXT FOR LEARNING

Students are placed in learning situations using phenomena of the present as starters. They must use local resources as well as a variety of written, audiovisual or electronic documents that, in Cycle Three, present divergent points of view. They use an atlas with simple geographic and historical maps in a variety of scales, as well as other representations of space (maps, illustrations, models). They use time lines divided into decades, centuries and millennia in Cycle Two and into centuries and millennia in Cycle Three.

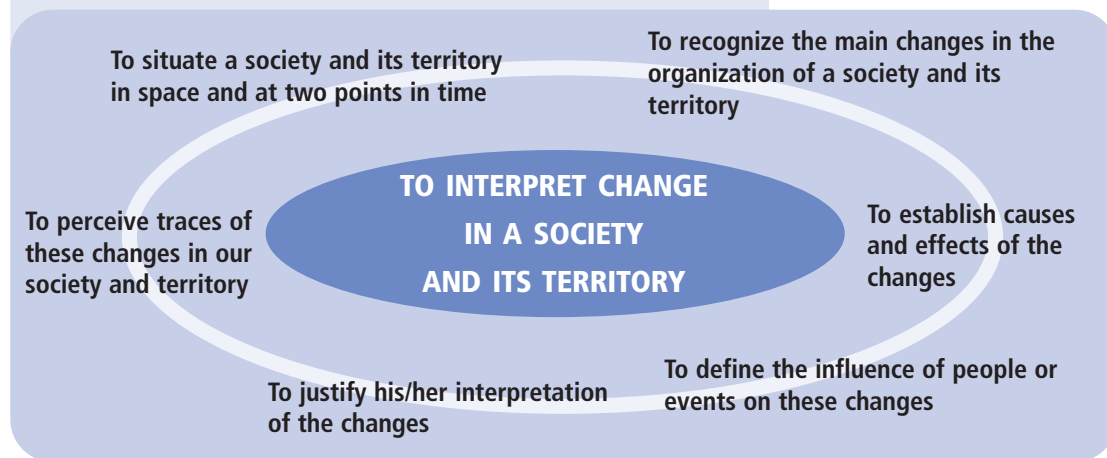
DEVELOPMENTAL PROFILE

In Cycle Two, students gain a better understanding of the concept of change and discover the vocabulary of history and geography. They locate a society and its territory in space and at two points in time and indicate the changes that have occurred. Starting from observable phenomena, they recognize social and territorial changes and some of their causes and effects, and associate people and events with them. They look for traces of these changes in the society and territory of the present. They learn to bring together their learnings in a production that presents their interpretation of the changes observed. In doing so, they may use various supporting materials such as figures, tables and illustrations. They develop their critical judgment, expressing their points of

view on the changes, comparing them with those of other students, defending them and qualifying them as necessary.

In Cycle Three, students progress in the development of the competency by giving meaning to the changes in a society and its territory. They enrich the geography and history vocabulary acquired in previous cycles. They go beyond merely indicating changes in the location of a society and its territory in space and time to establish changes in the geographic and historical contexts of the society at two points in time. Starting from observable phenomena, they no longer only identify social and territorial changes but also describe them. Similarly, in seeking meaning, they no longer only recognize causes, effects and social and territorial changes, but establish them, thus going from simple identification to inference. They define the effects of events or the roles of people in the changes, taking their questioning as far as considering the interests of the people involved. They go beyond looking for the traces of changes and try to determine how these changes are still evident today. They improve their ability to bring together their learnings in a production that presents their interpretation of social and territorial changes observed, using various supporting materials such as figures, tables and illustrations. They develop their critical judgment by considering different points of view on the meaning of change before reaching their own points of view, justifying them, comparing them with those of other students, defending them and qualifying them as necessary.

Key Features of the Competency



End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students interpret social and territorial changes. They present these changes in a production. They recognize some changes in the location of a society and its territory in space and at two points in time and identify some social and territorial changes, associate people or events with them and recognize some of their causes and effects. They find traces of these changes in the society and its territory today. They defend their interpretations of the changes to other students. In doing so, they use correct arguments and vocabulary.

