

MAPLE... MUCH MORE THAN JUST SYRUP!

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EXPLORING ASPECTS OF QUÉBEC SOCIETY
THROUGH ITS MAPLE EXPERIENCE

Educational Guide – Winter 2018 Edition

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1. ABOUT US

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Founded in 1966, the Fédération des producteurs acéricoles du Québec (FPAQ) is an association that unites more than 13,500 producers of maple products in Québec.

Unique to North America and more abundant in Québec than anywhere, maple water, maple syrup, and their derivatives are natural products containing no colouring or additives, made solely from the sap of the sugar maple tree (*Acer saccharum*).

Maple is an inherent part of our Québec culture. Much more than a heritage here at home, people around the world associate maple syrup with Québec and Canada. It has no substitute in numerous traditional dishes, and has become a key ingredient of Québec and international cuisine in the 21st Century.

The FPAQ's mandate includes raising awareness of maple products, and their many and varied facets.

2. OUR EDUCATION PROGRAM

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The goal of this program is to present learning about maple in a way that enables you and your students to explore issues and concerns currently present in our society, such as health, the environment, and living together in harmony. Our learning modules have been designed in accordance with the directives of the *Ministère de l'Éducation, du Loisir et du Sport du Québec (MELS)*.

This education program is aimed at students in the third cycle (5th and 6th years) of elementary school, but may be used in other cycles.

2.1 THE MISSION OF QUÉBEC SCHOOLS

Our program takes its inspiration from the threefold mission of Québec schools¹: to provide instruction, with renewed conviction; to socialize, to prepare students to live together in harmony; to provide qualifications, through a variety of options².

More specifically, the FPAQ education program contributes to:

- The acquisition of new learning
- The mastery of knowledge
- The expression of a common heritage
- Development of a sense of belonging to the community
- Social integration
- Diversification and enrichment of the student's learning experience

¹ <http://www.mels.gouv.qc.ca>

² TO PROVIDE INSTRUCTION, WITH RENEWED CONVICTION. The first responsibility of every educational institution is to cultivate the mind of each student. Although schools are not the only places where children learn, they play a vital role in fostering intellectual development and the acquisition of learning. This orientation reaffirms the importance of students' cognitive development and mastery of knowledge.

TO SOCIALIZE, TO PREPARE STUDENTS TO LIVE TOGETHER IN HARMONY. In a pluralistic society such as ours, schools must act as agents of social cohesion by fostering a feeling of belonging to the community and teaching students how to live together. This means that they must transmit the heritage of shared knowledge, promote the fundamental values of democracy and prepare young people to become responsible citizens. They must likewise prevent exclusion, which jeopardizes the future of too many young people.

TO PROVIDE QUALIFICATIONS, THROUGH A VARIETY OF OPTIONS. Schools have a duty to make it possible for all students to achieve educational success and to facilitate their integration into society and the workplace at the end of their schooling, whatever the path they choose. To this end, the Ministère de l'Éducation defines the basic curriculum. However, it is the responsibility of the educational institutions to provide all students with an educational environment commensurate with their interests, aptitudes and needs by differentiating instruction and offering a broader range of educational options. Within the framework of its educational project, each school defines its own orientations and the measures it intends to take in order to implement and enrich the Québec Education Program in light of the specific needs of its students and the principle of equality of opportunity.

2.2 ORIENTATIONS OF OUR EDUCATION PROGRAM

The FPAQ's program stimulates development of the intellectual skills our children need in an evolving knowledge-based society. The program does this by:

- Furthering their understanding of the world
- Promoting personal development
- Encouraging socialization
- Providing subject-specific learning
- Rooting lessons in a contemporary and cultural context

2.3 MELS EVALUATION CRITERIA

MELS identifies an instructional package as composed of a teaching guide and printed documents for the student. Such a package must, among other things, facilitate teaching and learning, expand cultural horizons, and promote social values.

To achieve these objectives, the *Bureau d'approbation du matériel didactique* has set out a list of criteria for the evaluation of teaching materials. It also intends to help teachers choose the tools they would like to use at school. The criteria seek to:

- Enable the acquisition of competencies and the presentation of rigorous knowledge
- Ensure an adequate representation of the diversity of Québec society
- Promote the optimal usage of such tools (that they are made of durable materials and easy to employ)
- Ensure that there is no promotion of a product that attempts to encourage its consumption or the consultation of commercial web sites

The FPAQ education program is scrupulous in its respect for these ministerial guidelines.

2.4 BROAD AREAS OF LEARNING

MELS has defined broad areas of learning that constitute all the major issues that young people should explore. They bring disciplinary knowledge (language, mathematics, etc.) closer to students' everyday concerns in ways that offer them a better grasp of reality.

MELS identifies five subject areas that encompass various facets of students' interests or needs, and reflect important social expectations regarding education. We have chosen two of these areas of learning in the development of our educational modules:

- **Environmental Awareness and Consumer Rights and Responsibilities**

Educational Aim: "To encourage students to develop an active relationship with their environment while maintaining a critical attitude towards exploitation of the environment, technological development and consumer goods."

The FPAQ Module: [The Maple Forest: A Treasure to be Protected](#)

- **Citizenship and Community Life**

Educational Aim: "To ensure that students take part in the democratic life of the classroom or the school and develop a spirit of openness to the world and respect for diversity."

The FPAQ Module: [Tell Me What You Eat and I'll Tell You Who You Are!](#)

These domains are places of convergence where different learnings can be integrated. More than simple learning contexts, they anchor the development of cross-curricular and subject-specific competencies. They support the continuity of educational initiatives throughout children's school lives and can extend beyond the classroom. A focus on one area may serve as the point of departure for other intellectually stimulating learning situations. The broad areas of learning also provide bases for the transfer of disciplinary and cross-curricular competencies.

3. THE FPAQ PROGRAM

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3.1 THE FPAQ'S LEARNING MODULE

Method

- The modules proposed here by FPAQ are intended for your (the teacher's) use in the classroom with your students. For the sake of lesson-planning efficiency, we provide a synopsis and four segments for each.

The synopsis summarizes the module, as a whole.

The first segment defines the pedagogical scope of the module. You will know:

- > The module's duration
- > The general area of learning targeted by the module
- > The module's general and specific objectives
- > Its cross-curricular possibilities

The second segment is a schematic representing the main elements of each three-session module.

In the third segment, you will find:

- > The objectives of each of the module's three sessions
- > The duration of each session
- > A brief description of the sessions
- > The materials needed

Finally, the fourth segment describes, step by step and in detail, what is to be done in class during each session.

3.2 AN FPAQ CLASS PRESENTATION

If your school employs the FPAQ Learning Modules, it qualifies for the opportunity to receive, at no cost, a presentation and tasting. Led by presenters who are accompanied by a maple syrup producer, this presentation provides a brief summary of some of the concepts discussed in class. It also gives students a chance to become more familiar with the actual work of a maple producer. The presentation will conclude with a tasting of maple products.

