

# HST-4104-2

## History of Québec and Canada: From 1945 to Our Times

History of Québec and Canada





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### INTRODUCTION

The *History of Québec and Canada: From 1945 to Our Times* 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 1945 to our times.

The aim of the *History of Québec and Canada: From 1945 to Our Times* 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 12 – 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"> <li>▪ Establishes historical facts</li> <li>▪ Establishes a chronology</li> <li>▪ Considers geographical features</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defines the object of interpretation</li> <li>▪ Analyzes a social phenomenon</li> <li>▪ Ensures the validity of his/her interpretation</li> </ul>

## 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: From 1945 to Our Times* course focuses on the following periods and social phenomena:

1. 1945-1980                      *The modernization of Québec and the Quiet Revolution*
2. *From 1980 to our times*      *Societal choices in contemporary Québec*

### 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 13 presents the compulsory elements of the subject-specific content.

**Table 13 – Compulsory Elements of the Subject-Specific Content for HST-4104-2**

		<b>Compulsory Elements</b>	
<b>Objects of Study</b>		1945-1980	From 1980 to our times
		<b>Common Concepts</b>	The modernization of Québec and the Quiet Revolution
<b>Specific Concepts</b>	<ul style="list-style-type: none"> <li>– Feminism</li> <li>– Secularization</li> <li>– Welfare state</li> </ul>	<ul style="list-style-type: none"> <li>– Culture</li> <li>– Economy</li> <li>– Power</li> <li>– Society</li> <li>– Territory</li> </ul>	
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>– Power relations in the West</li> <li>– Urban agglomeration</li> <li>– Natural growth</li> <li>– New arrivals</li> <li>– Regional development</li> <li>– Canadian federation</li> <li>– Indian residential schools in Québec</li> <li>– Consumer society</li> <li>– Duplessis era</li> <li>– Neo-nationalism</li> <li>– Quiet Revolution</li> <li>– Feminism</li> <li>– Socio-cultural vitality</li> <li>– Self-determination of Indigenous nations</li> <li>– Employer-union relations</li> </ul>	<ul style="list-style-type: none"> <li>– Redefinition of the state's role</li> <li>– Indigenous rights</li> <li>– Globalization of the economy</li> <li>– Québec's political status</li> <li>– Sociodemographic change</li> <li>– Gender equality</li> <li>– Cultural industry</li> <li>– Language issue</li> <li>– Environmental concerns</li> <li>– Devitalization of communities</li> <li>– International relations</li> <li>– Information era</li> </ul>	

Period	Social phenomenon
1945-1980	The modernization of Québec and the Quiet Revolution

In 1945, Germany's surrender and Japan's capitulation ended the Second World War, which had disrupted power relations in the West. More than 40 000 Canadians died during the conflict. When Québec's soldiers came home, the anxiety, pain and deprivation of the war years gradually gave way to prosperity and a new era of modernization. After decades of conservatism, Québec came into its own in the 1960s and subsequent years, while at the same time, an irreversible change was taking place, in terms of both attitude and politics.

Up until the energy crisis of the 1970s, Québec took advantage of an international climate that was favourable to economic development. Trade improved, in North America first and then abroad. The needs of the United States, Canada's primary economic partner, increased, notably as a result of the Cold War with the USSR. Montréal lost its financial and commercial supremacy to Toronto, which became home to many English-speaking Quebecers, especially in the 1970s following the relocation of head offices there. The consumer society emerged as consumption of a range of goods and services led more than ever to economic growth. Lifestyles became more standardized under the influence of American culture.