CYCLE THREE

By the end of Cycle Three, students interpret social and territorial changes. They present their interpretation of these changes in a production, using various supporting materials. They recognize changes in the geographic and historical contexts at two chosen points in time, describe the changes observed and establish some of their causes and effects. They define the roles of certain people and their interests and the effects of certain events on these changes. They determine how these changes are still evident in the society and territory today. They defend their interpretation to other students. In doing so, they use correct arguments and vocabulary.

Evaluation Criteria

- Recognition of changes in the location of the territory ②
- Indication of changes in social and territorial organization ②
- Indication of some causes and effects of changes ②
- Association of people and events with changes ②
- Indication of traces of changes that are observable today ②
- Use of pertinent arguments to justify his/her interpretation of changes observed ②
- Recognition of changes in the geographic and historical contexts of the society ③
- Description of changes in social and territorial organization ③
- Establishment of causes and effects of changes ③
- Definition of the influence of certain people and their interests on some changes ③
- Definition of the effects of certain events on some changes ③
- Identification of the way in which these changes are evident today ③
- Use of pertinent arguments to justify his/her interpretation of change ③
- Use of various supporting materials ③

COMPETENCY 3 • TO BE OPEN TO THE DIVERSITY OF SOCIETIES AND THEIR TERRITORIES

Focus of the Competency

EXPLANATION

Looking at more than one society and territory at the same point in time shows the coexistence of different types of organization. This synchronic view gives rise to an awareness of the diversity of societies and their territories. Being open to the diversity of societies and their territories means learning about their differences and the causes and effects of these differences and looking for their strengths and weaknesses.

Discovering the existence of a variety of cultures, ways of life, religions and types of territorial organization encourages understanding, openness, receptiveness and respect for others, while reinforcing individual and social identity. This openness to values and beliefs different from their own enriches and consolidates the students' world-view and reinforces attitudes and values such as tolerance and respect for difference, which are essential for harmonious social life.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency, like the two others, draws on intellectual competencies, in particular critical judgment. The personal and social dimension is greater here, since exposure to diversity promotes openness to others, which is essential to cooperation.

CONTEXT FOR LEARNING

Students are placed in learning situations using phenomena of the present as starters. They must use local resources as well as a variety of written, audiovisual or electronic documents. They use an atlas with simple geographic and historical maps in a variety of scales, as well as other representations of space (maps, illustrations, models). They use time lines divided into decades, centuries and millennia in Cycle Two and into centuries and millennia in Cycle Three.