Note: One presentation per grade.

3.3 GOING TO A SUGAR SHACK

We recommend that you conclude your class's maple adventure with a field trip to one of Québec's many sugar shacks. A Web search will allow you to quickly find the one most likely to interest you.

4. MODULE 1

*The Maple Forest:
A Treasure to be Protected*
.....

MODULE 1

The Maple Forest: A Treasure to be Protected

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EXPLORING ASPECTS OF QUÉBEC SOCIETY
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Teaching Guide – Winter 2018 Edition

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EDUCATIONAL VALUE



Synopsis

This module aims to introduce students to the concept of “UNESCO World Heritage” in order to study the environmental and cultural value of the maple forest. The module is proposed to be undertaken in three separate sessions, one per week.

First Session (1st week): Students will be familiarized with the various kinds of UNESCO World Heritage Sites, and the criteria that must be met to be declared a UNESCO World Heritage Site. The children are then formed into groups. Each group is tasked with making a presentation about a natural property on the UNESCO World Heritage List. Groups are given instructions on how to make their presentations.

Second Session (2nd week): The groups present the results of their research on their given natural World Heritage Sites. The aim here is to make them more familiar with the concept of “natural heritage” and the UNESCO selection criteria. Furthermore, the exercise allows students to employ their critical sense of the notion.

Third Session (3rd week): Having “mastered” the selection criteria for places declared as UNESCO World Heritage Sites, the students are guided by their teacher in an exploration of the maple forest and its specific characteristics. The purpose is to give them a critical analysis experience, using set criteria, to decide whether the maple forest is an environment that should be preserved and, if so, to ask them to find ways to protect this unique ecosystem.

Execution

The teacher

Duration

Three 45 to 50-minute sessions

Broad Area of Learning

Environmental Awareness and Consumer Rights and Responsibilities

General Learning Objective

To understand the characteristics and criteria that make certain places in the world, such as the maple forest, unique environments that should be protected in order to ensure their ongoing contribution to humanity and its history.

Specific Learning Objectives (Basic Lessons)

- The notion of “UNESCO World Heritage”
- The natural properties that have been declared UNESCO World Heritage Sites
- The fundamental characteristics of the maple forest
- Locating, on a map of the world, the places where are found all the conditions required for the existence of a maple forest
- Describing the main socio-economic characteristics of the maple forest environment, specifically:
 - > Who lives there
 - > Where they live
 - > Their main activities
- The major changes occurring in maple forest environments
- The principle threats to the maple forest
- The protective measures needed to preserve the maple forest

Cross-Curricular Competencies

This exercise touches on a number of the cross-curricular competencies identified by MELS, including:

- Using information
- Resolving a problem
- Exercising critical judgment
- Communicating appropriately

TEACHING APPROACH



SESSION 1 45 - 50 minutes

THE NOTION OF “WORLD HERITAGE”

Learning Objectives

- The notion of “World Heritage”
- The importance of preserving places deemed to be of heritage value
- An understanding of the various elements of the meaning of heritage

Lesson Plan

- STEP 1: Familiarize students with the notion of a “treasure”
STEP 2: Criteria for being deemed a World Heritage Site
STEP 3: Preparation of projects

SESSION 2 45 - 50 minutes

PRESENTATION OF PROJECTS

Learning Objectives

- Developing further the notion of “World Heritage”
- Examining further the importance of preserving places deemed to be of heritage value
- Understanding the criteria by which a natural property can be declared to have heritage interest

Lesson Plan

- STEP 1: Presentation of projects
STEP 2: Compare common elements of the group presentations
STEP 3: Announce subject of next session

SESSION 3 45 - 50 minutes

THE MAPLE FOREST

Learning Objectives

- The basic characteristics of a maple forest
- The conditions required to sustain a maple forest
- Map location of places where conditions allow for the existence of maple forests
- The socio-economic characteristics of the regions in which there are maple forests
- The reasons why the maple forest is a unique and special environment
- The main threats to the existence of the maple forest
- The reasons why protective measures are needed to preserve the maple forest

Lesson Plan

- STEP 1: The Maple Forest
STEP 2: The Dangers Facing the Maple Forest
STEP 3: How to Face the Dangers to Our Maple Forest and Preserve It
STEP 4: Conclusion and Review

CLASSROOM SESSION 1



THE NOTION OF “WORLD HERITAGE”

Learning Objectives

In this session, students will:

- learn the notion of “World Heritage”;
- examine the importance of preserving places deemed to be of heritage value;
- understand that heritage can be comprised of a diversity of elements.

Duration

45 - 50 minutes

Description

This first session of three is to be conducted in two segments:

- The first section explores the notion of “World Heritage”
- The second sets out the plan for group presentation projects

What You Need Before Starting

FPAQ information found at: <http://www.siroopcool.ca/teachers>

- > A summary of the selection criteria for UNESCO World Heritage Sites
- > A short list of natural property heritage sites

Materials Provided by the Teacher:

- > A map of the world on which you can write and erase. This can be acquired at Brault et Bouthillier (<https://bb.ca/en/home/>) and elsewhere;
- > An interactive whiteboard (IWB) or digital projector.

LESSON PLAN



STEP 1: WHAT IS “A TREASURE”?

Open a discussion with students about the notion of a “treasure” and brainstorm to create a consensus definition.

- Write students' ideas and concepts about the word “treasure” on the board, attempting to group them into themes.
- Encourage and orient the discussion in this way: Is a treasure...
 - > ... unique (rare) or frequent?
 - > ... precious or ordinary?
 - > ... something to be shared or to keep for ourselves?
 - > ... small or large?

Give the definition of “treasure” in the way UNESCO would use it and draw comparisons to the definitions the students have given.

- UNESCO doesn't refer to “treasure”, but rather “world heritage”. This designation applies to elements that hold importance beyond national borders and a priceless value for present and future generations.

There are three kinds of human heritage:

- **Cultural heritage**, which includes monuments, artifacts and places of exceptional value from the perspectives of history, beauty (esthetics), art, or science^{1,2}.

Resources

Here are a few videos of places classified as UNESCO World Heritage cultural properties. You can show them to your students. (IWB or digital projector)

- The Pyramids of Egypt
<https://www.youtube.com/watch?v=xjzYGWddvrM&t=21s>
- The Mausoleum of the First Qin Emperor of China
<https://www.youtube.com/watch?v=W73GLWEJuQA>
- The Palace and Park of Versailles (France)
<https://www.youtube.com/watch?v=vozzXRIEDhw>
- Aachen Cathedral (Germany)
<https://www.youtube.com/watch?v=pwIKmKxu614>

¹ Suggestions and Variations

If you choose to present examples of the different categories of heritage, take the time to locate them on a map of the world for your students. Begin by asking them to locate Canada, the provinces and territories, and a few of the major cities (Ottawa, Toronto, Vancouver, etc.). Then pull the focus in to Québec and, possibly, put a marker for the location of your school.

