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Conflict Geography: The Separatist Movement in Quebec

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Conflict Geography: The Separatist Movement in Québec

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Grade Level (Req.): 11-12	Content Area (Req.): French	Unit (Opt.): Québec
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Geography • History • Political Science 		
Time Frame (Req.): 4-5 class periods	Goal (Req.): Students will practice research and debate skills while learning about an issue affecting Québec and all of Canada.	
	Objective (Req.): Students will research facts about the issue of the Québec Separatist Movement. They will learn about the points of view of important political figures as well as the average citizens. They will evaluate the facts and others' opinions to form their own opinion.	
Materials Needed (Req.): <ul style="list-style-type: none"> • textbook • articles • computer (internet) • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • Quiet Revolution • separatism • confederation • Clarity Act • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): If Québec seceded from Canada, what would French speakers gain? How might their lives be improved? What impact might this have on the rest of Canada? If you were Québécois(e), would you vote to separate from Canada?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Have students watch this YouTube video about the revival of the separatist movement in Québec, especially among students: http://www.bbc.co.uk/news/world-us-canada-19481773 2. Have students read this article about what separatism looks like in 2013: : http://www.vice.com/en_ca/read/chatting-with-quebecs-young-separatists 3. Have students go to this website and watch the video and read the article about various separatist parties attempting to settle differences: http://montreal.ctvnews.ca/separatist-parties-attempt-to-bury-differences-1.1297532 4. Have students read this article on why Canada does not need the separatist debate: http://www.ottawacitizen.com/life/Welcome+Quebec+debate+Canada+doesn+ne ed/7189767/story.html 5. Have students individually create a T-chart and use the internet to research the pros and cons of Québec separation to fill in the chart. 6. In groups of 3-4, have students share their information from their T-chart. Note the opinions of the students. 7. Divide the class randomly into 2 groups: 1 for and 1 against separation. 		

10. All class debate- students share the viewpoint that they researched and debate their viewpoint with a classmate with the opposite viewpoint.
11. After the debate, have an all-class discussion where students can share how they actually feel about the issue.
12. Individual written essay: introduction, body, conclusion- include answers to the questions asked in the introduction.
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- 14.
- 15.
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- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Students T-charts, class discussion.

Assessment (Req.): Students will turn in their individual written essay.

Iowa Core Curriculum Standards Used (Req.):

- Geography 2., Grades 9-12: Understand how physical and human characteristics create and define regions.
- Geography 3., Grades 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography 6., Grades 9-12: Understand how culture affects the interaction of human populations through time and space.
- Geography 7., Grades 9-12: Understand how cultural factors influence the design of human communities.
- History 3., Grades 9-12: Understand the role of culture and cultural diffusion of the development and maintenance of societies
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- 3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
- 4. The physical and human characteristics of places.
- 6. How culture and experiences influence people's perceptions of places and regions.
- 9. The characteristics, distribution, and migration of human populations on Earth's surface.
- 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
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<ul style="list-style-type: none">••	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none">• Location• Place• Region••	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none">•••
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">••••	