

Unit 2- Population

The Human Landscape- Who We Are

Population

- **Measure of the # of people who live in a specific place at a specific time.**
- **Usually follow a political boundary such as a country, province or town.**

Diversity

- **A variety of different kinds.**
- **For example, Canada has a very diverse population (many different ethnic groups).**

Population Density

- a measure of how compact or concentrated a population is. It takes land as well as population into account.
- Generally, cities would have a higher population density than a town in rural NL.

- Formula:

$$\text{Population density} = \frac{\text{population}}{\text{Amount of land (area)}}$$

- Usually measured in Km^2 or miles^2 .

Sparsely populated:

- **Small number** of people in a given area (Ex: Northern Canada, most of NL)
- In general terms we say **less than 100 people/Km²**

Densely populated:

- **High number** of people in a given area. (Area around Great Lakes).
- In general terms we say **more than 100 people/Km²**

Systems affecting population density and distribution:

1. Climate

- **Warmer, comfortable** climates attract people
- Most people live in a **moderate climate** region

2. Economics

- Urbanization and the move to the **industrial** (and now) the **information** ages have changed population distribution to **larger cities.**

3. Transportation

- Coastal regions attract business and people because of ocean transportation.
- Most major cities are located on the coast.

4. Culture

- The way in which a group of people live.
- It includes their beliefs and traditions and involves such things as food, language, music and even recreational activities.

Systems affecting population density and distribution:

5. Cultural Imprints

- Each group of Canada's diverse population has brought **aspects of their cultures** with them. Thus, each cultural imprint is part of our country.

6. Multiculturalism

- An official policy of Canada which encourages **respect for cultural diversity** within our country.

Two official multicultural communities in Canada:

English/French

- Many immigrants choose Canada because of its **English-based culture**. Others come to Canada because of its French culture, mainly in **Quebec and New Brunswick**.

English/French challenges

- There are some Canadians who feel Canada should not be multicultural and that we should separate into different countries.
- Many French Canadians are afraid of **assimilation** in which their **cultural identity would be lost** to the English culture (French would be "forced" to become English)

Do you believe in multiculturalism or assimilation? What are the advantages of each?

Demography:

- The numeral study of various aspects of population such as age, increase/decrease and birth/death rates.

Birth Rate (BR):

- A measurement of the number of births (in one year) per 1000 people.

- Formula:
$$BR = \frac{\text{Births}}{\text{Population}} \times 1000$$

Death Rate (DR):

- A measurement of the number of deaths (in one year) per 1000 people.

- Formula:
$$DR = \frac{\text{Deaths}}{\text{Population}} \times 1000$$

Natural Increase:

- Occurs when the # of births exceeds the # of deaths

Rate of Natural Increase (RNI):

- A measurement of how fast the population is increasing only considering births and deaths.

- Formula: $RNI = BR - DR / 10$

- Rate of Population Change:

- Formula: $(Births - Deaths) + (Immigration - Emigration)$

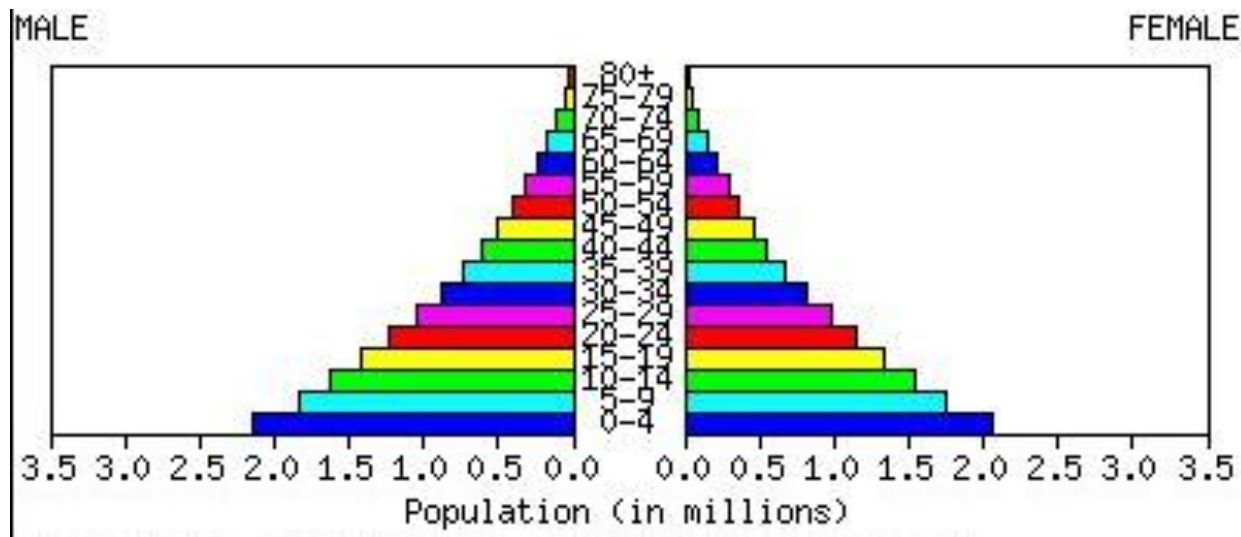
Population Pyramids

- Also known as an **age-sex pyramid**.
- **Graphs that reveal patterns in information about populations which enables us to make comparisons between men/women or young/old.**

Classifying population pyramids

1. Expansive or Expanding

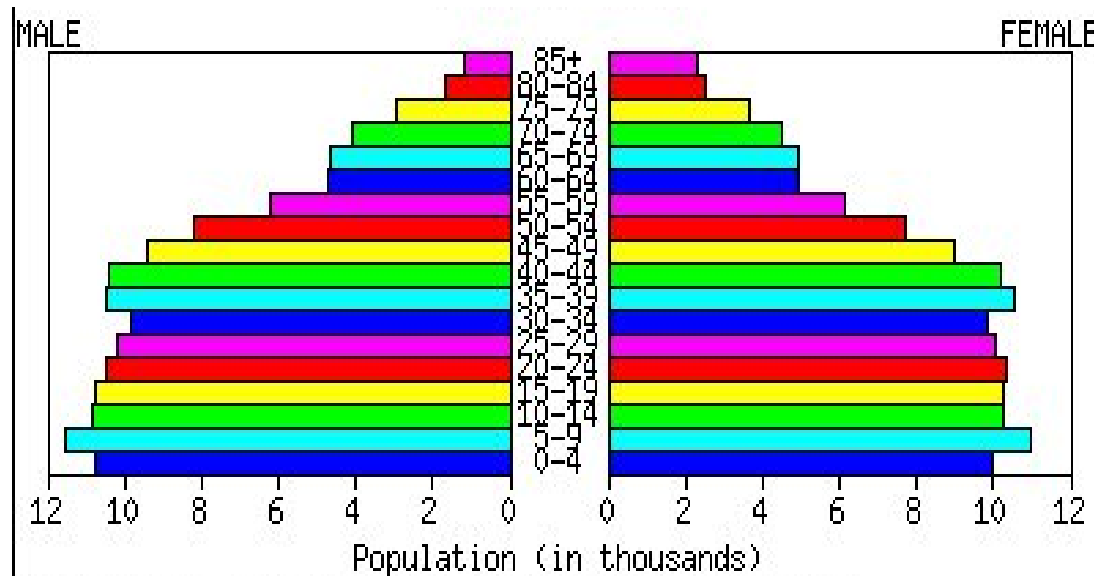
- Have a triangular or pyramid shape .
- The wide base indicates a high birth rate and the narrow top indicates a high death rate.