² Suggestions and Variations

Expand on this exercise by exploring the country or region in which the world heritage site is located, by pointing out the national capital and other major cities, neighbouring countries, languages spoken, and so on.

- Intangible **cultural heritage**, which refers to the traditions and living expressions inherited from our ancestors that have been passed on to their descendants, such as oral traditions, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature and the universe, or the knowledge and skills to produce traditional crafts.

Resources

This video is a good depiction of two major First Nations that used maple sap:
<http://www.youtube.com/watch?v=aKpBt9Ko86U> (French version only)

- **Natural heritage**, which refers to treasures such as a natural monument, geological formation or natural site that have outstanding universal value from the point of view of science, conservation, or natural beauty.

STEP 2: CONDITIONS FOR BEING DEEMED A WORLD HERITAGE SITE

For inclusion on the UNESCO World Heritage List, a treasure must meet at least one of these ten selection criteria^{3, 4}:

1. Represent a masterpiece of human creative genius. Ex: The Pont du Gard (Roman Aqueduct) in France <http://whc.unesco.org/en/list/344>
2. Exhibit an important exchange of human values, over a span of time or within a cultural area of the world. Ex: Town of Bamberg, Germany <http://whc.unesco.org/en/list/624>
3. Bear testimony to a cultural tradition or to a civilization which is living or which has disappeared. Ex: Mexican Mariachi music <https://ich.unesco.org/en/RL/mariachi-string-music-song-and-trumpet-00575>
4. Be an outstanding example of a type of building or landscape which illustrates (a) significant stage(s) in human history. Ex: The Great Wall of China <http://whc.unesco.org/en/list/438>
- ➔ 5. Be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures) or human interaction with the environment. Ex: Coffee Cultural Landscape of Colombia <http://whc.unesco.org/en/list/1121>
6. Be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. Ex: Brasilia, Brazil <http://whc.unesco.org/en/list/445>
- ➔ 7. Contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance. Ex: The Great Barrier Reef of Australia <http://whc.unesco.org/en/list/154>

³ Suggestions and Variations

UNESCO's selection criteria may prove difficult to understand and explain. Use the suggested videos for support.

⁴ Suggestions and Variations

Use this exercise to explore a map of the world with your students.

- ➔ 8. Be an outstanding example representing major stages of Earth's history, including evidence of the evolution of life. Ex: Dinosaur Provincial Park in Alberta <http://whc.unesco.org/en/list/71>
- ➔ 9. Be an outstanding example representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals. Ex: Bwindi Impenetrable National Park in Uganda <http://whc.unesco.org/en/list/682>
- ➔ 10. Contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation. Ex: Wood Buffalo National Park in the Northwest Territories and Alberta <http://whc.unesco.org/en/list/256>

From these ten UNESCO criteria, identify, with your students, those that apply to natural heritage. (The criteria that do apply are indicated above with arrows.) You will be working with these specific criteria.

STEP 3: PREPARATION OF PROJECTS

Facilitate your students' understanding of how a place is declared a natural property heritage site by forming them into groups of four or five. Each group is tasked with making a case study of a site that has been deemed to have natural heritage status.

- Form the students into groups
- Assign a UNESCO World Heritage property site to each group (The list can be found at <http://whc.unesco.org/en/list/>⁵)
- Give the groups one week to formulate their case studies
- Presentations should be five to eight minutes long
- Each group must⁶:
 - > Indicate the location of its site (country, region)
 - > Be able to locate the site on the map of the world
 - > Describe the site's main characteristics
 - > Explain the site's unique character and which UNESCO criteria it meets
 - > Give an opinion on the site's value

REFERENCE SITE

All the information referenced above can be found at the UNESCO web site: <http://whc.unesco.org/en/list/>

⁵ **Suggestions and Variations**

Be sure to choose places on all five continents so the class is able to tour the whole world.

⁶ **Suggestions and Variations**

Should you choose to evaluate the presentations, you may choose criteria such as: compliance with project instructions; adhering to time limit; clear and precise content; originality, and; participation of all in the group.

CLASSROOM SESSION 2



PRESENTATION OF PROJECTS

Learning Objectives

After this second session, students will have:

- Deepened their understanding of the notion of “world heritage”;
- Examined the importance of preserving places said to have heritage value;
- Understood the criteria that lead to a natural property being declared of heritage interest.

Duration

45 - 50 minutes

Description

This session consists of the presentations of the student groups' research.

What You Need Before Starting

Materials provided by FPAQ at: <http://www.siropcool.ca/teachers>

- > A summary of the selection criteria for UNESCO World Heritage Sites
- > A short list of natural property heritage sites

Materials Provided by the Teacher:

- > A map of the world on which you can write and erase. This can be acquired at Brault et Bouthillier (<https://bb.ca/en/home/>) and elsewhere;
- > An interactive whiteboard (IWB) or digital projector

LESSON PLAN



STEP 1: PRESENTATION OF PROJECTS

When it's time to make the presentations, recap the project guidelines:

- What makes something a true treasure
- Some places have been declared to be of world heritage value because they represent a valuable asset that should be protected
- Some of these places are natural environments.

Name the locations and the student groups assigned to each.

Start the presentation period, and ask each group to locate its natural site on the map of the world.

STEP 2: COMPARE COMMON ELEMENTS OF THE STUDENT PRESENTATIONS

After all presentations have been made, go around the class asking what students liked or learned.

STEP 3: ANNOUNCE SUBJECT OF NEXT SESSION

Tell the students that, in the next week's class, you'll be using the same grid to discuss the maple forest.

CLASSROOM SESSION 3



THE MAPLE FOREST

Learning Objectives

This third session aims to explore the maple forest as if it were a heritage site. At the end of the session, students will:

- Know the basic characteristics of a maple forest;
- Know the conditions necessary for the existence of a maple forest;
- Be able to locate on a map of the world the place where all the conditions and characteristics necessary for the existence of a maple forest are found;
- Know the main socio-economic characteristics of the maple forest environment, specifically:
 - > who lives there;
 - > where they live;
 - > their principle activities;
- Know why the maple forest is a unique and special environment;
- Be able to identify the main threats to the maple forest;
- Know what protective measures can be taken to preserve maple forests.

Duration

45 - 50 minutes

Description

This session is a formal presentation made by the teacher.

