

HST-4103-2

History of Québec and Canada: 1840-1945

History of Québec and Canada



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INTRODUCTION

The *History of Québec and Canada: 1840-1945* course contains two objects of study: the historical periods defined by key events in the history of Québec and Canada, and social phenomena related to human action in a given socio-historical context, chosen based on the association of the phenomena with major changes.

By the end of the course, adult learners will be able to characterize and interpret particular features of the history of Québec and Canada from 1840 to 1945.

The aim of the *History of Québec and Canada: 1840-1945* course is to develop the two subject-specific competencies of the *History of Québec and Canada* program:

1. *Characterizes a period in the history of Québec and Canada*
2. *Interprets a social phenomenon*

SUBJECT-SPECIFIC COMPETENCIES

The following table lists, for each competency, the key features studied in this course. The manifestations of the key features are presented in Chapter 3.

Table 9 – Key Features of Subject-Specific Competencies

Competency 1 Characterizes a period in the history of Québec and Canada	Competency 2 Interprets a social phenomenon
<ul style="list-style-type: none"> ▪ Establishes historical facts ▪ Establishes a chronology ▪ Considers geographical features 	<ul style="list-style-type: none"> ▪ Defines the object of interpretation ▪ Analyzes a social phenomenon ▪ Ensures the validity of his/her interpretation

HISTORICAL METHOD

In the history program, adult learners use the historical method when analyzing social phenomena.

The historical method used in interpreting social phenomena involves the following: identification of the problem, development of a tentative explanation (hypothesis), collection of data, analysis of data, interpretation and validation.

CROSS-CURRICULAR COMPETENCIES

Cross-curricular competencies transcend subject-specific competencies, and some play an essential role in the development of skills employed in the study of history. These include:

- Uses information
- Solves problems
- Exercises critical judgment
- Adopts effective work methods

SUBJECT-SPECIFIC CONTENT

The subject-specific content of the *History of Québec and Canada: 1840-1945* course focuses on the following periods and social phenomena:

1. 1840-1896 *The formation of the Canadian federal system*
2. 1896-1945 *Nationalisms and the autonomy of Canada*

A. Knowledge

The *Knowledge to be acquired* represents the body of knowledge that adult learners are expected to acquire through the characterization of a period in the history of Québec and Canada and the interpretation of a social phenomenon. This knowledge is not specific to either of the competencies and may therefore be used for the purposes of both characterization and interpretation. Table 10 presents the compulsory elements of the subject-specific content.

Table 10 – Compulsory Elements of the Subject-Specific Content for HST-4103-2

	Compulsory Elements	
Objects of Study	1840-1896	1896-1945
		The formation of the Canadian federal system
Common Concepts	<ul style="list-style-type: none"> – Culture – Economy – Power – Society – Territory 	
Specific Concepts	<ul style="list-style-type: none"> – Federalism – Industrialization – Migration 	<ul style="list-style-type: none"> – Imperialism – Liberalism – Urbanization
Historical Knowledge	<ul style="list-style-type: none"> – <i>Act of Union</i> – Colonial economy – Responsible government – Indian Affairs – <i>British North America Act</i> – Federal-provincial relations – National Policy – Migrations – Role of women – Presence of the Catholic Church – Socio-cultural expression – First phase of industrialization – Forestry industry – Farms 	<ul style="list-style-type: none"> – Canada's status in the British Empire – Clerico-nationalism – Canada's domestic policy – Second phase of industrialization – Urban areas – Mass culture – Women's struggles – Union movement – Catholic Church – Education and technical training – Migration flows – First World War – Great Depression – Challenging capitalism – Second World War

Period	Social phenomenon
1840-1896	The formation of the Canadian federal system

The coexistence of two nations in Lower Canada and the lack of responsible government in the two colonies formed under the *Constitutional Act* were a source of ethnolinguistic and political tensions, according to Lord Durham. London reacted quickly to Durham's *Report on the Affairs of British North America*, and the colonies of Lower Canada and Upper Canada were united in 1840.

The sense of belonging to the *Canadien* nation that emerged in the early 19th century was put to the test by the *Act of Union*, intended to assimilate French Canada, whose political weight had decreased. In the new Legislative Assembly, Lower Canada was represented by 42 elected members: the same number as the less populous Upper Canada. English was the official language of Parliament, and Upper Canada's considerable debt was carried forward into the Province of Canada's budget. Notably, the failure of the Rebellions, the renewal of the political class and the increased influence of the Catholic Church combined to calm the agitation of the French Canadians.

Economic relations between London and the colony were changing. London gradually abandoned its preferential tariffs in favour of a free trade system, and left the colony to manage its own economic development. A closer trading relationship was formed with the United States. The accumulation of capital by Montréal and Québec City merchants, who were primarily of British origin, the development of river and rail transportation networks, and technological progress created, among other things, an initial phase of industrialization in the St. Lawrence Valley. Factories were built and production was mechanized.

