

Families in Canada

Lessons 2 & 3

Families

6 Functions

Reproduction
Socialization
Physical Maintenance
Nurturance & Love
Social Control
Production of goods & services

7 Forms

Nuclear
Single Parent
Same-sex
parents
Grandparent led
Extended
Blended
Childless

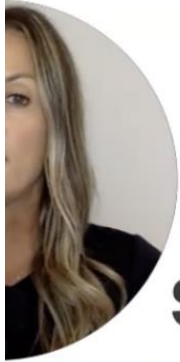
Lesson #2



Goal: Find your research project!



Lenses



One dinner table. Three experts watching.

Different perspectives on a single shared experience

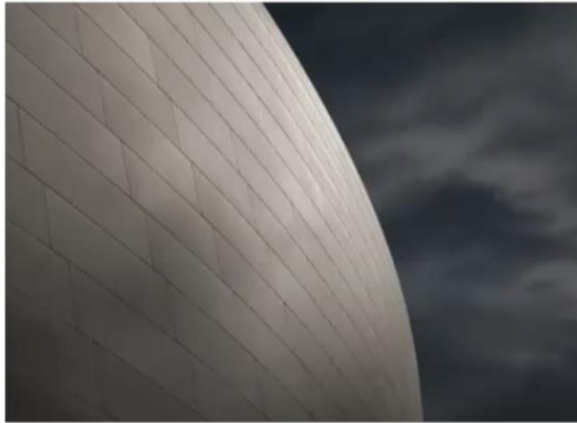
Sociologist



Notices who does the dishes, and why that's gendered.

Group
patterns

Psychologist



Notices the teen who's gone quiet this month.

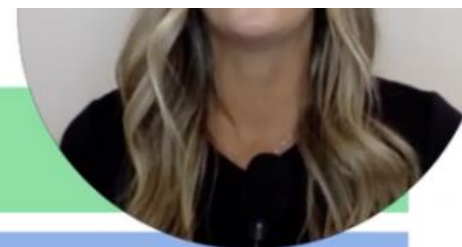
Individual
behaviour

Anthropologist



Notices the meal itself is a ritual.

Culture



What makes a family — and who gets to decide?



How do the people around us shape who we become



When families change, what changes with them?

THE LENSES ARE HOW WE'LL ANSWER ALL THREE.

Sociologist

Psychologist

Anthropologist

This is the keystone framework for your research.



SOCIOLOGY

Looks at groups & society: roles, norms, institutions, patterns across many families. Asks: How does society shape families?



PSYCHOLOGY

Looks at the individual mind: development, emotion, behaviour, relationships up close. Asks: What happens inside the person?



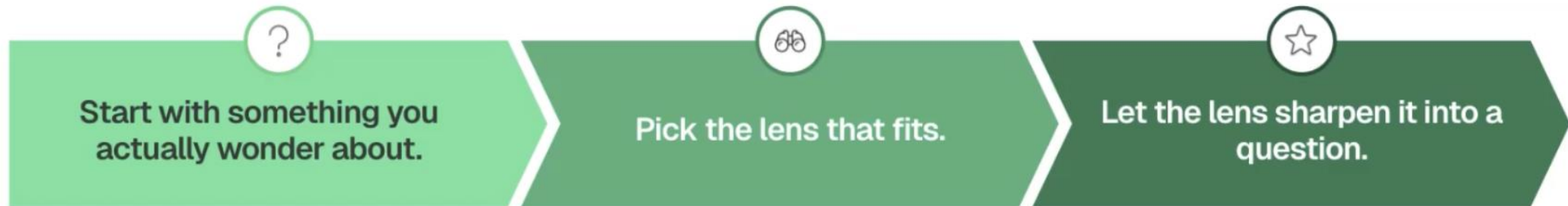
ANTHROPOLOGY

Looks at culture & meaning: rituals, traditions, how family differs across societies and time. Asks: How do cultures do family differently?



THREE LENSES, THREE SCALES: SOCIETY · PERSON · CULTURE. KEEP THIS SLIDE.

Goal: Find your research project!





Curiosity

Identify one thing about families you genuinely wonder about.