What You Need Before Starting

Materials provided by FPAQ at: <http://www.siropcool.ca/teachers>

- > A summary of the selection criteria for UNESCO World Heritage Sites
- > A short list of natural property heritage sites

Materials Provided by the Teacher:

- > A map of the world on which you can write and erase. This can be acquired at Brault et Bouthillier (<https://bb.ca/en/home/>) and elsewhere;
- > An interactive whiteboard (IWB) or digital projector

LESSON PLAN



STEP 1: THE MAPLE FOREST

Begin the presentation with a recap of the following:

- In the previous two weeks, we explored the notions of “treasure” and “world heritage”
- We have discovered that certain places and environments have so much value that they have been declared World Heritage Sites
- These places of importance meet specific criteria (list them)
- Some environments are treasures even if they haven’t been named World Heritage Sites
- Today’s class is about deciding whether the maple forest is a true treasure that should become a World Heritage Site.

Ask your students this question:

What is a maple forest?

- A maple forest is a forest suitable for the production of maple syrup
- A maple forest is not a sugar shack
- A sugar shack is the place where maple syrup is made and is usually found in a maple forest. A sugar shack is not a restaurant.

What are the main characteristics of a maple forest^{iv}?

- Maple forests are among the most biodiverse ecosystems in Québec
- From the environmental point of view, maple forests contribute to the capture of CO₂, the production of oxygen, and temperature and humidity control in urban and periurban environments^v
- The maple forest is of course populated by sugar maple trees but also numerous other trees and plants: birch, ash, cherry, cedar, trillium, ferns, wild garlic, and ginger
- It is also home to a great number of animals: great horned owls, snowy owls, wood frogs, raccoons, squirrels, moles, skunks, white-tailed deer, red fox, crows, porcupine, snowshoe hares, blue jays, ruffed grouse, garter snakes, black-capped chickadees, red-breasted nuthatches, northern flickers, and black bear
- There are also a lot of insects.

Where are maple forests found⁷?

Maple forests are found exclusively in North America in an area ranging from Nova Scotia to Manitoba, from the State of Missouri to the Abitibi region.

- The largest maple forests are found in the St. Lawrence River basin, where the soils are cool and moist
- Maple forests are found in very specific climatic conditions^{VI}:
 - > The average annual temperature is around 5° C. This shows a significant temperature difference between the summer season, when it can be very hot, and the winter season, when it can be very cold.
 - > Precipitation (rain and snow) is distributed almost equally throughout the year⁸.

What are the characteristics of the region in which one finds maple forests?

- It is very populous^{VII}. Nearly 97% of Québec's population live in maple forest country. At the same time, this represents only 20% of Québec's land mass^{VIII}.

Resources

The Institut de la statistique du Québec has developed an interactive map of population density. It does not cover all of Québec, but illustrates the competition for land between people and maple trees.

- 80% of Québec's population lives in the St. Lawrence River valley. This is mostly in Montréal and area⁹.
- This is where we also find Québec's main economic activity:
 - > services (schools, hospitals, banks, and so on);
 - > commerce;
 - > factories;
 - > agriculture (2% of Québec's land mass^{IX}).

⁷ Suggestions and Variations

Ask students to locate this area on:

- the map of the world;
- then the map of North America;
- and finally, the map of Québec.

⁸ Suggestions and Variations

Be sure your students understand that maple forests are found in this area only. That's what makes this environment unique in the world.

⁹ Suggestions and Variations

On the map of Québec, show where:

- the majority of Québec's population lives;
- the St. Lawrence Valley (home to 80% of Québec's population) is located;
- the Greater Montréal region is located.

Students should understand, through this exercise, that there is strong pressure from the population for the occupation of maple forest country. It is, therefore, a very real threat.

What makes the maple forest a unique and special environment?

- It is the ecosystem with the greatest biodiversity in Québec
- It is the only place in the world where sugar maple trees grow
- It's the only place in the world where you can harvest maple sap, or maple water, to make maple syrup and a large host of other products
- It's an example of the traditional use of land or sea, which is representative of a culture (or cultures) or human interaction with the environment (one of UNESCO's selection criteria for World Heritage Sites)
- It reflects a cultural tradition or a civilization which is living (another of UNESCO's selection criteria for World Heritage Sites).

This tradition traces back to the First Nations people who harvested maple water and heated it. It is to them that we owe the idea of gathering family and friends in the springtime. Maple water was an element of subsistence, a source of energy at a time of the year when food was scarce. Then, when the French arrived with their iron pots, it became possible to heat maple water longer, and make maple sugar. The colonists of New France had to be self-sufficient in their food supply. Maple sugar was therefore an important source of food energy for them during the difficult parts of the year.

STEP 2: THE DANGERS FACING THE MAPLE FOREST

What are the threats to the maple forest?

- Pollution from the use of fossil fuels such as oil and gas. The harm they cause the maple forest is mainly from^{vii}:
 - > **The release of nitrogen oxides and sulfur dioxide into the atmosphere.** When mixed with water vapor, these two byproducts from the combustion of fossil fuels form nitric acid and sulfuric acid. This is called acid rain, and it contributes to the deterioration of the soil in which maple trees grow, causing them to die. While this threat is less significant than it was in the 1980s and '90s, it is nevertheless still quite present¹⁰.

¹⁰ Suggestions and Variation

Ask your students if they know what a fossil fuel is.

- Fossil fuels usually refer to oil, coal, and natural gas.

Ask them how fossil fuels are used:

- Means of transportation (cars, trucks, motorcycles, etc.)
- Some heating systems
- Electrical plants (in places other than Québec).

Ask the students if they know one of the main reasons why fossil fuels are used today. Here are some answers:

- Things that have not changed or have only changed slightly between 2000 and 2009:
 - > Every car travels an average of 17,000 km per year
 - > Average use of vehicles has changed little.
- Things that have changed between 2000 and 2009:
 - > The number of vehicles on our highways has risen from 3.4 million to over 4.2 million, an increase of 24%
 - > Over this time, fuel consumption has increased in line with the number of vehicles.

> The emission of carbon dioxide, contributing to the phenomenon of climate change, a very serious **problem**. The shorter, less severe winters in Québec have modified the sugar maple tree's habitat. These unfavourable climate conditions make sugar maples more vulnerable to insect pests, a grave concern. The problem is made all the more serious by the arrival of new species of insects that attack the sugar maple tree.

- Urbanization

> The population of Québec is increasing and remains concentrated in the St. Lawrence River valley and urban centres:

- 1851: 890,261 people in Québec
- 1901: 1,648,898
- 1951: 4,055,681
- 1971: 6,137,305
- 1980: 6,505,997
- 1990: 6,996,986
- 2000: 7,356,951
- 2010: 7,905,087

L'Union des producteurs agricoles estimates that 4,000 to 5,000 hectares of agricultural land (on which sugar bushes are often found) have already been lost to the residential and commercial development of cities and suburbs.

STEP 3: HOW TO FACE THE DANGERS TO OUR MAPLE FOREST AND PRESERVE IT

Start a class discussion about ways to promote the protection of the maple forest. All suggestions are good if they provide solutions to the problems mentioned earlier¹¹.