Existing towns grew, and new ones were founded. Public sanitation and other services struggled to keep up with the rapid pace of urbanization. A relentless process of proletarianization began. Town dwellers, including ever-rising numbers of European immigrants and new arrivals from rural areas, swelled the ranks of an unskilled workforce performing increasingly repetitive jobs. The business classes maximized their profits by exploiting cheap labour, with women and children in particular paying the price. The difficult working conditions of the common people led to strikes, encouraged by unions, with their steadily growing membership.

Many families found themselves in a difficult socio-economic situation. French Canadians began to emigrate in unprecedented numbers to the United States in search of jobs. The religious and civil authorities tried to stem the flow of emigrants by opening up new regions for colonization, often encroaching upon Indigenous land in the process. The families who settled in these and other more remote areas became subsistence farmers or worked for the colony's growing forestry industry. At the same time, market farming developed close to towns and villages.

The Catholic Church emerged as the main actor in the preservation of the rights and identity of the French-Canadian people, which was reflected in certain forms of cultural expression. The ranks of the clergy were buoyed by a new fervour and the arrival of a large number of religious communities from France. Already responsible for hospitals and schools, the priests, nuns and brothers were also in charge of most social institutions, which received additional support from women of the bourgeois classes. The Catholic religious elite relied on the nationalism of survival and took advantage of the ultramontane movement to promote an influential Church whose conservative values were opposed to the liberal values defended by the *Institut canadien*, among others. Amidst these ideological divisions, the place of women, who were excluded from the political sphere in the second half of the 19th century, was increasingly becoming a subject for debate.

Papineau's successors took an approach based on active participation by Lower Canada in the affairs of the colony. The alliance between reformers Louis-Hippolyte LaFontaine and Robert Baldwin ultimately led to the application of ministerial responsibility in 1848. The Rebellion Losses Bill that was passed under this democratic principle intensified the simmering discontent between the Tories and Reformers. The troubles of 1849 were followed by a period of political instability in the 1850s. Calm was not restored until 1867, a key year in the history of Québec and Canada, owing to the passing of the *British North America Act*. The Canadians of British origin, who formed a majority in the new territorial entity; the French Canadians, essentially concentrated in Québec; and the Indigenous peoples of the former colonies were united in a federal system under the leadership of John A. Macdonald, a Conservative and the first Prime Minister of Canada.

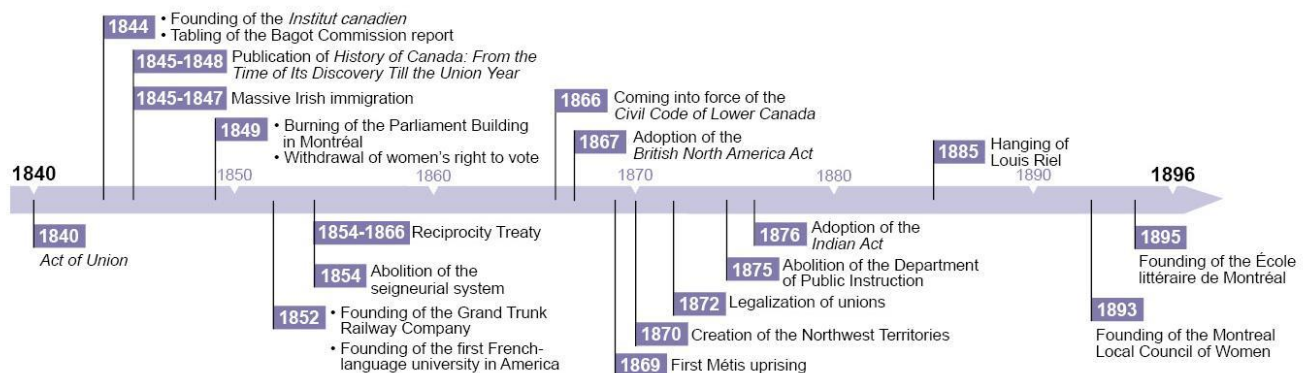
Under the Canadian federation, powers were divided between London, Ottawa and the provinces, particularly in social and legal spheres such as education, language and civil legislation, and with regard to the Indigenous populations, who were henceforth largely subject to the *Indian Act* of 1876. Nevertheless, the Dominion of Canada was created mainly out of a need to reconcile certain other, mostly economic imperatives. The federation helped develop a domestic market that, for better or for worse, would give rise to the National Policy in response to the ups and downs of the world economy.