Lens

Choose a perspective: sociology, psychology, or anthropology.



Topic

Turn it into one researchable question.

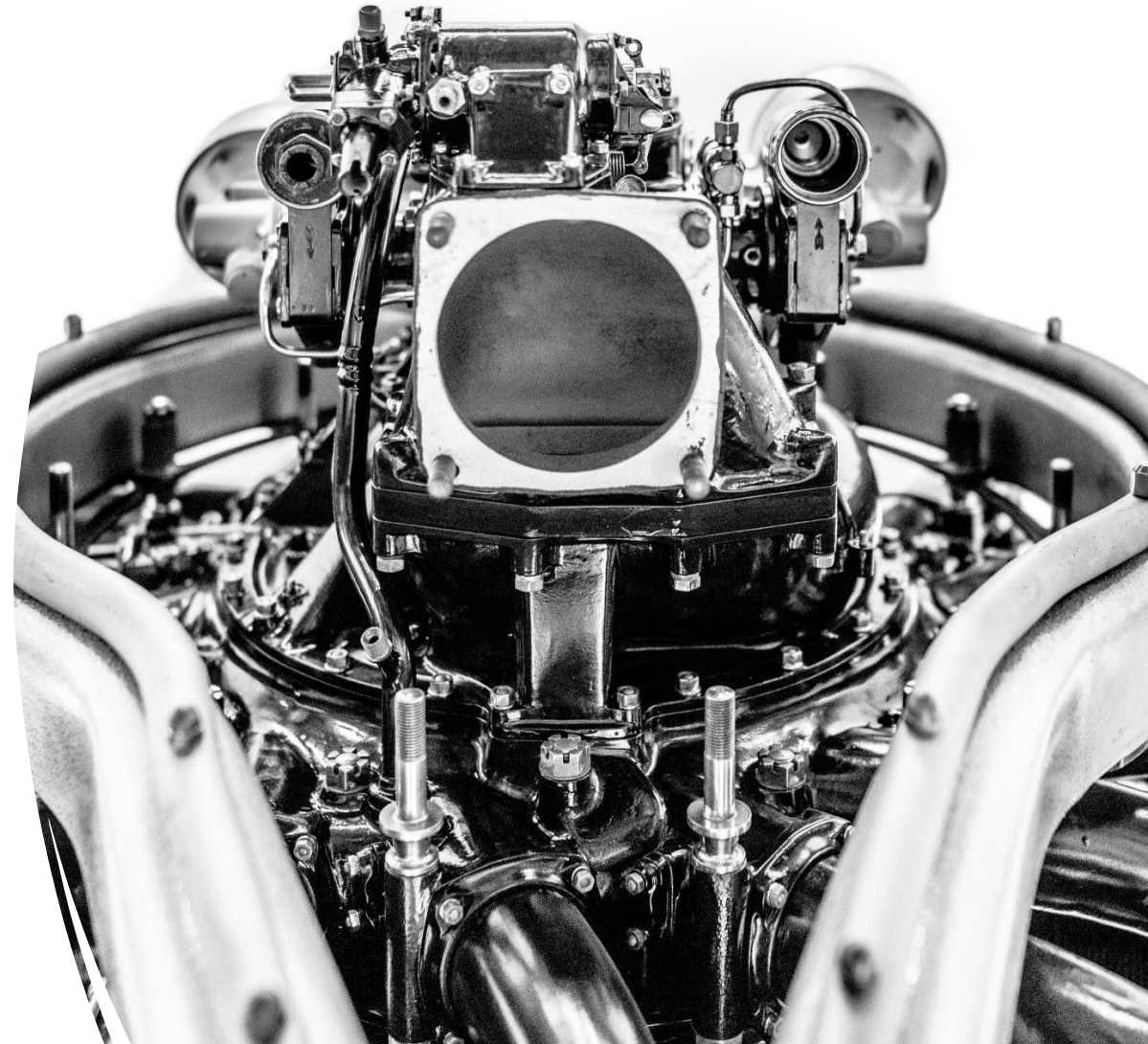


Lesson #3



Analysis of what changed in the world
that the family adapted to?