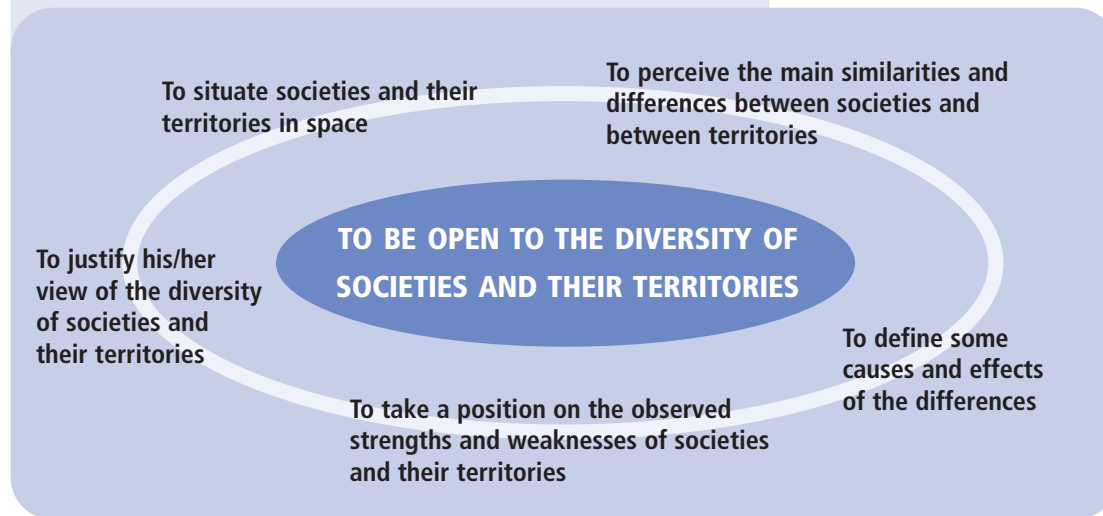
DEVELOPMENTAL PROFILE

In Cycle Two, students deepen their understanding of diversity and discover the vocabulary related to geography and history. They recognize differences in the locations of societies and their territories. Starting from observable phenomena, they identify differences between societies and between territories. They recognize some causes and effects of these similarities and differences. They exercise critical judgment, expressing their points of view on the strengths and weaknesses they identify in these different types of social and territorial organization, comparing them with the points of view of

other students, defending them and qualifying them as necessary. They may use various supporting materials such as figures, tables and illustrations to present their views of the diversity of the societies and territories observed.

In Cycle Three, students progress in the development of the competency. They increase the vocabulary for these subjects that they acquired in the previous cycles. They go beyond merely recognizing differences in the locations of societies and territories to indicate differences in their geographic and historical contexts. Starting from observable phenomena, they identify similarities and differences in the organization of societies and of their territories. They not only recognize some causes and effects of these similarities and differences; they establish them. They develop their critical judgment, learning to express their points of view on the strengths and weaknesses of the societies and territories they observe, compare them with the points of view of other students, and defend and qualify them as necessary. They share their views of the diversity of the societies and territories observed, using various supporting materials such as figures, tables and illustrations.

Key Features of the Competency



Evaluation Criteria

- Indication of differences in the locations of territories **2**
- Stating of similarities and differences in the organization of societies and territories **2**
- Indication of causes and effects of differences **2**
- Indication of strengths and weaknesses in social and territorial organization **2**
- Use of pertinent arguments in defence of his/her view of the diversity of societies and their territories **2**
- Indication of similarities and differences in the geographic and historical contexts of societies and their territories **3**
- Description of similarities and differences in the organization of societies and territories **3**
- Establishment of causes and effects of differences **3**
- Establishment of strengths and weaknesses in social and territorial organization **3**
- Use of pertinent arguments in defence of his/her view of the diversity of societies and their territories **3**
- Use of various supporting materials **3**

End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students present their views of the diversity of societies and their territories. They indicate some differences in the locations of societies and their territories. They identify similarities or differences in the organization of these societies and territories and recognize some causes and effects of these similarities and differences. They indicate some strengths and weaknesses of these types of organization. They compare their views of the diversity of societies and their territories with those of others and defend them. In doing so, they use correct arguments and vocabulary.