The territory of Canada, initially limited to the central and eastern regions, began to expand westward. The process of uniting the vast area located north of the 49th parallel, under a single political entity, was by no means easy. The Métis opposed the annexation of their land, and debates on the educational rights of Catholics generated tension between the French-Catholic and English-Protestant communities. This tension exacerbated dissension between the provinces and the federal state. The full scope of that dissension became clear at the first interprovincial conference initiated by Honoré Mercier, where the premiers claimed provincial autonomy. French-Canadian nationalist sentiments re-emerged. The election of Wilfrid Laurier's government, coinciding with the beginning of a second phase of industrialization in Canada, saw conservative policy called into question and marked the beginning of a cycle of national affirmation that was now pan-Canadian in scope.

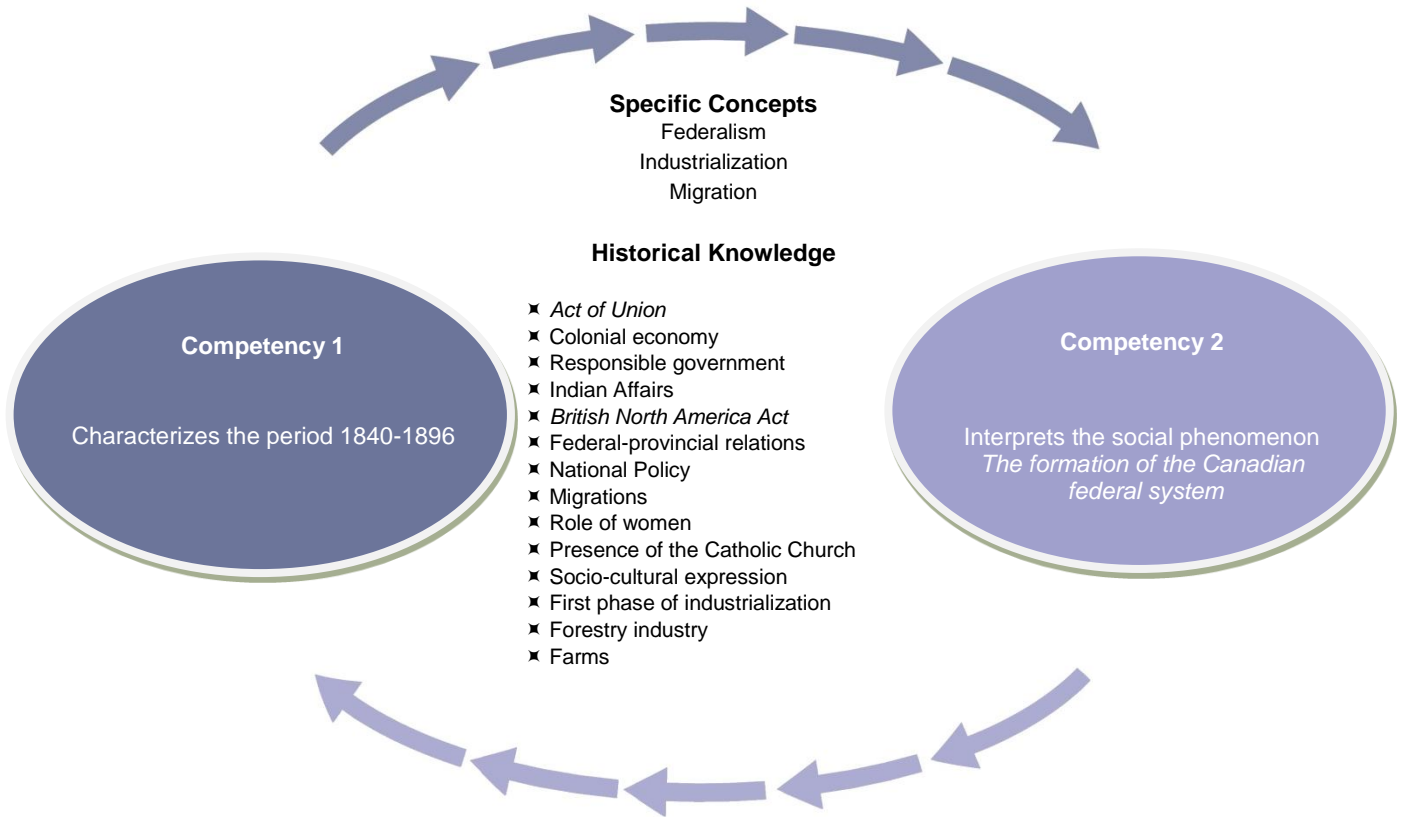
To characterize the period 1840-1896, adult learners identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process

reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe how things were at the time of the Province of Canada and in the early decades of the Dominion of Canada, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The formation of the Canadian federal system*. The interpretation process involves explaining the establishment of a political framework within a period of sociodemographic and economic unrest. This social phenomenon evokes change and transformation, highlights the interaction of the various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps adult learners to analyze the changes and continuities and the causes and consequences that explain the phenomenon. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables adult learners to ensure the validity of their interpretation.