Change → Engine → How



Change Engines

Economic

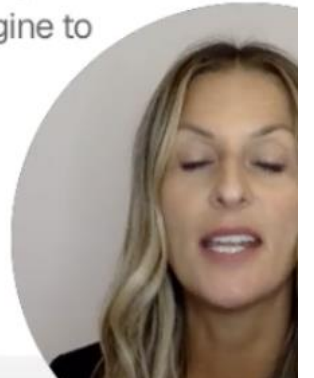
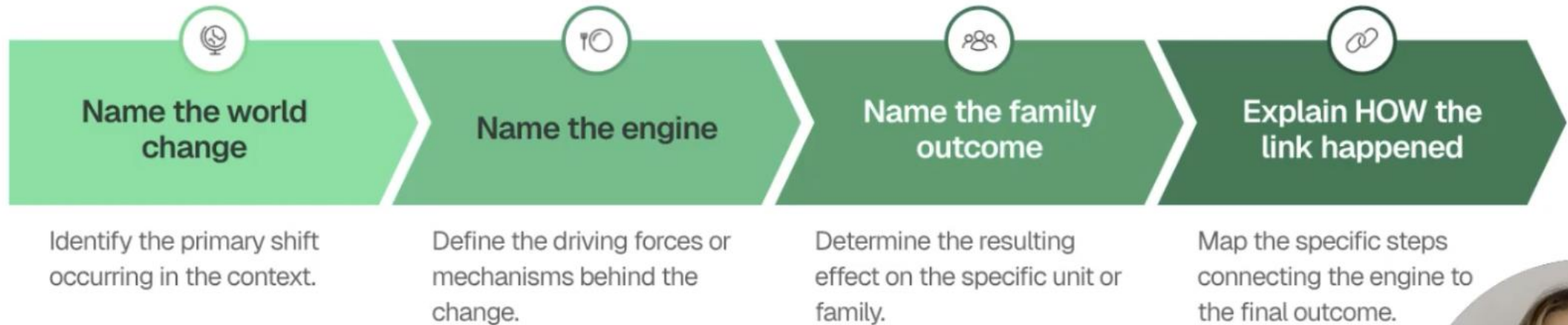
Technological

Legal/Political



The Analysis Move: Trace the Chain

A structured approach to analytical thinking





Lesson 4

Asking a
research
question

Interest → Real research project

Topic

Vs.

Research question

Practice

Turn topic into a question:

School

Health

Teens

Murder

Course Thread



What makes a family —
and who gets to decide?



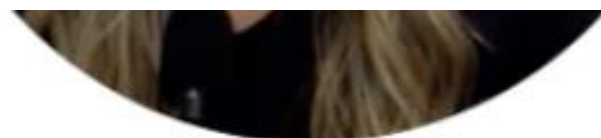
How do the people around
us shape who we become?



When families change,
what changes with them?



Topics vs. Questions



A topic is a subject. A question is a job to do.

Topic: 'teen mental health and family' (an area).

Question: 'How does family dinner frequency relate to teens' reported stress?'
(a job).

- **FOCUSED**

It targets a specific slice of the topic, rather than the whole pie.

- **OPEN**

Requires more than a yes/no answer and invites deeper investigation.