CYCLE THREE

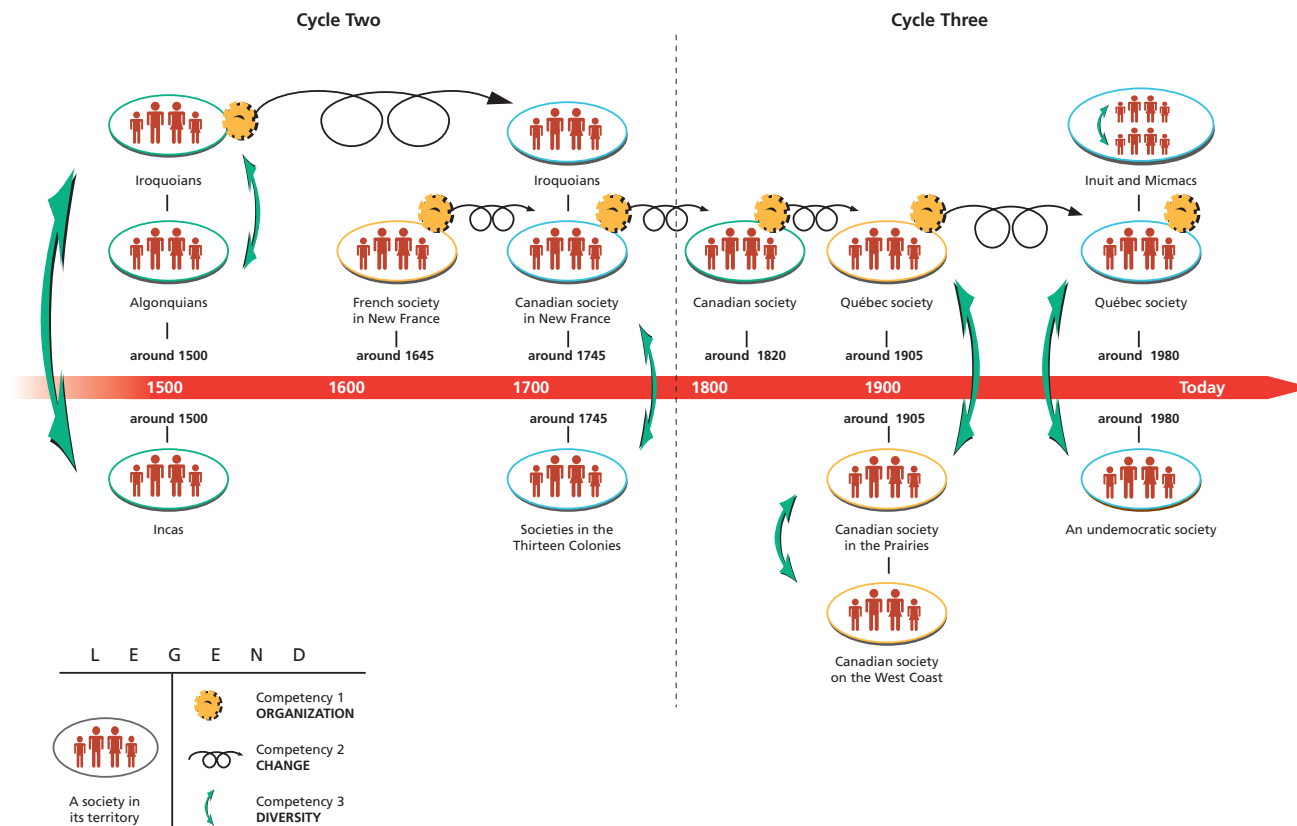
By the end of Cycle Three, students present their views on the diversity of societies and their territories, using various supporting materials. They indicate some differences in the geographic and historical contexts of the societies observed. They describe some similarities and differences in their organization and establish some causes and effects of these similarities and differences. They indicate some strengths or weaknesses in the types of social and territorial organization observed. They compare their views on the diversity of societies and their territories with those of others and defend them. In doing so, they use correct arguments and vocabulary.

Essential Knowledges

LEARNINGS

The development of the prescribed competencies requires that students be encouraged to question social and territorial phenomena of the present and to seek their origins or explanations in social and territorial phenomena of the past. The learnings concerning each society in its territory allow students to construct an explanation that gives meaning to the present. The societies and territories studied help give students an overview of the Canadian territory and of some reference points in the history of Québec and Canada.

Figure 10.2
Geography, History and Citizenship Education



ELEMENTS FOR THE STUDY OF DIFFERENT SOCIETIES AND THEIR TERRITORIES

Understanding the organization of a society in its territory, interpreting change over the course of history and being open to the diversity of societies and their territories requires looking at territorial and social phenomena, making connections between events, situations and individuals or groups. To do so, students need to use lists of elements that focus their attention on the characteristics of societies and their territories.

There are three lists of elements, which correspond to the three competencies of the program. Using them, students will construct representations of:

- the organization of a society in its territory
- the evolution of this organization over time
- how this organization differs from or resembles that of another society

Elements for understanding the organization of a society in its territory

In order to **understand the organization** of a society in its territory, it is important to examine:

- how the characteristics of the territory (assets or limitations) influence social and territorial organization
- how certain characteristics of the society affect the organization of the territory
- the roles played in the society by certain individuals or groups
- significant events that particularly influenced social and territorial organization

Elements for interpreting change in a society and its territory

In order to **interpret change** in the organization of a society and in its territory, special attention must be given to:

- the description of the changes
- the principal causes and effects of these changes
- the influence of certain individuals or groups
- specific events that contributed to the changes
- how the changes are perpetuated in the society and its territory

Elements for understanding the diversity of societies and their territories

In order to **discover the diversity** of societies and their territories, it is advisable to focus mainly on:

- the similarities or differences between two societies and their territories
- the principal causes of these differences or similarities
- the effects of these differences or similarities
- the strengths and weaknesses of the social and territorial organization of the societies being studied

Principal societies studied in Elementary Cycles Two and Three

In this program, certain societies are given special attention. The study of these societies focuses on one or more of the following:

- their social and territorial organization
- changes in their social and territorial organization
- their differences in organization as compared with another society from the same period

These societies are the following:

The Iroquoians:

2

- social and territorial organization around 1500
- changes in the society between about 1500 and 1745
- differences between this society and other societies around 1500 (Algonquians and Incas)

French society in New France and Canadian society in New France:

2

- social and territorial organization around 1645 and around 1745
- changes in the society between about 1645 and 1745
- differences between this society and societies in the Thirteen Colonies around 1745

Canadian society:

- social and territorial organization around 1820
- changes between about 1745 and 1820

Québec society:

- social and territorial organization in two periods, around 1900 and around 1980
- changes between 1820 (Canadian society) and 1900 (Québec society), and between 1900 and 1980
- differences between Québec society and Canadian society in the Prairies around 1900
- differences between Québec society and an undemocratic society around 1980

Canadian society in the Prairies and on the West Coast:

- differences between them around 1900

Inuit and Micmac societies:

- the differences between them around 1980

CONTENT SPECIFIC TO THE SOCIETIES STUDIED**LEARNINGS RELATED TO COMPETENCY 1****IROQUOIAN SOCIETY AROUND 1500****• Location of the society in space and time**

- St. Lawrence and Great Lakes lowlands

• Elements of the society that affect the organization of the territory

- Characteristics of the population: distribution, composition, approximate number
- Way of life: sedentary

3

- Land use: agriculture, territorial expansion

2

3

- Cultural characteristics: beliefs, religion, arts, languages, diet, dress, recreational activities, customs
- Economic activities: agriculture, hunting, fishing, gathering, barter
- Political characteristics: decision making, selection of leaders
- Means of transportation: canoe, snowshoes
- Transportation routes: waterways, forest trails
- Techniques and tools: pottery, basket weaving, boat building, making snowshoes

2

2

2

2

2

2

• Assets and limitations of the territory

3

- Relief: plain, river valley

2

- Climate: temperatures, precipitation, prevailing winds

2

3

- Vegetation: deciduous

2

- Bodies of water: river, lake, falls, rapids, confluence

2

- Resources: fertile soil, forests, water, fauna, flora

2

• Influence of people on social and territorial organization

- Role of women

2

• Elements of continuity with the present

- Native peoples' territories

2

- Native place names

2

- Native population of Iroquoian origin

2

- Artifacts and sites

2

FRENCH SOCIETY IN NEW FRANCE AROUND 1645

• Location of the society in space and time

- St. Lawrence Valley and Great Lakes 2

• Elements of the society that affect the organization of the territory

- Characteristics of the population: distribution, composition, approximate number 2
- Way of life: sedentary, related to exploration and the fur trade 2
- Land use: territorial expansion associated with the fur trade, agriculture and animal husbandry 2
- Cultural characteristics: beliefs, religion, arts, languages, diet, dress, recreational activities, customs 2
- Economic activities: fur trade, agriculture, hunting, fishing 2
- Political characteristics: decision making, roles and powers of leaders 2
- Means of transportation: canoe, cart, boat 2
- Transportation routes: waterways, forest trails 2
- Techniques and tools related to trades 2

• Assets and limitations of the territory

- Relief: plain, river valley, plateau, hills 2
- Climate: temperatures, precipitation, prevailing winds 2
- Vegetation: deciduous, coniferous 2
- Bodies of water: river, lake, falls, rapids, confluence 2
- Resources: fertile soil, forests, water, fauna, flora 2
- Other: vast territory 2