STEP 4: CONCLUSION AND REVIEW

Return to UNESCO's selection criteria for World Heritage Sites and begin the discussion with these two questions:

1. Should we protect our maple forest?
2. Is the maple forest a treasure that's worthy of inclusion in the list of UNESCO World Heritage Sites?

We would be pleased if you shared the results of your class discussion, if possible.
You can send it to: info@siropcool.ca

¹¹ Suggestions and Variations

Here are a few ways to protect the maple forest:

- Reduce vehicle use by:
 - > taking a bike or walking instead of using the car;
 - > organizing a car pool;
 - > limiting travel.
- Protect agricultural land by:
 - > shopping locally and buying local products instead of going to "big box stores";
 - > choosing to live in a more densely-populated area, to reduce the impact of urban sprawl.

NOTES AND BIBLIOGRAPHY



- ⁱ UNESCO is the United Nations Educational, Scientific and Cultural Organization.
- ⁱⁱ Loose adaptation of: <http://whc.unesco.org/en/criteria/>
- ⁱⁱⁱ Adaptation of the definition by the Commission de protection du territoire agricole du Québec. <http://www.cptaq.gouv.qc.ca/index.php?id=85> (French version only)
- ^{iv} Encyclopedia of Maple, Workbook. <http://www.siropcool.ca/teachers>
- ^v LESSARD, G., “L’Érable à sucre : Grandeur et misère d’un feuillu noble”, Essence forestière, printemps-été 2010.
- ^{vi} <http://www.axl.cefan.ulaval.ca/amnord/Quebec-2demo.htm> (French version only)
- ^{vii} DUCHESNE, Louis, L. OUMET and J.-D. MOORE, “Influence des facteurs de stress environnementaux sur la dynamique des érablières”, Présentation dans le cadre des journées acéricoles, Direction de la recherche forestière, ministère des Ressources naturelles..

5. MODULE 2

*Tell Me What You Eat and
I'll Tell You Who You Are!*

.....

MODULE 2

*Tell Me What You Eat and
I'll Tell You Who You Are!*

.....



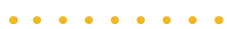
EXPLORING ASPECTS OF QUÉBEC SOCIETY
THROUGH ITS MAPLE EXPERIENCE

Teaching Guide – Winter 2018 Edition

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EDUCATIONAL VALUE



Synopsis

In this module, children are made aware of the important contributions from different cultures in various eras to the quality and diversity of their everyday diet. The module is suggested to be carried out in three separate sessions, one per week.

First Session (1st week): This first part is a food trip around the world. Students will match foods to countries and understand their backgrounds, so that they gain insights into the diversity of food products. From this viewpoint, they become aware of the distance that certain foods travel, for commercial reasons, to arrive on their plates.

The students are then formed into groups. Each group is tasked with finding out and presenting the path a food product takes, from its place of origin to their plates.

Second Session (2nd week): The groups present the results of their research on the background and story of their food product. The objective is to deepen their appreciation of the contribution foods from elsewhere make to our diets.

Third Session (3rd week): In this session, the students' explorations focus on maple. This is intended to show that the culture surrounding maple has its history, that it has been enriched by various contributions, and that it has become of symbol of Québec identity and a kind of ambassador for Québec to the world.

Finally, students will be able to see that sharing food contributes to communication, acceptance, and integration.

Execution

The teacher

Duration

Three 45 to 50-minute sessions

Broad Area of Learning

Geography, History and Citizenship Education

General Learning Objective

Introduce students to the tremendous diversity of food cultures, including that of maple products, and show how this diversity contributes to the construction, dynamism, and evolution of national identities over time.

Specific Learning Objectives (Basic Lessons)

- Identify food characteristics associated with specific cultural and geographic regions
- Know the background of food staples found in the grocery store, and the journey they take to get there (coffee, oranges, tomatoes, potatoes, yogourt, corn, tea, soy sauce, and so on)
- Explain how food contributes to the definition of identity
- Describe the evolution of “sugaring time”, from the First Nations to the present, with a special emphasis on the role of French colonization
- Demonstrate how sugaring time helps build Québec identity
- Explain, by making a parallel with the journeys of staple foods, how maple products give Québec an international profile
- Demonstrate how the sharing of maple products contributes to the enrichment and spread of our culture
- Gain knowledge of the notion of collective identity

Cross-Curricular Competencies

This module touches on several MELS cross-curricular competencies including:

- Using information
- Resolving problems
- Exercising critical judgment
- Employing creative thought
- Structuring identity
- Cooperating
- Communicating in an appropriate manner

TEACHING APPROACH



SESSION 1 45 - 50 MINUTES

DOES THIS FOOD COME FROM HERE OR SOMEWHERE ELSE?

Learning Objectives

Make students aware of:

- The diversity of the foods eaten around the world
- The great number of the foods we usually eat that come from somewhere else
- The fact that our diets depend on the contributions of other cultures

Lesson Plan

STEP 1: Play "If I eat ..., where am I from?"

STEP 2: Preparation of Projects

SESSION 2 45 - 50 MINUTES

PRESENTATION OF PROJECTS

Learning Objectives

- Explore in further depth the origins of foods that are often found in the homes of Québec families
- Identify contributions that other cultures bring to Québec culture

Lesson Plan

STEP 1: The presentations

STEP 2: Compare common elements in the group presentations

STEP 3: Announce the subject of the next session

SESSION 3 45 - 50 MINUTES

MAPLE SYRUP

Learning Objectives

- Explore the history of maple syrup and how it reflects the integration of different cultures into that of Québec
- Show how this integration of different cultures builds Québec identity
- Using the example of maple syrup, show how Québec culture contributes to the enrichment of cultures elsewhere in the world

Lesson Plan

STEP 1: Where does Maple Water Come From?

STEP 2: Maple Syrup

STEP 3: Sugaring Time

STEP 4: We Are What We Eat

STEP 5: Conclusion and Review

CLASSROOM SESSION 1



DOES THIS FOOD COME FROM HERE OR SOMEWHERE ELSE?

Learning Objectives

This first session is intended to make students aware of:

- The diversity of the foods eaten around the world;
- The great number of foods that your students eat, which come from other countries;
- The fact that their diets would be quite boring without these foods from other cultures.

Some foods are not eaten only in one country or region of the world. Many of the food products we find here do not come from Canada or Québec. So, the foods we eat bear witness to the mix of cultures that exists here, and which has developed over time.

Duration

45 - 50 minutes

Description

This first session of three is to be conducted in two segments:

- The first segment is a game: "If I eat ..., where do I come from?"
- The second segment is the preparation of projects for presentation.