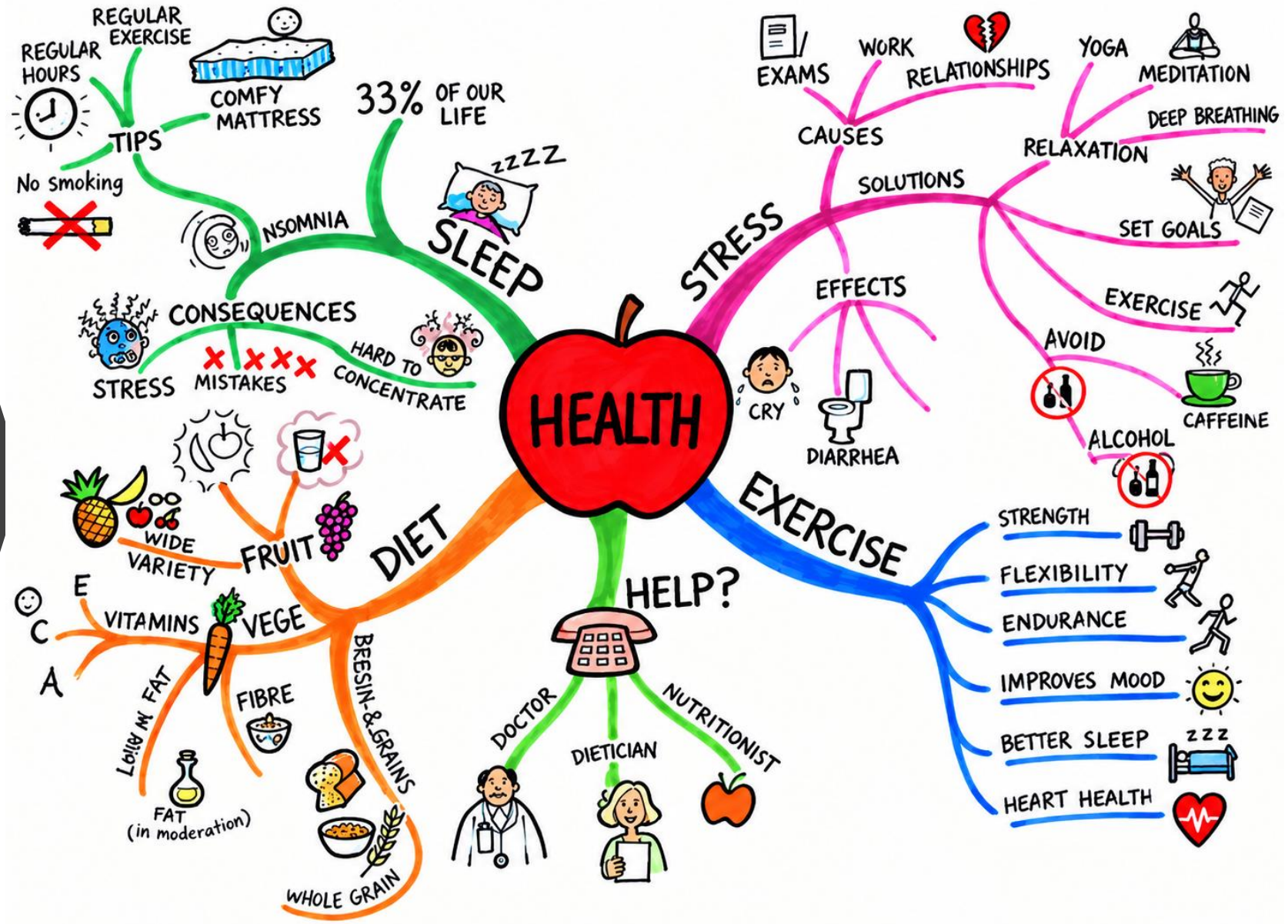
- **RESEARCHABLE**

Evidence exists and there are findable sources to support the inquiry.

- **CONNECTED**

Links directly to course concepts or academic lenses.