The influence of the Catholic Church, at its peak in the first decades of the 20th century, was waning; gradually Québec society and its institutions were becoming more secular. The moral authority of the clergy was called into question as society turned to values conveyed by artists in different disciplines, trade unionists, intellectuals and certain forms of mass media. The population was rejuvenated by the baby boom. Among the Indigenous peoples, natural population growth also increased as a result of sedentarization, but their culture continued to suffer. In particular, compulsory attendance at residential schools designed to propagate Judeo-Christian culture and assimilate Indigenous peoples into the rest of the Canadian population helped accelerate the decline of certain Indigenous languages and weaken the social fabric in a number of communities. Indigenous ancestral lands were coveted by a state keen to pursue the province's economic development. The agreements signed with the Cree, Inuit and Naskapi were a reflection of the need for conciliation between the Québec state and the First Nations and Inuit nation, among whom a form of Indigenous nationalism and new leaders were emerging.

Québec's net migration was positive. Most new arrivals, who were of increasingly diverse origins, settled in the heart of Montréal, while many francophones moved to the suburbs. Montréal became more cosmopolitan and anglicized, as many newcomers adopted English as their language, mainly for socio-economic reasons. Outside the main population centres, where the exploitation of raw materials stimulated the economy, producers took advantage of technological developments in the agricultural sector. Their farms expanded and grew more productive, among other reasons, because of the rural electrification program.

The modernization of Québec went hand in hand with women gaining access to areas usually reserved for men and the devaluing of their traditional responsibilities. The economic independence they had achieved by working outside the home, especially starting in the 1960s, had given women more freedom of choice, and they made some substantial legal and social gains in their quest for equality in areas such as spousal status, contraception, divorce and maternity. They added their voices to the demands of their male counterparts in the workforce as the union movement grew and became both national in scope and secular. The Asbestos and Murdochville strikes, along with strikes in the public and parapublic sectors, showed how intense and complex workplace conflicts had become.

Returned to power in 1944, Duplessis was a proponent of economic liberalism and conservative social policies. For close to 15 years, a period often viewed in the collective consciousness as a time of “Great Darkness,” his actions were driven by regionalism and a desire for provincial autonomy from an interventionist federal government. Paul Sauvé’s brief tenure began a process of renewal that was given concrete expression by Jean Lesage’s Liberal government, which followed other Western leaders in laying down the conditions for a welfare state. For the next 20 years, action and debate would be dominated by nationalist issues and language rights, addressed by Bills 63, 22 and 101, with the 1960s marking an important break in Québec’s history.

Québec entered the Quiet Revolution. Buoyed by a broad social consensus, the Québec state became a driving force for modernizing its institutions and promoting Québec’s identity. The principles underlying the welfare state were supported by the creation of government departments and state-owned corporations, and the professionalization of the civil service. The health and social services systems and the education system were reformed, economic intervention tools were created and a foreign policy was put in place, leading to the reopening of Québec government offices abroad, notably in Paris and London.

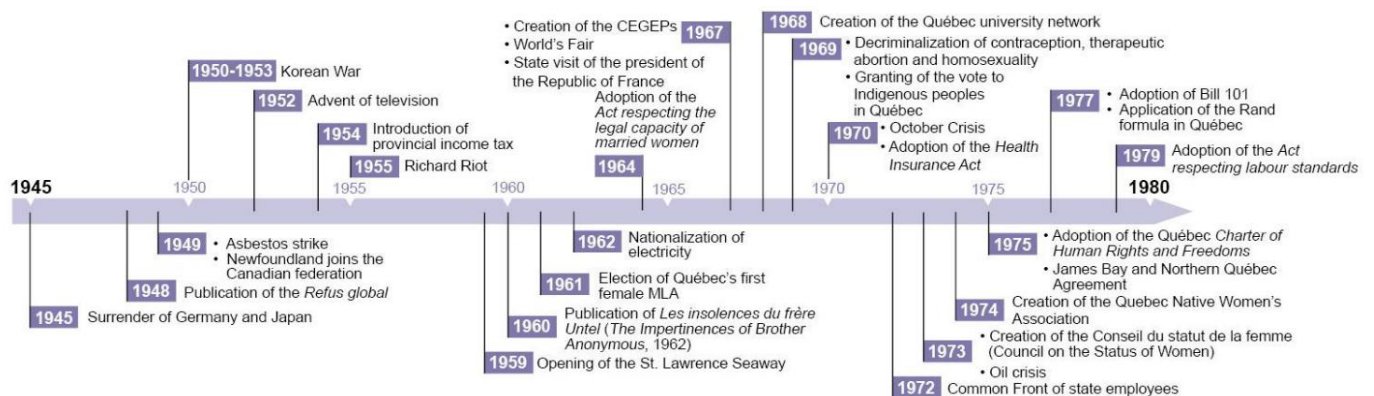
Socio-economic and political transformations and a change in mentality were at once the impetus for and the result of a neo-nationalist current that rejected a traditional form of nationalism. The term *French Canadian* was replaced by *Québécois*. The artistic community benefited from the beginnings of cultural policy and flourished, led by important figures such as Pauline Julien, Félix Leclerc, Alfred Pellan, Mordecai Richler and Michel Tremblay. Some artists, along with other members of society, including many young men and women, promoted Québec’s national project. Montréal hosted both a World’s Fair and the Olympic Games, becoming a showcase through which the rest of the world was able to discover Québec and Canada.