Period 1840-1896	Social phenomenon The formation of the Canadian federal system
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Knowledge to be Acquired

Period 1840-1896	Social phenomenon The formation of the Canadian federal system
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Act of Union
a. Socio-political and economic context
b. Political structure
c. Administrative provisions
d. Territory of the Province of Canada
Colonial economy
a. Adoption of free trade by the United Kingdom
b. Reciprocity Treaty with the United States
Responsible government
a. Alliance of Reformers
b. Functioning of responsible government
c. Ministerial instability
Indian Affairs
a. Creation of Indian reserves in Lower Canada
b. Catholic and Protestant missions
c. <i>Indian Act</i>
British North America Act
a. Great Coalition
b. Conferences
c. Structure of Canadian federalism
d. Territory of the Dominion of Canada
Federal-provincial relations
a. Areas of jurisdiction
b. Revenue sharing
c. Interprovincial conference
d. Métis uprisings
e. Catholic schools outside Québec

National Policy
a. Economic crisis of 1873
b. Tariff policy
c. Canadian Pacific transcontinental railway
d. Settling of the West
Migrations
a. Rural exodus
b. Emigration to the United States
c. Opening up of regions for colonization
d. Transatlantic immigration
Role of women
a. Legal and political status
b. Sectors of activity
c. Women's religious communities
d. English-speaking women's organizations
Presence of the Catholic Church
a. Ultramontanism
b. Anticlericalism
c. Nationalism of survival
d. Denominational dualism of social institutions
Socio-cultural expression
a. Patriotic works
b. Emergence of women's literature
c. Higher education
First phase of industrialization
a. Industrial capitalism
b. Eastern continental transportation network
c. Production sectors
d. Division of labour
e. Living and working conditions of men, women and children
f. Workers' movement
g. Urbanization

Forestry industry
a. Forestry regions
b. Lumber industry
Farms
a. Dairy production
b. Mechanization
c. Seigneurial rights

Period

1896-1945

Social phenomenon

Nationalisms and the autonomy of Canada

The first phase of industrialization took place in the second half of the 19th century, as Canada gradually became part of the capitalist economy. The development of the federation and the National Policy both stimulated industrial production and promoted the expansion of the territory. The year 1896 was a turning point for the British Dominion's social, economic and political development. The election of Wilfrid Laurier, the first French Canadian to hold office as Prime Minister of Canada, followed the next year by the election of a Liberal government in Québec, heralded the rise of Liberalism. Federal and provincial government policies and the actions of social movements helped to redefine Canada's autonomy at the political, economic and socio-cultural levels.

The socio-political context in Canada changed. New provinces joined the federation, and growing numbers of immigrants, often from eastern and southern Europe, settled the West and the towns and cities of central Canada. Although women were still deprived of many rights, their status gradually improved. Large numbers of them joined together to form English secular organizations, such as the *Montreal Suffrage Association*, presided over by Carrie Derick, or French-Catholic feminist organizations, such as the *Fédération nationale Saint-Jean-Baptiste*, founded by Marie Lacoste Gérin-Lajoie and Caroline Béïque. Within the area created by the *British North America Act*, the First Nations, still subjected to a policy of assimilation that would gradually be extended to the Inuit nation, struggled to maintain their traditional lifestyles. Québec represented a shrinking proportion of the Canadian population; in 1911, 22% of Canadians hailed from outside the country.

The strong opposition of many French Canadians to Canada's involvement in the Boer War, to the imposition of conscription in the First World War—indeed, to imperialism in general—and to the application of Regulation 17 in Ontario reflected the tenor and evolution of the debate to which the different views of nationalism gave rise in Canada. The Dominion's political autonomy from Great Britain continued to grow, culminating, legally speaking, with the *Statute of Westminster* in 1931. From that time onward, the country was on an equal diplomatic footing with the rest of the world. Eight years later, Canada declared war on Germany in its own right, and the Canadian government organized the war effort and mobilized the population—conscripted and civilian alike.

The extent of Canada's autonomy also depended on economic imperatives. In the late 19th century, liberal policies left economic development up to private enterprise, which set the tone for the new phase of industrialization that was about to get under way. In Québec, this phase was marked by a massive influx of American capital and by the exploitation of natural resources, which promoted regional development, with mines and paper mills benefiting from increased demand. The second phase was also marked by industrial concentration and the development of the military industry, financed by income taxes and the sale of Victory Bonds. Pre-war prosperity and the more ephemeral prosperity of the war economy and the "Roaring Twenties" contrasted starkly with the misery experienced during the economic crisis that followed the collapse of the New York Stock Market in 1929. In times of growth, the factories worked non-stop. Trade was sustained, the employment market

was stable, and the unions prospered. In times of crisis, however, unemployment soared and it became more difficult to rally workers. Women played a more important role in the industrial sector as a cheap and often temporary source of labour, finding employment in the growing number of service jobs. The industrial society accentuated social divisions, and the least affluent populations suffered the most.