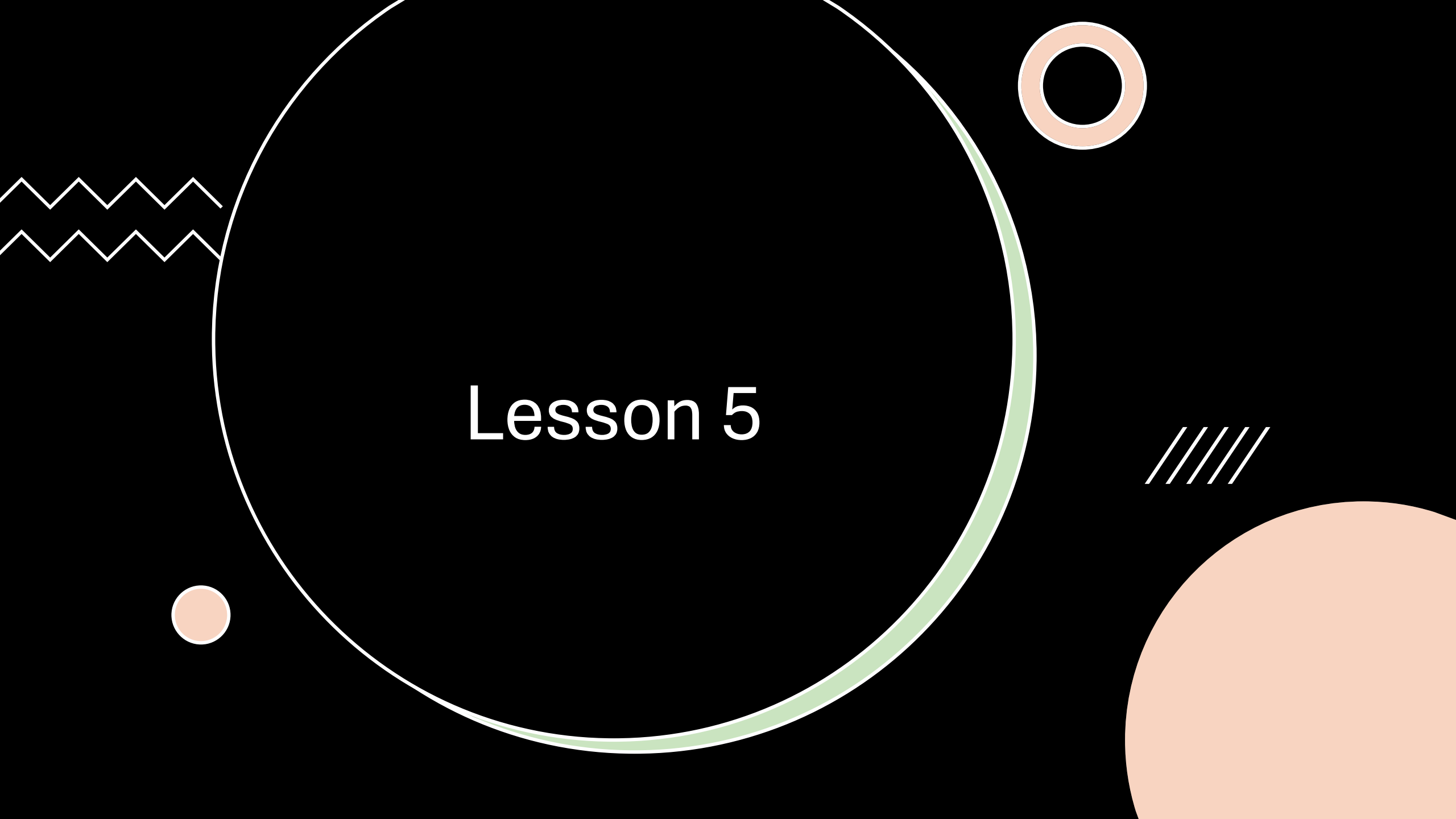
Mind Mapping – Key Concepts



Make a mind-map for your topic





The image features a large, thin white circle centered on a black background. Inside this circle, the text "Lesson 5" is written in a white, sans-serif font. To the left of the circle, there are two horizontal wavy lines. In the top right corner, there is a small orange circle with a white outline. In the bottom left corner, there is a small solid orange circle. In the bottom right corner, there is a large, solid orange circle. To the right of the large white circle, there are four parallel diagonal white lines. A thick, light green arc is positioned along the bottom right edge of the large white circle.

Lesson 5

Research Plan



Build a research plan

Define purpose, method, sources, and ethics (A2.1).



Distinguish sources

Tell primary from secondary sources and know where each lives (A2.2).



Apply ethics

Apply basic ethical research guidelines to my own plan (A2.1).