By the beginning of the 1970s, when Robert Bourassa was in office at the provincial level and Pierre Elliott Trudeau at the federal level, certain Québec nationalists had become radicalized. The October Crisis, which led to the imposition of the *War Measures Act*, divided Québec. The assassination of Minister Pierre Laporte may have discredited the Front de libération du Québec (FLQ), but it did not curtail Québec’s quest for equality and independence. Founded following the creation of the sovereignty-association movement, which brought together activists from the *Ralliement national* and the *Rassemblement pour l’indépendance nationale*, the Parti québécois was voted into power in 1976. Four years later, René Lévesque’s government held a referendum on

sovereignty-association, in which Quebecers were asked to decide on the province's continued place in the Canadian federation.

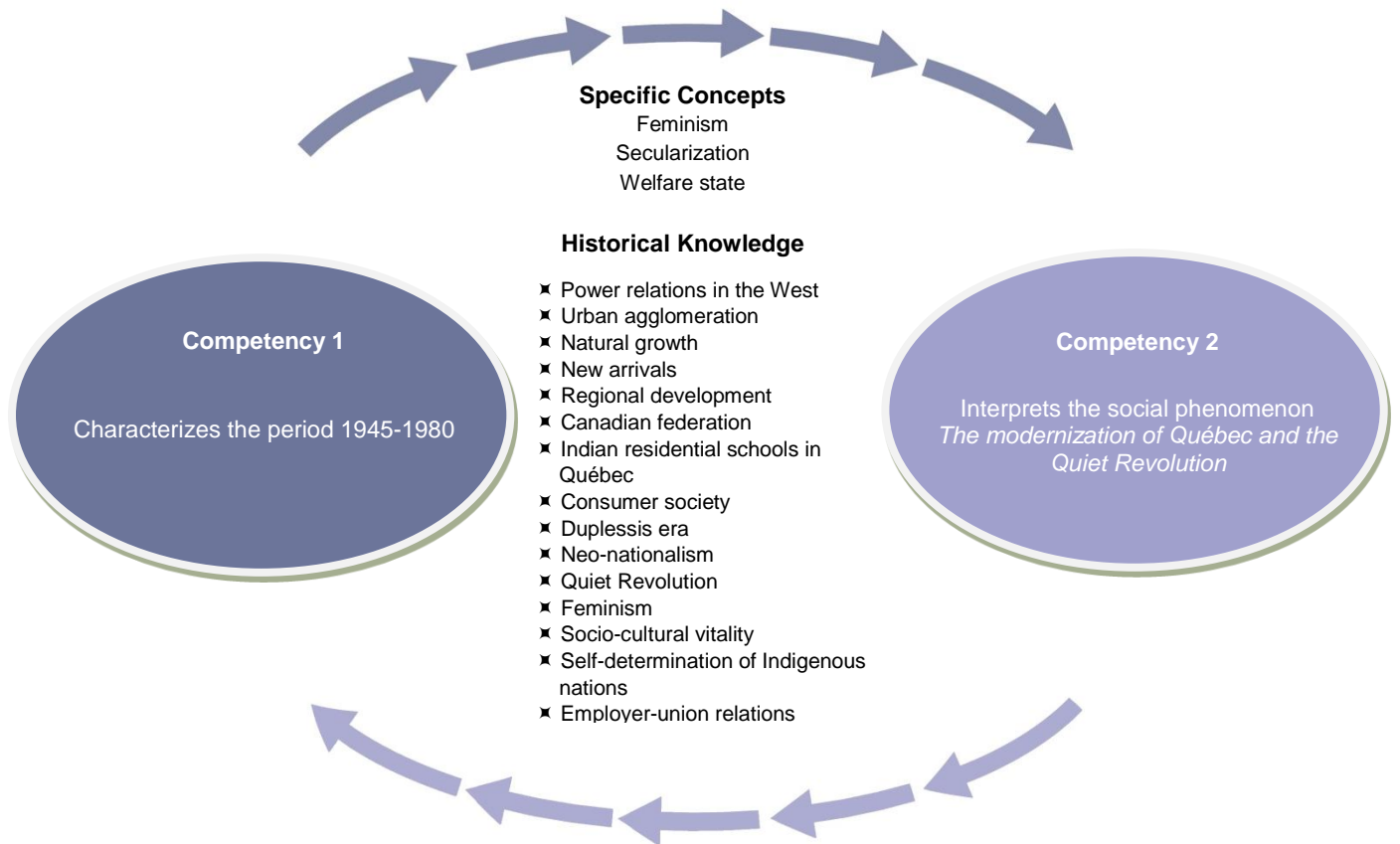
To characterize the period 1945-1980, adult learners identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe how things were in Québec during the post-war period and the Quiet Revolution, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The modernization of Québec and the Quiet Revolution*. The interpretation process involves explaining the evolution of mores in Québec at a time when the province's institutions and the role of the state were undergoing significant change. 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 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.