Urbanization continued to progress in Québec. The census of 1921 confirmed that the population had become primarily urban in the 1910s. Montréal took in the majority of the new arrivals, whose selection was tightly controlled. Québec City, Hull and Sherbrooke, among other urban centres, also attracted new residents. Cities offered numerous services to their inhabitants, who became consumers of goods and leisure activities that were now more readily available. Urban areas began to spread, sometimes into zones intended for farming, a sector undergoing considerable transformation. The number of farms decreased and farmers themselves became better trained and equipped. New means of communication and transportation facilitated urban and rural exchanges, although town and country were still very different.

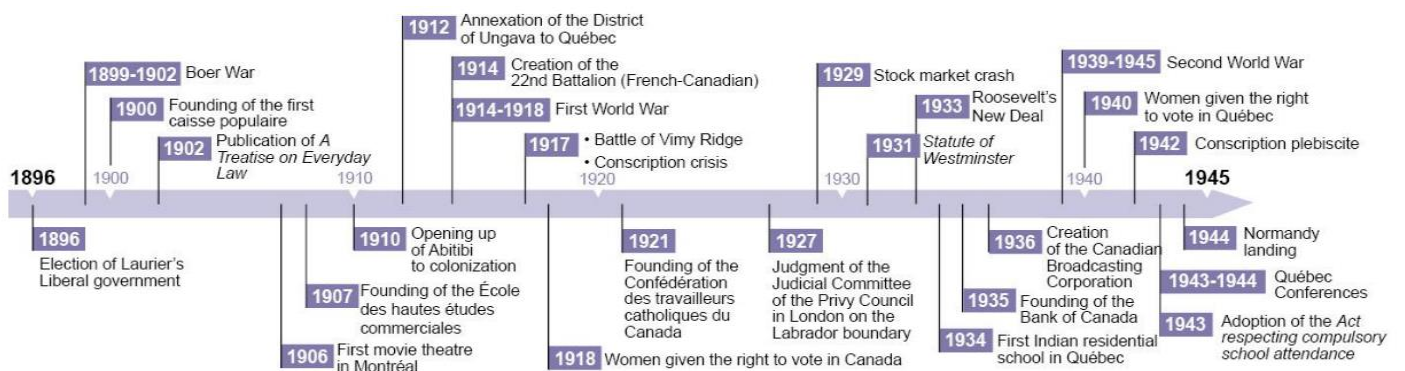
In the 1920s, while the spread of the doctrine of social Catholicism throughout the Western world led to the creation of Catholic unions in Québec, a new trend in French-Canadian nationalism emerged. Known as clerico-nationalism, it found a staunch proponent in Abbé Lionel Groulx. The Church, which contributed to the development of the cooperative movement in response to socio-economic inequality, was an omnipresent player in social and economic affairs. Nevertheless, the seriousness of the crisis of the 1930s, which led to a questioning of capitalism, compelled the state to do more. Legislative assemblies passed laws to help the unemployed, set up social programs, launched public works programs and encouraged colonization. The pressing need for economic, political and social reform that arose from the Great Depression carried the Union nationale to power. Maurice Duplessis' first term as premier, which was marked by anti-union legislation and farm policies, nevertheless reassured the party's conservative wing and the clerical authorities through its weak intervention in the area of social assistance.

Fears that conscription might be imposed for the second time allowed the progressive ideas of the Adélard Godbout government to hold sway for a single term, shaking off the yoke of the Catholic clergy in the process. Women, who had obtained the right to vote at the federal level in 1918 as a result of demands by activists in several provinces, were granted the same right at the provincial level in Québec in 1940. Decades of feminist activism paved the way for the majority of Québec women to be granted certain political, legal and social rights. Furthermore, the Liberal government of Adélard Godbout introduced new legislation on education, including provisions for compulsory school attendance. New government departments were also created, along with the province's new hydroelectricity commission, Hydro-Québec. The end of the Second World War, the longest and bloodiest conflict of the 20th century, ushered in a new phase of modernization, the principal manifestation of which would be the Quiet Revolution.