What You Need Before Starting

FPAQ materials found at: <http://www.siroppcool.ca/teachers>

- > Pictograms of foods

Materials Provided by the Teacher:

- > A map of the world on which you can write and erase. This can be acquired at Brault et Bouthillier (<https://bb.ca/en/home/>) and elsewhere
- > An interactive whiteboard (IWB) or digital projector.

LESSON PLAN



STEP 1: PLAY “IF I EAT ..., WHERE AM I FROM?”

- Put the map of the world, on which you can write and erase, on the wall
- Have the food pictograms in your hand
- Play “If I eat ..., where do I come from?” with your students
 - > Show students a food and ask them where it comes from
 - > Ask them to locate, on the map, the place with which it is associated^{1,2}.
 - > When you get the correct answer, ask if they have eaten the food.

Here is the list of foods and places:

If I eat...	I probably come from...
... a baguette	... France
... smoked salmon	... Scotland or Scandinavia - Norway, Denmark, or Sweden
... chicken with peanut sauce	... Burkina Faso or Ivory Coast
... a sandwich	... England (named for John Montagu, the 4th Earl of Sandwich, creator of the sandwich)
... brochettes (or kebabs)	... Greece or Turkey, or Middle Eastern countries like Syria, Iraq, Jordan, Lebanon, or Israel
... an empanada	... Spain or Latin America (i.e. Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina)
... curried lamb	... India
... sushi	... Japan
... tortillas	... Mexico
... grilled insects	... South Africa (Bear in mind that, until 2005, the Montréal Insectarium hosted insect tastings. Furthermore, the United Nations Food and Agriculture Organization states that the consumption of insects is an excellent way to combat world hunger.)
... plantain	... the Caribbean and Sub-Saharan Africa
... Peking duck	... China
... a hamburger	... United States
... spaghetti	... Italy
... rice	... Asia (from India to Japan, rice is a staple food)
... seal	... Magdalen Islands, the North Shore of Québec, Newfoundland, and the Canadian North
... couscous	... North Africa (i.e. Morocco, Algeria, Tunisia, Libya, and Egypt)
... shepherd’s pie	... Québec

¹ Suggestions and Variations

Take the opportunity to talk about these regions and share facts such as national capitals, largest cities, languages spoken, and neighbouring countries.

² Suggestions and Variations

Feel free to add to the list of foods or includes foods that you feel are relevant to your class.

STEP 2: PREPARATION OF PROJECTS

To continue the process of sensitizing students to the contributions that other cultures provide to their diets, form them into groups of four or five.

Give each group the task of researching a single food product (from a list of your making). Each group is to reveal its findings in a presentation (of 5 minutes or less) during the following week's session⁴.

Each group must answer the following questionnaire in its presentation⁵.

Questionnaire:

1. Do you have this food at home?
2. Who bought it?
3. Where was it purchased?
4. Who eats this food at your home?
5. How is this food prepared in your home? (Give two or three different ways.)
6. Where did this food come from? (This should be found on the product label or on the grocery store display.) Locate the place on the map of the world.
7. With which country would you generally associate this food, and why? Locate it on the map of the world.
8. What is the true historical origin of this food? Locate it on the map of the world.
9. What do you think was the path this food took from its country of origin to here? Trace this path on the map of the world⁶.
10. What in particular did you learn about this food?

⁴ Suggestions and Variations

You may evaluate the presentations if you wish. If so, the students should be told beforehand..

Here are some criteria that you could use:

- Respecting the instructions for content
- Having the right duration
- Clear and accurate content
- Originality
- Clarity of delivery
- Participation of all group members

⁵ Suggestions and Variations

Answers to the questions can be in the form of a survey. So, for Questions 1, 2, 4, 5, 6 and 7, answers may be formulated as follows:

- Do you have this food at home?
 - > Amongst four group members, two do, one does not, and one has never had it at home.
- Who eats this food at your home?
 - > Of the four families, it's mostly the children who eat it, but their parents eat it too.

⁶ Tracing the path of a food from its origins to here can be difficult. Remember that food trade routes are subject to major migratory flows, exploration, and war.

Their research doesn't have to be exhaustive or too precise. The objectives are to :

- identify the food's probable origins;
- illustrate the probable path the food took to get here;
- show that we associate foods with countries;
- demonstrate that our diet is enriched by a mixture of cultures;
- be aware that our lives would be less interesting without this diversity of foods.

The foods are:

Coffee, chocolate, corn, bread, apples, potatoes, tea, tofu, tomatoes, and yogourt.

You can find pictograms at:

<http://www.siropcool.ca/teachers>

CLASSROOM SESSION 2



PRESENTATION OF PROJECTS

Learning Objectives

The second session advances our exploration of the origins of the foods often found on the tables of Québec families. These foods bear witness to the contributions of other cultures to Québec culture⁷.

Duration

45 - 50 minutes

Description

This session is devoted to the presentation of the students' group research projects.

What You Need Before Starting

FPAQ materials at: <http://www.siroppcool.ca/teachers>

- > Food pictograms

Materials Provided by the Teacher:

- > A map of the world on which you can write and erase. This can be acquired at Brault et Bouthillier (<https://bb.ca/en/home/>) and elsewhere;
- > An interactive whiteboard (IWB) or digital projector.

⁷ Suggestions and Variations

You may evaluate the presentations if you wish. If so, the students should be told beforehand. Here are some criteria that you could use:

- Respecting the instructions for content
- Having the right duration
- Clear and accurate content
- Originality
- Clarity of delivery
- Participation of all group members

LESSON PLAN



STEP 1: THE PRESENTATIONS

Begin the presentation period with a review of last week's class and the questions to be answered by their research:

1. Do you have this food at home?
2. Who bought it?
3. Where was it purchased?
4. Who eats this food at your home?
5. How is this food prepared in your home? (Give two or three different ways.)
6. Where did this food come from? (This should be found on the product label or on the grocery store display.) Locate the place on the map of the world.
7. With which country would you generally associate this food, and why? Locate it on the map of the world.
8. What is the true historical origin of this food? Locate it on the map of the world.
9. What do you think was the path this food took from its country of origin to here? Trace this path on the map of the world⁸.
10. What in particular did you learn about this food?

Each group gets a turn of five to eight minutes to share their results and write the answers to Questions 6, 7, 8, and 9 on the map.

Once all presentations have been made, ask the students what they've learned, and what surprised them. Write their answers on the board.

STEP 2: COMPARE COMMON ELEMENTS OF THE STUDENT PRESENTATIONS

Conclude the presentation session with a few observations about the students' research.

Such observations should include:

- Our diets have been enriched and diversified by the contributions of other cultures.
- Without always realizing it, foods that come from elsewhere, and which we associate with other cultures, become a part of our culture, even if we prepare it in our own ways.
- The more diverse our diet, the easier it is to eat well and with enjoyment.