Primary & Secondary

Original

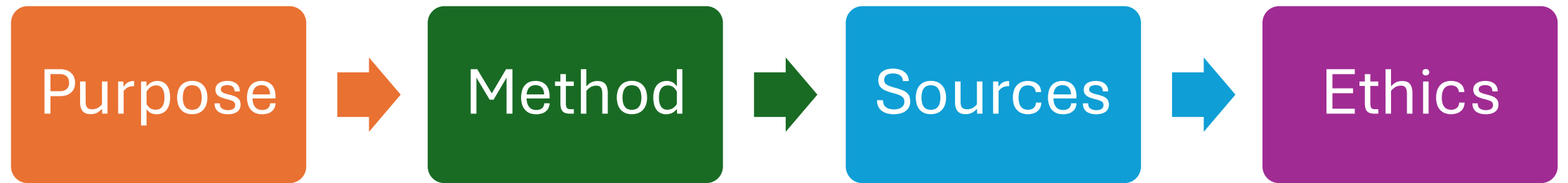
(Interviews,
surveys, direct
observations, peer
reviewed journals)

Vs.

Secondary

Someone else's
research

The Plan



Ethics

Consent

Privacy

Honesty

Respect

Sources



Stats Canada



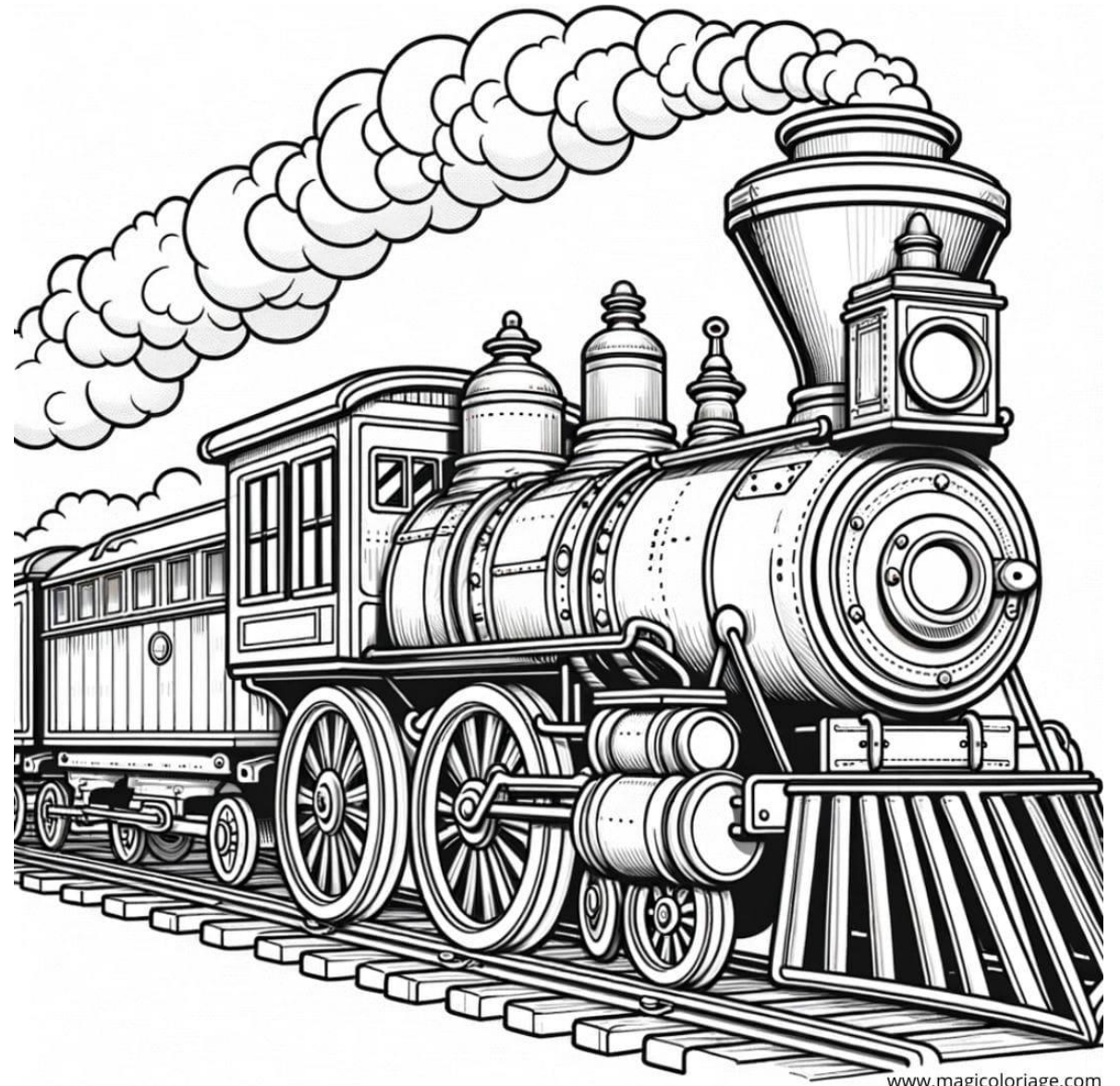
Google (scholar)