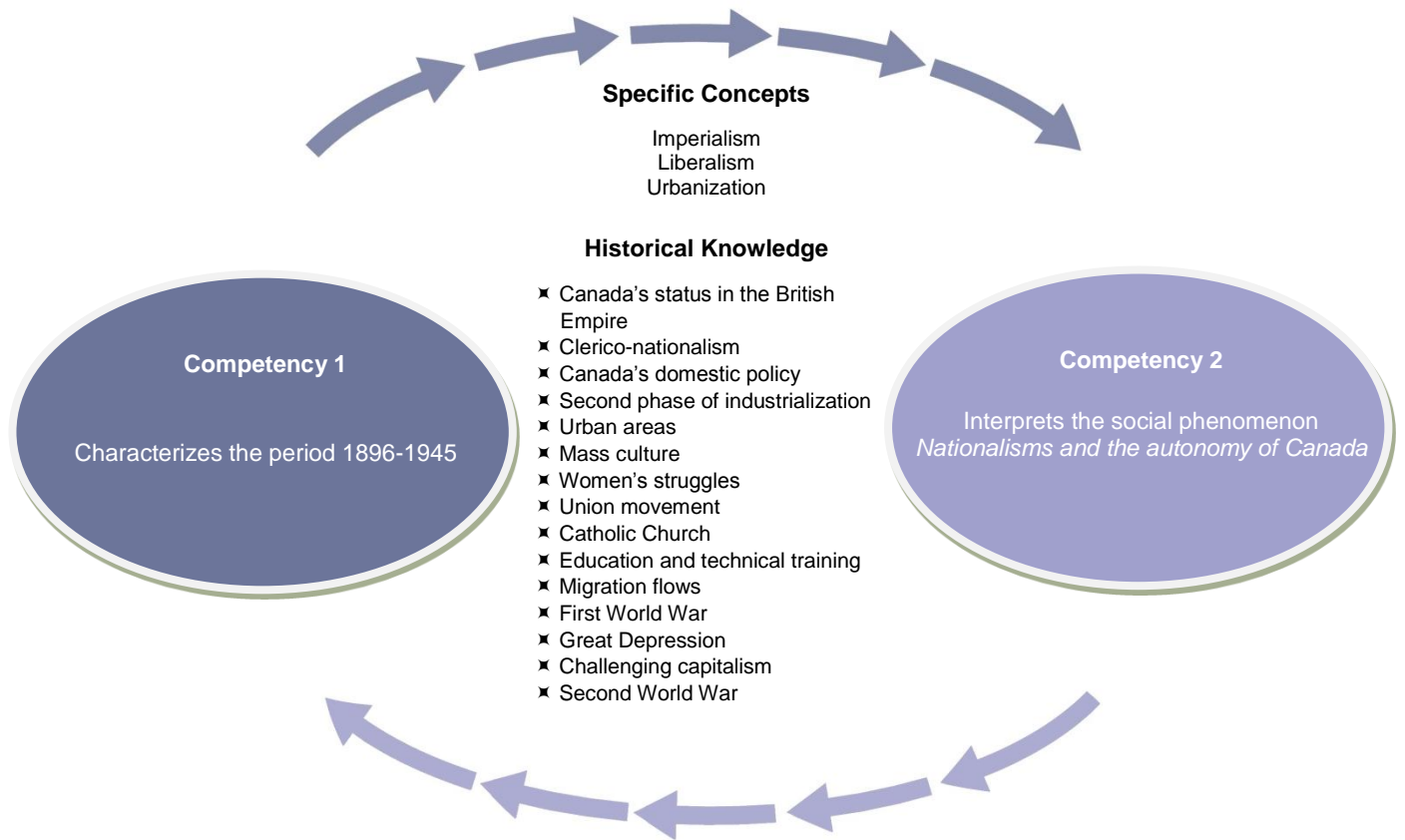
To characterize the period 1896-1945, adult learners identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using

geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe how things were in Québec in the first half of the 20th century, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *Nationalisms and the autonomy of Canada*. The interpretation process involves explaining the preservation of Québec's particular language-related and cultural features at a time when Canada's political, economic and socio-cultural autonomy was being redefined. The social phenomenon evokes change and transformation, highlights the interaction of the various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps adult learners to analyze the changes and continuities and the causes and consequences that explain the phenomenon. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables adult learners to ensure the validity of their interpretation.



Period 1896-1945	Social phenomenon Nationalisms and the autonomy of Canada
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Knowledge to be Acquired

Period	Social phenomenon
1896 - 1945	Nationalisms and the autonomy of Canada

Canada's status in the British Empire
a. Imperialism
b. French-Canadian nationalism
c. Canadian military support
d. <i>Statute of Westminster</i>
Clerico-nationalism
a. <i>L'Action française</i>
b. <i>Programme de restauration sociale</i>
c. Role of the French-speaking population in the economy
Canada's domestic policy
a. Liberal era
b. Taxation powers
c. French-Catholic minority
d. Governance of First Nations and Inuit nation populations
e. Canada's territory
Second phase of industrialization
a. Natural resources
b. Manufacturing and domestic production
c. War industry
d. Monopoly capitalism
e. Foreign investment
f. Role of the state
g. Trade