<b>Period</b>  <b>1945 - 1980</b>	<b>Social phenomenon</b>  <b>The modernization of Québec and the Quiet Revolution</b>
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## Knowledge to be Acquired

Period <b>1945 - 1980</b>	Social phenomenon The modernization of Québec and the Quiet Revolution
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<b>Power relations in the West</b>
a. Socio-political and economic context
b. Cold War
c. Canadian sovereignty in the Arctic
d. Social struggles in the United States and France
<b>Urban agglomeration</b>
a. Suburbs
b. Infrastructure
<b>Natural growth</b>
a. Baby boom
b. Falling birth rate
c. Birth rate of the Indigenous population
<b>New arrivals</b>
a. Cultural communities
b. Creation of the Ministère de l'Immigration du Québec (Immigration Department)
c. Welcoming refugees
<b>Regional development</b>
a. Modernization of agriculture
b. Protection of agricultural land
c. Exploitation of natural resources
<b>Canadian federation</b>
a. Federal social programs
b. Continentalization of the economy
c. Laurendeau-Dunton Commission
d. Constitutional negotiations

<b>Indian residential schools in Québec</b>
a. Indian residential school system in Canada
b. Socio-institutional organization
c. Educational activities
<b>Consumer society</b>
a. Influence of American culture
b. Advertising
c. Increased purchasing power
<b>Duplessis era</b>
a. Economic liberalism
b. Social conservatism
c. Provincial autonomy
d. Clericalism
e. Funding of education and health
f. Opposition
<b>Neo-nationalism</b>
a. Decolonization movement
b. Territorial identity
c. The <i>indépendantiste</i> movement
d. Creation of the Parti québécois
<b>Quiet Revolution</b>
a. Progressive economic and social measures
b. Creation of government departments and state-owned corporations
c. Reform of democratic institutions
d. Protection of the French language
e. Human rights and freedoms
f. Québec delegations abroad
g. Secularization
<b>Feminism</b>
a. Legal gains
b. Economic independence
c. Sexual and reproductive rights
d. Non-traditional occupations and professional activities