STEP 3: ANNOUNCE SUBJECT OF NEXT SESSION

To conclude, announce that the last of these three sessions will be devoted to maple syrup, and to the reasons why it is a symbol of Québec, here at home and around the world.

⁸ Suggestions and Variations

Tracing the path of a food from its origins to here can be difficult. Remember that food trade routes are subject to major migratory flows, exploration, and war.

CLASSROOM SESSION 3



MAPLE SYRUP

Learning Objectives

This third session explores the history of maple syrup to show how the integration of different cultures builds an identity. Maple syrup can now be found almost everywhere, enriching cultures around the world.

Duration

45 - 50 minutes

Description

This session is a formal presentation made by the teacher.

What You Need Before Starting

Materials Provided by the Teacher:

- > A map of the world on which you can write and erase. This can be acquired at Brault et Bouthillier (<https://bb.ca/en/home/>) and elsewhere.
- > An interactive whiteboard (IWB) or digital projector.

LESSON PLAN



STEP 1: WHERE DOES MAPLE WATER COME FROM?

Begin this step by asking students if they know who discovered maple water. Then, begin your presentation.

- Nobody really knows who discovered maple water but we do know that the Algonquian and Iroquoian First Nations consumed it.

Resources

This video offers a good portrait of a First Nations family shows a French Canadian family how to harvest maple water: <https://www.youtube.com/watch?v=tdikUhN4gSo>

Who are the Algonquians'?

The Algonquians form a large group of North American First Nations. About 40 of these different nations share similar ways of life and languages. The main nations include the Algonquins, the Abenakis, the Atikamekw, the Cree, the Innu, the Maliseet, the Mi'kmaq, and the Naskapi.

All these nations are located in the forests of the Appalachians and Canadian Shield, in Québec, Ontario, and the northeastern United States.

- The Algonquians are hunter-gatherers who move with the seasons. They are therefore nomadic.

Resources

For more information about the Algonquians, click on the link in the reference section. If this is for a secondary school class, you will find a wealth of information relevant to your students.

Who are the Iroquoians'?

- The Iroquoians form a large family of many North American First Nations: the Iroquois, the Huron (including the Mohawk, the Oneida, the Onondaga, the Cayuga, and the Seneca), the Petun, the Erie, and the Neutral.
- These nations are found on the lowlands of the St. Lawrence (around Montréal, in the Montérégie, southern Ontario, and northern New York state).
- The Iroquoians were sedentary peoples. They lived in villages and practiced agriculture.

Resources

This video deals with the food habits of the Iroquoians:

<http://www.youtube.com/watch?v=zlu00aFxoX8> (French version only)

For more information on the Iroquoians, click on the link in the reference section. The first part is for secondary school students. There's also a part for elementary students at the bottom of this web page.

STEP 2: MAPLE SYRUP

In 1536, the year of Jacques Cartier's first winter on Canadian soil, the French explorer noticed that the natives harvested the sap of a tree in spring. It was maple water. The sweet liquid intrigued Cartier because, in his day, sugar was for nobles only.

As spring approached, the First Nations peoples would use their tomahawks (a kind of axe) to cut notches in the trees at an angle. Then they'd insert a wood splinter and collect the precious liquid in a mokuk, a birch bark container placed in the snow at the foot of the tree. They used the maple water as a fortifying drink, and cooking liquid¹¹.

It was not until the arrival of Samuel de Champlain and colonization of the territory that the making of maple sugar began. Settlers had come from France with copper and iron pots. The combination of their pots and cooking know-how and the First Nations' knowledge of maple water led to the development of maple sugar.

This new development led a Montréal-area woman, Agathe de Repentigny, to make maple sugar candies and send them to King Louis XIV. He loved them!

Resources

Who is Jacques Cartier? Here are a few references on the French explorer:

- A video: <https://www.youtube.com/watch?v=nfKr-D5VDBU>
- A link: <http://primaire.recitus.qc.ca/sujets/30/evenements/4020>
- Another link: <http://www.netmarine.net/bat/batral/jcartier/celebre.htm>

For more information on Samuel de Champlain, see this video:

<https://www.youtube.com/watch?v=qv3XSSFcD38>

STEP 3: SUGARING TIME

We owe to the First Nations people not only the very use of maple water but also the tradition of "sugaring time".

Every spring, First Nations peoples would gather, and temporarily stay, at places where maple trees grow. The purpose was to harvest sap, which they used to cook food such as wild game.

The French colonists quickly adopted this tradition. And this time of year, at the passing of winter, gradually became a time to reunite with friends and family.

Food in the Time of New France - In the Country¹²

Out in the countryside, colonists had to be self-sufficient: they had to produce everything they ate. Most food was grown on their land and by raising animals. They complemented their diet by hunting, fishing, and berry-picking. Their ability to preserve food was limited and their agricultural techniques were poorly suited to the climate, which meant that their diet had little variety. This led to dietary deficiencies (food was insufficient to support good health) and, at times, food shortages. The arrival of spring and, with it, maple water therefore marked the end of a period of privation and the promise of a more interesting diet. Maple sugar represented an important source of energy at sugaring time.

Food in the Time of New France - In the Towns

For people living in towns, food was more varied than in the countryside. In addition to what was produced locally, other food products could be imported from France: spices, coffee, oil, vinegar, wine, nuts, sugar, and so on. The occurrence of dietary deficiencies and food shortages was less frequent than it was in the countryside, but it was still part of the reality of life for townspeople.

Food After the Time of New France

Over time, agricultural techniques improved. The end of the war between France and England permitted a better supply of food.

Many of the people who spoke French lived in the countryside, while those who spoke English tended to live in the towns. The rural population often had no other source of sugar but the maple sugar produced in family sugar bushes. It wasn't until the time of industrialization (in the second half of the 19th Century) that these francophones came back to live in cities and towns. They did so to find work in factories.

The tradition of enjoying a meal in a sugar shack dates back to this time. The meal at the cabin became an opportunity to return to one's roots and see the family.

STEP 4: WE ARE WHAT WE EAT

"We are what we eat" is an old German saying. It means that belonging to a group involves sharing meal-time habits, recipes, and specific foods.

The foods eaten at sugaring time prove that saying is true. Read the following statements to your students and ask for the right answer:

- If I drink maple water from the tree or use it to make soup^v or to prepare wild game, I'm a...
ANSWER: ... First Nations person, before colonization.
- If I put maple syrup on bread, pork (like ham or bacon), poultry, and pulses^v (like peas), and if I also make bread with maple sugar, I'm a...
ANSWER: ... French colonist, or French Canadian.
- If I take advantage of the sugaring time tradition to also put maple syrup on my sausages, meat pies, beans (like beans with bacon), pancakes, eggs, and bacon^{iii, vi}, and in my tea and coffee, I'm a...
ANSWER: ... Canadian, in the time of the British Empire.
Why? Because this way of enjoying maple syrup originated with the British.
- If I add potatoes to the traditional meal, I'm a...
ANSWER: ... new Canadian of Irish origin.
Why? Because the Irish popularized the addition of potatoes to the everyday diet.