Urban areas
a. Public health
b. Infrastructure
c. Services
Mass culture
a. Radio
b. Cinema
c. <i>Romans du terroir</i> (novels of rural life)
d. Professional sports
e. Cabarets
Women's struggles
a. Access to education
b. Labour market
c. Legal recognition
d. Right to vote and to stand for election
Union movement
a. American and Catholic unions
b. Strikes
c. Labour legislation
Catholic Church
a. Numerical strength of the clergy
b. Moral and cultural influence
c. Cooperatives
Education and technical training
a. School attendance of francophones and anglophones
b. Legislation
c. Education of boys and girls
d. Improvement of agricultural practices
Migration flows
a. Ethnic origins of immigrants
b. Support measures for new immigrants
c. Immigration controls
d. Rise of xenophobia

First World War
a. European national interests
b. Wartime government
c. Conscription crisis
d. War effort of men and women
e. Soldiers' civil re-establishment
f. League of Nations
Great Depression
a. Stock market crash of 1929
b. Socio-economic problems
c. Colonization
d. Federal and provincial government measures
Challenging capitalism
a. Keynesianism
b. Socio-political ideologies
Second World War
a. European political and economic climate
b. Wartime government
c. Conscription plebiscite
d. War effort of men and women
e. Demobilization

B. Techniques

The study of the periods and social phenomena in the *History of Québec and Canada: 1840-1945* course requires adult learners to use different techniques.

These techniques, presented in Appendix 2, are as follows:

- using and creating representations of time
- using and creating historical maps

BROAD AREAS OF LEARNING

Each of the five broad areas of learning, especially *Media Literacy*, addresses contemporary issues that raise a variety of questions, which may in turn be used to develop learning situations.

The educational aim of the broad area of learning *Media Literacy* is to encourage adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights. The example of a learning situation presented in the next section target this educational aim.

EXAMPLE OF ELEMENTS OF A LEARNING SITUATION

Learning situations place adult learners at the heart of the action. To enable adult learners to develop competencies, construct and effectively apply knowledge and utilize multiple, varied resources, a learning situation must be meaningful, open and complex; it must involve different steps and a variety of tasks, as reflected in the following example, *A Time of Affirmation*. To enable adult learners to carry out the different tasks, this example should be accompanied by a document file that includes texts, timelines, graphs, caricatures, etc.

PREPARATION	A Time of Affirmation	
	Context	
	<p>On the eve of the 20th century, Canada was moving toward political and economic autonomy. Québec, meanwhile, was seeking to preserve its particular language-related and cultural features and to modernize its economy. Women's status in society was slow to improve, as were workers' living conditions.</p> <p>This is the context in which French-Canadian nationalism would become increasingly prominent, and society would be affected by the Great War and the economic crisis of 1929.</p>	
	Pedagogical Aim	To enable adult learners to characterize the period 1896-1945 and explain the preservation of Québec's particular language-related and cultural features in a country on the road to political and economic autonomy
	Broad Area of Learning	Media Literacy
	Educational Aim	To encourage adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights.
Cross-Curricular Competency	Exercises critical judgment	
Subject-Specific Competencies – Evaluation Criteria	<p>Characterizes a period in the history of Québec and Canada</p> <ul style="list-style-type: none"> – Coherent representation of a period in the history of Québec and Canada <p>Interprets a social phenomenon using the historical method</p> <ul style="list-style-type: none"> – Rigour of the interpretation 	