<b>Socio-cultural vitality</b>
a. French-language songs
b. Emergence of Québec theatre
c. Cultural venues
d. Diversity of cultural events and cultural expression
<b>Self-determination of Indigenous nations</b>
a. Land claims and political demands
b. Recognition of ancestral rights
c. Statement of the Government of Canada on Indian Policy
d. Governance
<b>Employer-union relations</b>
a. Unionization of state employees
b. Conflicts
c. Common fronts
d. Social and political action by the unions

Period	Social phenomenon
From 1980 to our times	Societal choices in contemporary Québec

When the Parti québécois was elected in 1976, after successive Union nationale and Liberal governments, it intensified measures designed to affirm Québec's particular features, including the French language. The adoption of Bill 101 highlighted the cultural and linguistic issues that mobilized Quebecers in the period leading up to the 1980 referendum. In the decades that followed, Quebecers were faced with other complex issues with different repercussions. Analyzing the interplay of cultural, economic, political, social and territorial forces reveals the circumstances attendant upon past, present and future societal choices in contemporary Québec.

On May 20, 1980, almost 60% of Quebecers who voted rejected the request of René Lévesque's government for a mandate to negotiate sovereignty-association. Following up on a commitment made during the referendum campaign, Prime Minister Trudeau invited the provincial governments to participate in constitutional reform. After several months of negotiation, and given the prospect of unilateral repatriation, the federal government was able to rally only nine of the ten provinces, Québec's demands not having been met. When the *Constitution Act, 1982*, containing the *Canadian Charter of Rights and Freedoms*, was ratified, Queen Elizabeth II was present, but there were no representatives from the Québec government, which had been absent when the agreement was finalized.

The election of Brian Mulroney's Conservatives at the federal level signalled the possibility of reconciliation. The Québec Liberals, voted back into power in 1985, stipulated five conditions for Québec's adherence to the Constitution, including recognition of the distinct nature of Québec society. These conditions were discussed at length at the Meech Lake Conference, which led to an accord that would not be ratified by all the provinces, Newfoundland and Manitoba not having complied with the deadline. A final effort in the wake of the 1992 Charlottetown Accord, this time involving public referendums, was also unsuccessful.

The failure of Meech Lake revived nationalist fervour in Québec. The Bélanger-Campeau Commission and the Allaire Report conferred legitimacy on the sovereignist cause. During the 1995 referendum campaign, the Bloc Québécois and the Action démocratique du Québec joined forces with the Parti québécois to promote the Yes option. The Québec Liberal Party, the Liberal Party of Canada and the Progressive Conservative Party rallied together on the No side to defend Canadian unity. The debate was fuelled by economic and territorial issues, and by suggestions to the effect that the federal government could refuse to negotiate if the sovereignty option prevailed. Quebecers were torn. On October 30, 1995, the Yes side garnered 49.42% of the votes cast, the No side, 50.58%. In the ensuing decades, changing power relations combined with other issues resulted in the constitutional question being pushed aside, although it continued to mark the debate over provincial jurisdictions and federal transfers.

In the 1980s and subsequent years, periods of growth alternated with periods of recession. Mines and companies closed down during the crisis of the early 1980s, devitalizing many communities. It was a time of economies of scale. The tertiary sector gained ground, and the knowledge economy began to develop. Precarious employment and part-time work became increasingly common in the case of young people and often of women, whose salaries and legal status still lagged behind despite supportive legislation and union action. As the neo-liberal trend brought about a redefinition of the role of the state throughout the Western world, successive Québec governments intervened in certain areas to maintain the population's socio-economic status, notably by establishing a network of childcare centres and parental insurance, which facilitated women's access to employment. Nevertheless, successive deficits led both the federal and provincial governments to reduce their level of funding in a variety of areas. This decline in government involvement has been temporarily curbed since the world economic crisis of 2008.