• Influence of people and events on social and territorial organization

- Champlain, Lavolette, Maisonneuve, religious, coureurs de bois, companies, Native peoples 2
- First settlements, Iroquois wars, explorations, creation of trading posts 2

• Elements of continuity with the present

- Language, religion, customs and traditions, knowledge of the territory, place names, early roads, former trading posts, early settlements that later became towns 2

CANADIAN SOCIETY IN NEW FRANCE AROUND 1745

• Location of the society in space and time

- St. Lawrence and Great Lakes lowlands, Ohio and Mississippi valleys to Louisiana 2

• Elements of the society that affect the organization of the territory

- Characteristics of the population: distribution, composition, approximate number 2
- Way of life: sedentary 2
- Land use: agriculture, territorial expansion 2
- Cultural characteristics: beliefs, religion, arts, languages, diet, dress, recreational activities, customs 2
- Economic activities: agriculture, animal husbandry, hunting, fishing, trade, early industry, fur trade 2
- Political characteristics: decision making, roles and powers of leaders, institutions 2
- Means of transportation: canoe, cart, horseback, animal-drawn vehicles, boat 2

CANADIAN SOCIETY IN NEW FRANCE AROUND 1745 (cont.)

- Transportation routes: waterways, forest trails, early roads ②
- Techniques and tools: pottery, basket weaving, boat building, making snowshoes ②

• Assets and limitations of the territory

- Relief: plain, river valley, plateau, mountain range, hills ②
- Climate: temperatures, precipitation, prevailing winds ②
- Vegetation: deciduous, coniferous ②
- Bodies of water: river, lake, falls, rapids, confluence ②
- Resources: fertile soil, forests, water, fauna, flora, minerals ②

• Influence of people and events on social and territorial organization

- Talon, Frontenac, Msgr. de Laval, colonists, filles du Roy, coureurs de bois, artisans, military ②
- Establishment of cottage industries, seigneurial system, triangular trade ②

• Elements of continuity with the present

- Method of land division, knowledge of the territory, importing of domestic animals, artistic, literary and scientific production, games, folklore ②

CANADIAN SOCIETY AROUND 1820**• Location of the society in space and time**

- St. Lawrence and Great Lakes lowlands ③

Elements of the society that affect the organization of the territory

- Characteristics of the population: distribution, composition, approximate number ③
- Way of life: sedentary ③
- Land use: agriculture, territorial expansion, industry ③
- Cultural characteristics: beliefs, religions, arts, languages, diet, dress, recreational activities, customs ③
- Economic activities: agriculture, animal husbandry, hunting, fishing, trade, industries ③
- Political characteristics: decision making, selection of leaders, institutions (legislative assembly) ③
- Means of transportation: land or sea, depending on the season ③
- Transportation routes: waterways, roads, railways, canals ③
- Techniques and tools ③

• Assets and limitations of the territory

- Relief: plain, river valley, hills, plateau, mountain range ③
- Climate: temperatures, precipitation, prevailing winds ③
- Vegetation: deciduous, coniferous ③
- Bodies of water: river, lake, falls, rapids, confluence ③
- Resources: fertile soil, forests, water, fauna, flora ③

• Influence of people and events on social and territorial organization

- English merchants, Loyalists, early governors ③
- The Conquest, Napoleonic Wars, parliamentary government, canal building, opening of lumber camps ③

• Elements of continuity with the present

- Parliamentary government, canals, forestry industry, townships, presence of anglophones ③

QUÉBEC SOCIETY AROUND 1905

• Location of the society in space and time

- Borders of Québec 3

• Elements of the society that affect the organization of the territory

- Characteristics of the population: distribution, composition, approximate number 3
- Way of life: sedentary 3
- Land use: agriculture, industry 3
- Cultural characteristics: beliefs, religions, arts, languages, diet, dress, recreational activities, customs 3
- Economic activities: agriculture, animal husbandry, industry, trade 3
- Political characteristics: Canadian Confederation 3
- Means of transportation: land or sea, depending on the season 3
- Transportation routes: waterways, roads, railways, canals 3
- Techniques and tools 3