Blogs – AI –
Anonymous websites

Next week
Lesson 6 & 7

October 13th
Draft of paper
&
Unit Quiz



Lesson 6 – Sources, Honesty & APA



Have your research question handy



Assess a source

Assess a source for accuracy, reliability, bias & voice (A3.1).



Record & organize

Record & organize what I take from a source (A3.2).



Document sources

Document sources honestly — and cite them in APA (A3.4, A4.3).

Find a trustworthy source on the topic of divorce is bad for children

- **Currency**

The timeliness of the information.

- **Relevance**

The importance of the information for your needs.

- **Authority**

The source of the information.

- **Accuracy**

Is it supported by verifiable evidence — and has it been reviewed?

- **Purpose**

The reason the information exists.

APA

In text: (Watts, 2026)

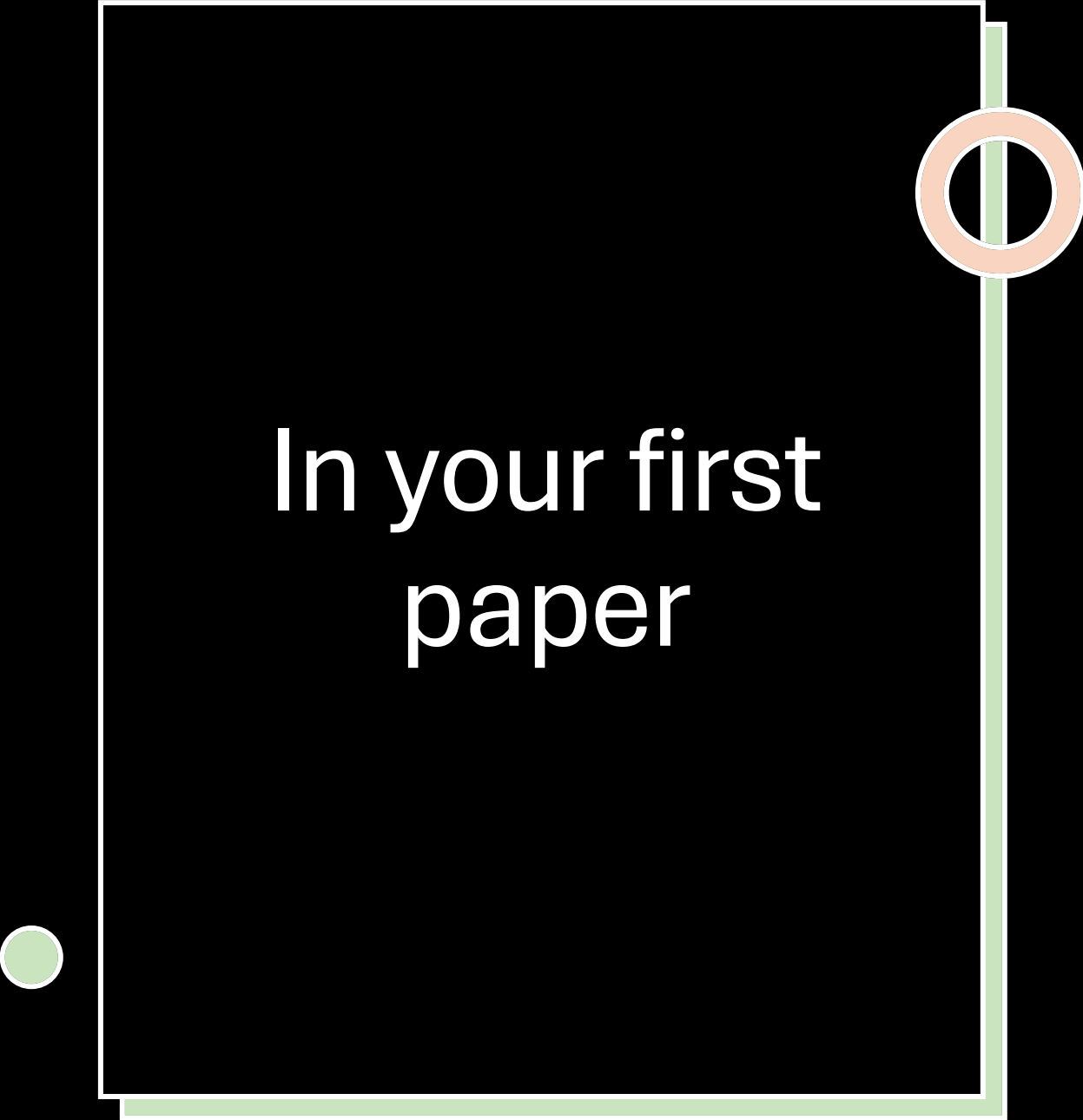
References:

Niepel, C., Hausen, J. E., Weber, A. M., & Möller, J. (2025). Understanding mean-level and intraindividual variability in state academic self-concept: The role of students' trait expectancies and values. *Journal of Educational Psychology*, 117(5), 772–788.

<https://doi.org/10.1037/edu0000946>

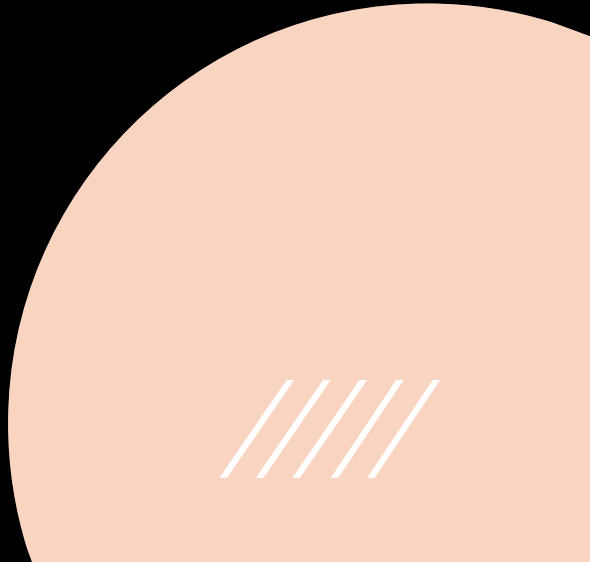


Put things in your own words . . . And
cite!



In your first
paper

Use stats Canada



Your Turn ('You do')

Apply the research process to your selected source



1

Run CRAAP

Evaluate your source using the CRAAP test and note any potential weak spots.

2

Write the APA in-text citation

Format your source as: (Author, Year).

3

Write the APA reference entry

Create the full reference entry using your research card as a guide.



1

Refine and commit to a focused research question

Based on my preliminary sources (A2.3).

2

Assemble my Phase 1 research package

Question, plan, sources.

3

Describe my research using correct social-science terms

(A4.2).

- 1 Refine and commit to a focused research quest**
Based on my preliminary sources (A2.3).
- 2 Assemble my Phase 1 research package**
Question, plan, sources.
- 3 Describe my research using correct social-scientific terms**
(A4.2).

Use each of the following in a sentence



family systems



socialization



primary & secondary data



social policy



life expectancy



replacement rate

1

FOCUSED QUESTION

refined after preliminary research (A2.3)

2

COURSE THREAD

which of the three it belongs to

3

RESEARCH PLAN

purpose, method, sources, ethics (from L5)

4

STARTING SOURCES

2–3, assessed (CRAAP) & cited (APA) (from L6)

5

KEY TERMS

the social-science vocabulary you'll use (A4.2)

From lesson 4

The Course Thread

Guiding research questions



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and who gets to decide?



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us shape who we become?



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what changes with them?