Classifying population pyramids

2. Stationary or Stable

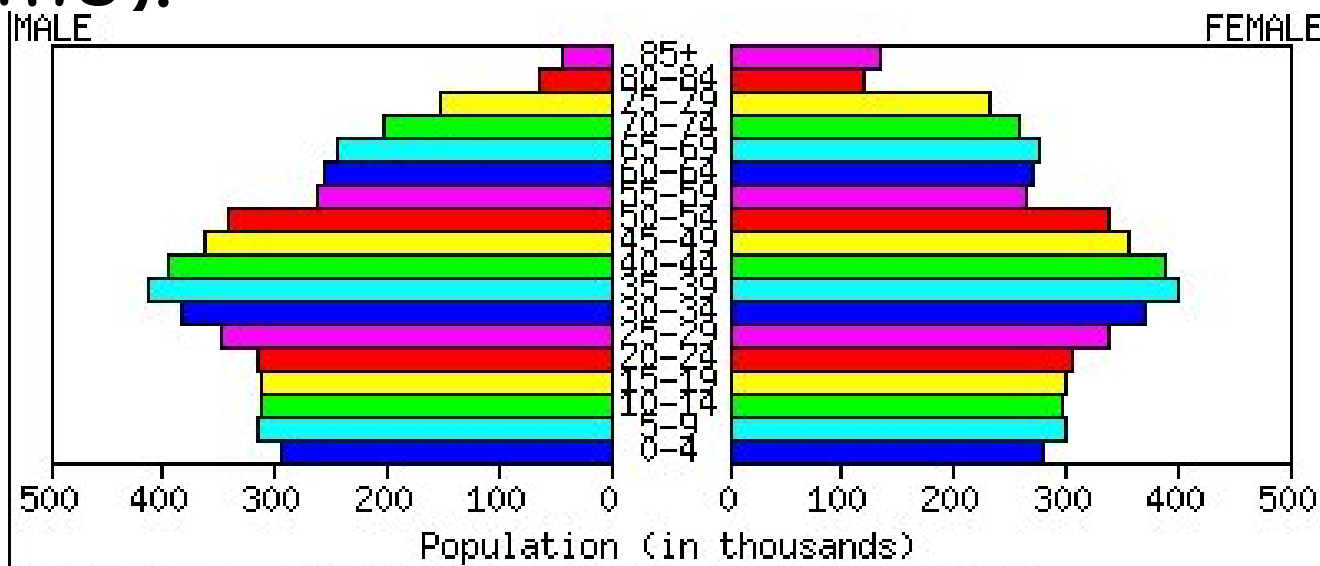
- Have a half-ellipse shape.
- The base is similar in width to the population of the reproductive ages which indicates a stable population.



Classifying population pyramids

3. Contractive or Contracting

- Have a narrower base than the reproductive age population.
- This indicates a decreasing population (less young people means less potential new parents).



Reading population pyramids

Observing different characteristics of the population pyramid can tell you a lot about the population.

1. Width of the base

- wide base = high birth rate
- narrow base = low birth rate

2. Symmetry (both sides have similar widths)

- males and females are usually similar...any asymmetry indicates a difference between male and female population for some reason (such as?)

Reading population pyramids

3. Shape of sides

- **concave sides** (narrowing) indicate a **high death rate** and **convex sides** (widening) indicate a **lower death rate**.

4. Bumps in the sides

- **irregularities in the sides** indicate a **demographic anomaly**, such as a war.
Note: This bump will travel upward with time.

The Land Before Canada:

- **Aboriginal:** Descendants of the original inhabitants of the land that is now Canada.
- **Inuit:** Aboriginal peoples who live in Canada's Arctic regions.
- **First Nations:** Refers to a distinct group of Aboriginal people who share the same culture and history.
- **Métis:** Descendants of European fur traders and Aboriginal people.
Approximately 30% of Aboriginal peoples are Métis.

Aboriginal Peoples: Some Similarities

1. All share a tradition of living off the land and trading with other Aboriginal groups.
2. All lived in organized societies with a form of government.
3. All hold a set of spiritual beliefs.
4. All hold a set of agreed upon values (those things that are important for everyday living).

Aboriginal Peoples: Other Points

- **Oral Traditions**
- The history, knowledge and values as told in stories and legends that have been passed along for thousands of generations.
- **Reserves**
- Land that is legally owned by the federal government but has been set aside for use by a First Nation group.
- Many Aboriginal peoples now prefer the term **First Nation Community**.

Questions to consider...

- Why do you think many Aboriginal cultures are endangered?
- What could Aboriginals teach non-Aboriginals about using resources wisely and respecting the environment?

Migration in Canada

Transatlantic Migration:

- The movement of people across the Atlantic Ocean to settle North America from approximately **1500 to 1900 A.D.**
- Two of the earliest (and best known) explorers are **Johan Cabot** and **Christopher Columbus**

Key Terms...

Migration:

- The movement of people from one region to another.
- Example: Out of NL into Alberta.

Immigration (In- Migration):

- Refers to the migration of people into the country, province, or region.

Emigration (Out-Migration):

- Refers to the migration of people out of the country, province, or region.