• Assets and limitations of the territory

- Relief: plain, river valley, plateau, hills, mountain range 3
- Climate: temperatures, precipitation, prevailing winds 3
- Vegetation: coniferous, deciduous 3
- Bodies of water: river, lake, falls, rapids, confluence 3
- Resources: fertile soil, forests, water, fauna, flora 3
- Other: large territory 3

• Influence of people and events on social and territorial organization

- Honoré Mercier, colonists 3
- Canadian Confederation, industrialization, urbanization, unionization, electrification, colonization 3

• Elements of continuity with the present

- Electrification, trade unions 3

QUÉBEC SOCIETY AROUND 1980

• Location of the society in space and time

- Borders of Québec 3

• Elements of the society that affect the organization of the territory

- Characteristics of the population: distribution, composition, approximate number 3
- Way of life: sedentary 3
- Land use: agriculture, industry 3
- Cultural characteristics: beliefs, religions, arts, languages, diet, dress, recreational activities, customs 3
- Economic activities: agriculture, animal husbandry, industry, trade 3
- Political characteristics: parliamentary democracy, administrative regions 3
- Means of transportation: land, sea, air 3
- Transportation routes: waterways, roads, railways, seaway, airway 3
- Techniques and tools 3

QUÉBEC SOCIETY AROUND 1980 (cont.)**• Assets and limitations of the territory**

- Relief: plain, river valley, plateau, hills, mountain range ③
- Climate: temperatures, precipitation, prevailing winds ③
- Vegetation: coniferous, deciduous ③
- Bodies of water: river, lake, falls, rapids, confluence ③
- Resources: fertile soil, forests, water, fauna, flora ③
- Other: large territory ③

• Influence of people and events on social and territorial organization

- Jean Lesage, Robert Bourassa, René Lévesque ③
- Quiet Revolution, construction of hydroelectric power stations, St. Lawrence Seaway, agricultural zoning ③

• Elements of continuity with the present

- Health insurance, comprehensive secondary schools, CEGEPs ③

LEARNINGS RELATED TO COMPETENCY 2**IROQUOIAN SOCIETY BETWEEN 1500 AND 1745****• Important changes:**

- Territory occupied, elements of the way of life, use of European products, religion, European diseases ②

FRENCH AND CANADIAN SOCIETY IN NEW FRANCE BETWEEN 1645 AND 1745**• Important changes:**

- Territory occupied (size, land use), settlement patterns, demography, government, agriculture, industry, trade ②

• People who influenced changes:

- Jean Talon, explorers, filles du Roy, Gilles Hocquart ②

• Events that influenced changes:

- Seigneurial system, explorations, birth rate, diversification of the economy ②

CANADIAN SOCIETY BETWEEN 1745 AND 1820**• Important changes:**

- Territory occupied, parliamentary system of representation, presence of anglophones, trade in wood, canal building ③

• People who influenced changes:

- Loyalists, English businessmen, first governors ③

• Events that influenced changes:

- The Conquest, Napoleonic Wars, parliamentary government, lumber trade, canal building ③

CANADIAN SOCIETY AND QUÉBEC SOCIETY BETWEEN 1820 AND 1900

• Important changes:

- Territory occupied, industrialization, urbanization, colonization, railway building

3

• People who influenced changes:

- John A. Macdonald, Honoré Mercier

3

• Events that influenced changes:

- Canadian Confederation, unionization, immigration, railway development

3

QUÉBEC SOCIETY BETWEEN 1900 AND 1980

• Important changes:

- Transportation and communication network, hydroelectric power, deconfessionalization, mandatory school attendance, democratization of education, free health care, social services

• People who influenced changes:

- Jean Lesage, Robert Bourassa, René Lévesque, Pierre Elliott Trudeau

3

• Events that influenced changes:

- The Quiet Revolution, exploitation of hydroelectric power, charters of rights

3

LEARNINGS RELATED TO COMPETENCY 3

IROQUOIAN SOCIETY AND ALGONQUIAN SOCIETY AROUND 1500

• Principal differences:

- Characteristics of the territory occupied, way of life, economic activities, political structures, roles of women and men, habitat, diet, dress

2

IROQUOIAN SOCIETY AND INCA SOCIETY AROUND 1500

• Principal differences:

- Characteristics of the territory occupied, number of inhabitants, chiefs, social structure, habitat, science and technology, beliefs

CANADIAN SOCIETY IN NEW FRANCE AND SOCIETIES IN THE THIRTEEN COLONIES AROUND 1745

• Principal differences:

- Characteristics of the territory occupied, number of inhabitants, type of government, languages, religions, economic activities, military force

2

CANADIAN SOCIETY IN THE PRAIRIES AND ON THE WEST COAST AROUND 1900

QUÉBEC SOCIETY AND CANADIAN SOCIETY IN THE PRAIRIES AROUND 1900

• Principal differences:

- Composition and distribution of the population, characteristics of the territory occupied, economic activities, languages, religions

3

QUÉBEC SOCIETY AND AN UNDEMOCRATIC SOCIETY AROUND 1980

• Principal differences:

- Characteristics of the territory occupied, population, economic activities, language, political decision making and the vote, rights and freedoms

3

MICMAC SOCIETY AND INUIT SOCIETY AROUND 1980

• Principal differences:

- Composition and distribution of the population, characteristics of the territory occupied, economic activities, languages, festivals and ceremonies, crafts, traditional calendar, dance and sports

3

RESEARCHING AND WORKING WITH INFORMATION IN GEOGRAPHY AND HISTORY

In order to develop the prescribed competencies, students should be placed in situations that involve them in the following process to encourage them to reflect and ask questions at each stage of learning.

• Learning about a problem

- | | | |
|--|---|---|
| – Defining the problem | 2 | 3 |
| – Drawing on previous learnings | 2 | 3 |
| – Considering research strategies that will lead to a solution | 2 | 3 |

• Asking questions

- | | | |
|--------------------------------------|---|---|
| – Spontaneously framing questions | 2 | 3 |
| – Organizing questions in categories | 2 | 3 |
| – Selecting useful questions | 2 | 3 |

• Planning research

- | | | |
|---|---|---|
| – Making a research plan | 2 | 3 |
| – Locating sources of information | 2 | 3 |
| – Choosing or creating data-gathering tools | 2 | 3 |

RESEARCHING AND WORKING WITH INFORMATION IN GEOGRAPHY AND HISTORY (cont.)

• Gathering and processing information

– Collecting data	2	3
– Sorting data into categories	2	3
– Distinguishing between facts and opinions	2	3
– Criticizing data	2	3
– Distinguishing between relevant and irrelevant documents	2	3
– Comparing data	2	3

• Organizing information

– Choosing a way to communicate information	2	3
– Making a plan	2	3
– Identifying the essential elements of information	2	3
– Arranging data in tables, lists, graphs or text	2	3
– Using supporting documents	2	3
– Indicating sources	2	3

• Communicating the results of research

– Choosing appropriate language	2	3
– Presenting a production	2	3
– Using various supporting materials	2	3

TECHNIQUES SPECIFIC TO GEOGRAPHY

• Reading maps	2	3
• Interpreting maps	2	3
• Using spatial reference points	2	3
• Using a wind rose	2	3
• Orienting a map	2	3
• Locating a place on a map, on a globe of the world, in an atlas	2	3
• Finding geographic information in a document	2	3
• Interpreting illustrated documents (illustrations, sketches, posters, etc.)	2	3
• Using an atlas	2	3
• Interpreting climate charts	2	3

TECHNIQUES SPECIFIC TO HISTORY

• Constructing a time line (meaning, scale)	2	3
• Reading a time line (meaning, scale)	2	3
• Using chronological reference points (month, season, year, decade, century, millennium)	2	3
• Calculating duration	2	3
• Decoding illustrated documents (murals, paintings, posters, etc.)	2	
• Interpreting illustrated documents		3
• Finding historical information in a document	2	3
• Using an atlas	2	3