- If I live in the city and go out to the countryside at sugaring time, I'm a...
ANSWER: ... French Canadian.
- If I use maple syrup instead of honey in a traditional Lebanese recipe, I'm a...
ANSWER: ... Lebanese person exploring Québec culture, or a
... Lebanese person trying to integrate into Québec culture, or a
... Québec person who is exploring Lebanese culture.

Maple syrup is playing an important role in making Québec known around the world. In fact, replacing sugar or honey with maple syrup adds a fresh twist and Québec flavour to a dish from, for example, Algeria or China.

The sugaring time tradition also helps to integrate different cultures into the host culture and, in so doing, enriches the host culture as well.

Resources

Here are two examples of how the use of maple syrup has evolved.

In Japan: <http://jaimelerable.ca/videos/toru-tayasu>

And here in Québec, Chef Martin Picard talks about the evolution of the sugar shack menu:
<http://www.youtube.com/watch?v=vB99oZ7m2AQ>

The tradition of sugaring time is essentially a gesture, an opportunity to gather people around something. Sharing a meal means listening, exchanging ideas, getting to know one another better. And, when we know others better, it's easier to forge bonds with them. When we forge bonds, we open our minds and hearts to others, becoming more inclusive and richer for it. Sharing a meal is probably one of the most beautiful ways to improve interpersonal relationships and evolve as a culture. It's what we do at our most important celebrations and observations: our birthdays, weddings, big days, Christmas, Easter, Valentine's Day, Halloween, Ramadan...

STEP 5: CONCLUSION AND REVIEW

It's what we do when you go to a new school or city, and you want to make new friends. We organize activities with newcomers and sit down to eat with them.

When we share food, we share a common experience. And we then have something in common.

Resources

If you have students from other parts of the world, ask them about their most important holidays, and what foods they eat to mark the occasions.

NOTES AND BIBLIOGRAPHY



ⁱ [http://bv.alloprof.qc.ca/histoire/histoire-et-education-a-la-citoyennete-\(2e-cycle-du-secondaire\)/les-premiers-occupants-\(vers-1500\)/algonquiens.aspx](http://bv.alloprof.qc.ca/histoire/histoire-et-education-a-la-citoyennete-(2e-cycle-du-secondaire)/les-premiers-occupants-(vers-1500)/algonquiens.aspx)

ⁱⁱ [http://bv.alloprof.qc.ca/histoire/histoire-et-education-a-la-citoyennete-\(2e-cycle-du-secondaire\)/les-premiers-occupants-\(vers-1500\)/iroquoiens.aspx](http://bv.alloprof.qc.ca/histoire/histoire-et-education-a-la-citoyennete-(2e-cycle-du-secondaire)/les-premiers-occupants-(vers-1500)/iroquoiens.aspx)

ⁱⁱⁱ <http://ilovemaple.ca/history/history-maple-it-might-have-been-told-me#video>

^{iv} <http://www.siroppcool.ca/teachers>

^v http://www.maisonsaint-gabriel.qc.ca/assets/pdf/act_histoire/04_senourrir.pdf (French version only)

^{vi} <http://www.historymuseum.ca/virtual-museum-of-new-france/daily-life/foodways/>

^{vii} http://fr.wikipedia.org/wiki/Cuisine_anglaise

6.

FPAQ PRESENTATION AT YOUR SCHOOL: ALL ABOUT MAPLE

6.1 EDUCATIONAL VALUE

6.1.1 Execution

- Two presenters and Mr. Owl

6.1.2 Duration

- 45 minutes per grade

6.1.3 Broad Area of Learning

- Environmental Awareness and Consumer Rights and Responsibilities

6.1.4 General Learning Objectives

- Gain knowledge of the work of the maple producer
- Gain knowledge of the basics of maple syrup production
- Gain knowledge of the unique elements of the heritage of maple products

6.1.5 Specific Learning Objectives (Basic Lessons)

- Know the origins of sugaring time
- Understand that sugaring time is a treasure of the St. Lawrence Valley
- Distinguish between maple products and other sweeteners
- Clarify the qualities needed to become a maple producer
- Recognize the challenges faced by maple producers
- Determine the various steps in the making of different maple products
- Realize the importance of sharing this wealth in order to get to know others, and allow others to know you better

6.1.6 Cross-Curricular Competencies

This module touches on several MELS cross-curricular competencies including:

- Using information
- Exercising critical judgment
- Structuring one's identity
- Cooperating
- Communicating in an appropriate way.

7. CONTACT US

To register for the FPAQ School Presentation “All About Maple”, send your request by email to: ateliers@siropcool.ca. Please note that there is a limited number of presentation opportunities.

For more information about this Teaching Guide, contact:

Fédération des producteurs acéricoles du Québec
555, boul. Roland-Therrien, Office 525
Longueuil (Québec) Canada J4H 4G5

Phone: 1 (855) 679-7021 (toll-free)

EVALUATION FORM

IDENTIFICATION

Name of Teacher: _____

Name of School: _____

Grade: _____ Date: ____ / ____ / _____

Module(s) Completed:

- The Maple Forest: A Treasure to be Protected*
- Tell Me What You Eat and I'll Tell You Who You Are!*
- All About Maple* (date of presentation: ____ / ____ / _____)



INSTRUCTIONS

For each statement, please indicate your level of agreement, using this scale:

	STRONGLY AGREE 4	AGREE 3	DISAGREE 2	STRONGLY DISAGREE 1	NOT APPLICABLE N/A
OBJECTIVES					
The educational objectives are clear:					
The educational objectives conform with the MELS directives for your grade					
The module achieves its stated objectives:					
Comments about Objectives:	<hr/> <hr/>				

For each statement, please indicate your level of agreement, using this scale:	STRONGLY AGREE 4	AGREE 3	DISAGREE 2	STRONGLY DISAGREE 1	NOT APPLICABLE N/A
THE MODULE					
The module easily suits the scholastic level of the children:					
The module's theme was interesting to the children:					
The module's structure is relevant:					
The module's duration is adequate:					
The workload required of the teacher is adequate:					
The workload required of the students is adequate:					
The children enjoyed the activities:					
The materials needed are easily acquired:					
Comments about the Module(s): <hr/> <hr/>					
OVERALL EVALUATION					
I'm satisfied with this module:					
I would gladly do this module with a future group of students:					
I would recommend this module to my colleagues:					
What are the module's strengths? <hr/> <hr/>					
What are the things in this module that could be improved? <hr/> <hr/>					
Are there things that are missing from this module? <hr/> <hr/>					
Other Comments or Suggestions: <hr/> <hr/>					