Two categories or reasons for movement:

1. Push factors

- Reasons why people want to get away from their place of origin. (war, few jobs, poor weather)

2. Pull factors

- Reasons why people want to go to a particular place. (better education, more work)

There are also forces that keep people where they are. These factors are referred to as **intervening obstacles**.

Examples: mountains, rivers, borders, children, family culture.

Early Migration: The French

Acadia

- An area that now includes Nova Scotia, PEI, and part of New Brunswick.
- Claimed for France by **Samuel de Champlain**, a French Explorer.
- This marked the **first permanent settlement of Europeans in Canada.**

New France

- Established by Champlain in **1608** in what is now **Quebec City.**

Early Migration: The British

- **The Loyalists**
- Former **American colonists** who moved to **Canada** after the US declared its independence from Britain (they wanted to remain loyal to Britain).
- **“La Deportation”**
- During the **Seven Years War** the British took control of **Canada** and **expelled the Acadians** when they would not take an **Oath of Loyalty** to the **British**.
- After the war, about **2000 Acadians** were allowed to return to **Nova Scotia, PEI and New Brunswick**.

Immigration Since 1900

- Many immigrants came to Canada because the **government offered free land**. It wanted to settle the western prairies and **encourage large farms**.
- Many British immigrants tended to work in **Canada's manufacturing industries** and settled in **larger cities**.
- **WWII** brought many **immigrants and refugees** who were leaving war-torn Europe.
- During the 1970s and 1980s, Canada has seen changes in its **immigration policy**, due to the federal government's new policy of **multiculturalism**, and is now one of the most open in the world.

Canada & Immigration:

The main objectives of the immigration program are:

- **To reunite Canadian residents with close family members from abroad.**
- **To protect genuine refugees.**
- **To help develop a strong economy.**
- **To maintain and protect the health, safety and good order of Canadian Society.**

General Admission Standards

1. All immigration applicants are **assessed according to objective standards, without discrimination** based on race, ethnic origin, color, religion or sex.
2. All applicants are **subject to basic health and security standards.**
 - For example, **known criminals or people with medical conditions** that might place **excessive demands on Canada's medical services, are not admitted to Canada**

Types of Immigration

1. Family Class

- These are the **spouses, dependent children, parents, grandparents** of Canadian citizens or permanent residents.
- In order to come to Canada, **they must be sponsored by their relative** who agrees to support them while they settle into the country.

2. Refugees

- People fleeing persecution and seeking Canada's protection.
- **Some refugees are sponsored** and brought to Canada by the government or some private group.
- Others come to Canada on their own and claiming refugee status.

Types of Immigration cont'd

3. Independent Class

- They must meet selection criteria which are intended to assess their ability to settle and establish themselves in Canada.
- They are selected on the basis of their skills, business, expertise or investment capital (money they already have).

4. Other

- Immigrants who come to Canada under special circumstances approved by government.

Period	Major Migrations	Significant Consequences	Example/Evidence
Pre 1500	<p>Aboriginal peoples populated the region extensively.</p> <p>No transatlantic migrations.</p>	<p>Aboriginal peoples developed adaptations to their environments .</p> <p>These societies flourished.</p>	<p>No major exploitation or destruction of environment.</p>
1500-1900	<p>After early explorers in late 1400s, French established Acadia and then the New France. British took control in 1763 and by mid- 1800s hundreds of thousands of immigrants came from the United Kingdom.</p>	<p>Europeans displaced Aboriginal peoples, created new societies, and exploited resources to support the growing population in Europe.</p>	<p>Atlantic fishery flourished because fish was a valuable source protein for Europe's growing population. Beothuk people on Newfoundland were wiped out.</p>

Period	Major Migrations	Significant Consequences	Example/Evidence
<p>Post 1900</p>	<p>In early 1900s, Canadian government attracted immigrants from Eastern Europe to settle the West.</p> <p>After the second world war, thousands of immigrants came from war-torn Europe.</p> <p>In the 1970s, Canada's multiculturalism and immigration policies attracted immigrants from all over the world.</p>	<p>Canadian society became increasingly diverse. There was extensive resource exploitation as new industries, cities, transportation systems, and lands were developed.</p>	<p>Canadian society became a model to the world for successful multiculturalism.</p>