ACHIEVEMENT	<p style="text-align: center;">Sample Question</p> <p>Subject-specific competency: <i>Characterizes a period in the history of Québec and Canada</i></p> <p>Evaluation criterion: <i>Coherent representation of a period in the history of Québec and Canada</i></p> <p>To characterize the period 1896-1945 in the history of Québec and Canada, and to identify the historical facts, actions and events that marked it, adult learners must perform a variety of tasks to determine the distinctive features of the period pertaining to a given territory.</p> <p style="text-align: center;"><i>Describe some distinctive features of the historical period 1896-1945 from a cultural, social and territorial perspective.</i></p> <p>Adult learners may wish to use a variety of research and communication tools, such as:</p> <ul style="list-style-type: none"> • a map to: <ul style="list-style-type: none"> ○ locate the provinces that made up Canada and the Northwest Territories in the early 20th century ○ identify the Canadian borders ▪ a timeline to: <ul style="list-style-type: none"> ○ place in chronological order the key events of the period (e.g. Black Thursday, the extension of the right to vote to women in Canada, the creation of the Rowell-Sirois Commission) ○ set out a sequence of events (e.g. Victory Bonds, direct relief policy, Mackenzie King's plebiscite) ▪ information and communications technologies to: <ul style="list-style-type: none"> ○ create a timeline with a web application to show the birth of political parties in Québec and Canada following the 1929 crisis or the feminist struggles of that period ○ illustrate the Normandy landings in 1944 <p>Adult learners may wish to examine a variety of sources, such as:</p> <ul style="list-style-type: none"> ▪ written documents to: <ul style="list-style-type: none"> ○ describe social and economic conditions in Québec in the 1930s ○ describe the second phase of industrialization in Québec ○ illustrate political debates (e.g. the 1917 conscription or women's suffrage) based on newspapers such as <i>Le Devoir</i>, <i>Le Droit</i>, the <i>Montreal Herald</i> and the <i>Montreal Gazette</i> ▪ visual documents to: <ul style="list-style-type: none"> ○ illustrate Canadian participation in the First World War ○ illustrate the war effort of women during the Second World War
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ACHIEVEMENT	<p style="text-align: center;">Sample Question</p> <p style="text-align: center;">Subject-specific competency: <i>Interprets a social phenomenon using the historical method</i></p> <p style="text-align: center;">Evaluation criterion: Rigour of the interpretation</p> <p>In order to interpret the social phenomenon <i>Nationalisms and the autonomy of Canada</i>, adult learners must be able to analyze and explain the phenomenon by using the historical method in a variety of tasks. The explanation must take cultural, social, political, economic and territorial aspects into account, situating them geographically and within the proper timeframe.</p> <p style="text-align: center;"><i>Explain how Québec's particular language-related and cultural features were preserved in a Canada on the road to political, economic and socio-cultural autonomy during the period 1896-1945.</i></p> <p>Adult learners may examine a variety of sources in order, for example:</p> <ul style="list-style-type: none"> ▪ to use diverse documents to: <ul style="list-style-type: none"> ○ establish explanatory factors (e.g. causes of the second phase of industrialization) ○ analyze social movements (e.g. demands of the labour movement and the feminist movement) ○ explain the war effort of the Canadian population during the Second World War in terms of women's contribution to the war effort <p>Adult learners may use various research and communication tools, such as:</p> <ul style="list-style-type: none"> ▪ audiovisual documents to: <ul style="list-style-type: none"> ○ explain differences between Québec nationalism and Canadian nationalism with regard to participation in the war and the role of the Catholic Church ○ justify their explanation of the nationalist movement that developed in Québec in the first half of the 20th century in relation to the governments of Adélard Godbout and Maurice Duplessis
INTEGRATION	<p style="text-align: center;">Self-Assessment</p> <p>To develop subject-specific competencies, adult learners must be able to review their research process and the work they produced through various tasks that allow them to develop their capacities for critical judgment and synthesis.</p> <p style="text-align: center;"><i>What I learned, my difficulties, my solutions</i></p> <p>Adult learners may use various techniques and strategies to take stock of their knowledge, what they have learned and any difficulties they encountered. For example, they may:</p> <ul style="list-style-type: none"> ▪ use different learning strategies to: <ul style="list-style-type: none"> ○ illustrate, with the help of a table or mind map, what they have learned or the difficulties encountered with regard to the compulsory elements of the <i>Knowledge to be acquired</i> for the period 1896-1945 ○ create a relevant concept map to show the connections between nationalist struggles and the feminist movement

END-OF-COURSE OUTCOMES

By the end of the *History of Québec and Canada: 1840-1945* course, adult learners will be able to characterize and interpret particular features of the history of Québec and Canada.

After studying the period 1840-1896 and the social phenomenon *The formation of the Canadian federal system*, adult learners will be able to assess the causes of federalism and its consequences for Canadian society. In addition, they will be able to weigh the impact of the division of powers between the central government and the provinces.

After studying the period 1896-1945 and the social phenomenon *Nationalisms and the autonomy of Canada*, adult learners will be able to recognize the effects of the beginnings of modernization on Québec. They will also be in a position to determine how Canada was moving toward political and economic autonomy.

EVALUATION CRITERIA FOR SUBJECT-SPECIFIC COMPETENCIES

In evaluating the development of subject-specific competencies with respect to the acquisition of history-related knowledge and its effective application, teachers base their judgment on three criteria.

The criterion *Appropriate use of knowledge* applies to both subject-specific competencies. The criterion *Coherent representation of a period in the history of Québec and Canada* is related to the development of the competency *Characterizes a period in the history of Québec and Canada*. The criterion *Rigour of interpretation* is related to the competency *Interprets a social phenomenon*.

The following table presents the connections between competencies and evaluation criteria.

Table 11 – Competencies and Evaluation Criteria

Competency	Evaluation criteria
Competency 1 Characterizes a period in the history of Québec and Canada	<ul style="list-style-type: none"> – Appropriate use of knowledge – Coherent representation of a period in the history of Québec and Canada
Competency 2 Interprets a social phenomenon	<ul style="list-style-type: none"> – Appropriate use of knowledge – Rigour of interpretation

**Éducation
et Enseignement
supérieur**

Québec 