The world was swept up in a continuous wave of integration. Trade became global, and Québec, which benefited economically from the North American Free Trade Agreement (NAFTA), was no exception. The new border-free context helped disseminate cultures and ideas, a process that was facilitated by the democratization of Internet access, the 24-hour news cycle and the emergence of social networks. National affiliations were more evident and international relations more complex. At the same time, people became more aware of issues that had, until then, been ignored by their governments. Authorities began to worry about acid rain and climate change, as they were forced more than ever before to deal with the demands of economic development and the need to limit the impact of human activity on ecosystems. Singular events such as the ice storm and the Saguenay–Lac-Saint-Jean and Montérégie floods served to remind Quebecers of how fragile ecosystems are.

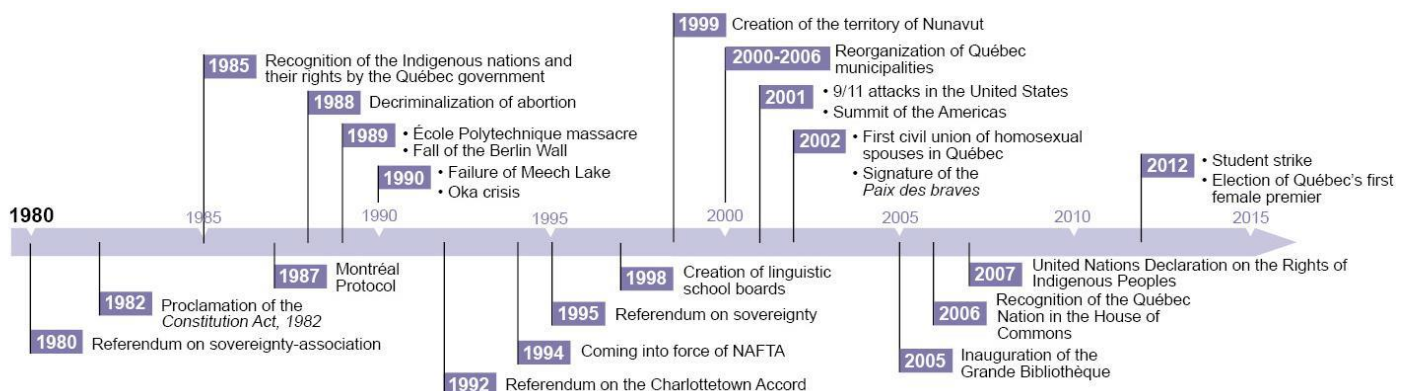
Following the signing of the Canada-Québec Accord, based on the 1978 Couture-Cullen Agreement, Québec's population increased mainly through immigration. Priority was given to French-speaking immigrants or those who spoke Latin languages. New demographic and generational issues emerged. Women had fewer children, and had them later. Life expectancy improved. The aging of the population put additional pressure on the health system. For many Indigenous populations, living conditions in their communities, in towns and cities and in Inuit villages were unfavourable: the population was increasing, but it was beset with major social problems. Education and employment rates were low. The self-determination and land claims movements grew, particularly after 1990, when a territorial dispute triggered a conflict at Oka between the Mohawks and the federal and provincial authorities. Although discrimination and uneasiness with regard to Indigenous peoples have often been intense, certain initiatives such as the establishment of the Truth and Reconciliation Commission of Canada have allowed for a better sense of what Indigenous peoples have experienced.

The attacks of September 11, 2001, shook the conscience of North Americans. The early 21st century signalled a rise in individualism and political and economic pragmatism offset by citizen movements, with Québec's economic development in particular giving rise to varying degrees of activism by different segments of civil society. While dealing with the issues of security, religious neutrality, ethics and transparency that arose, Québec earned international recognition in the first decade of the new millennium for its cultural and technological vitality. Working to safeguard its autonomy within the

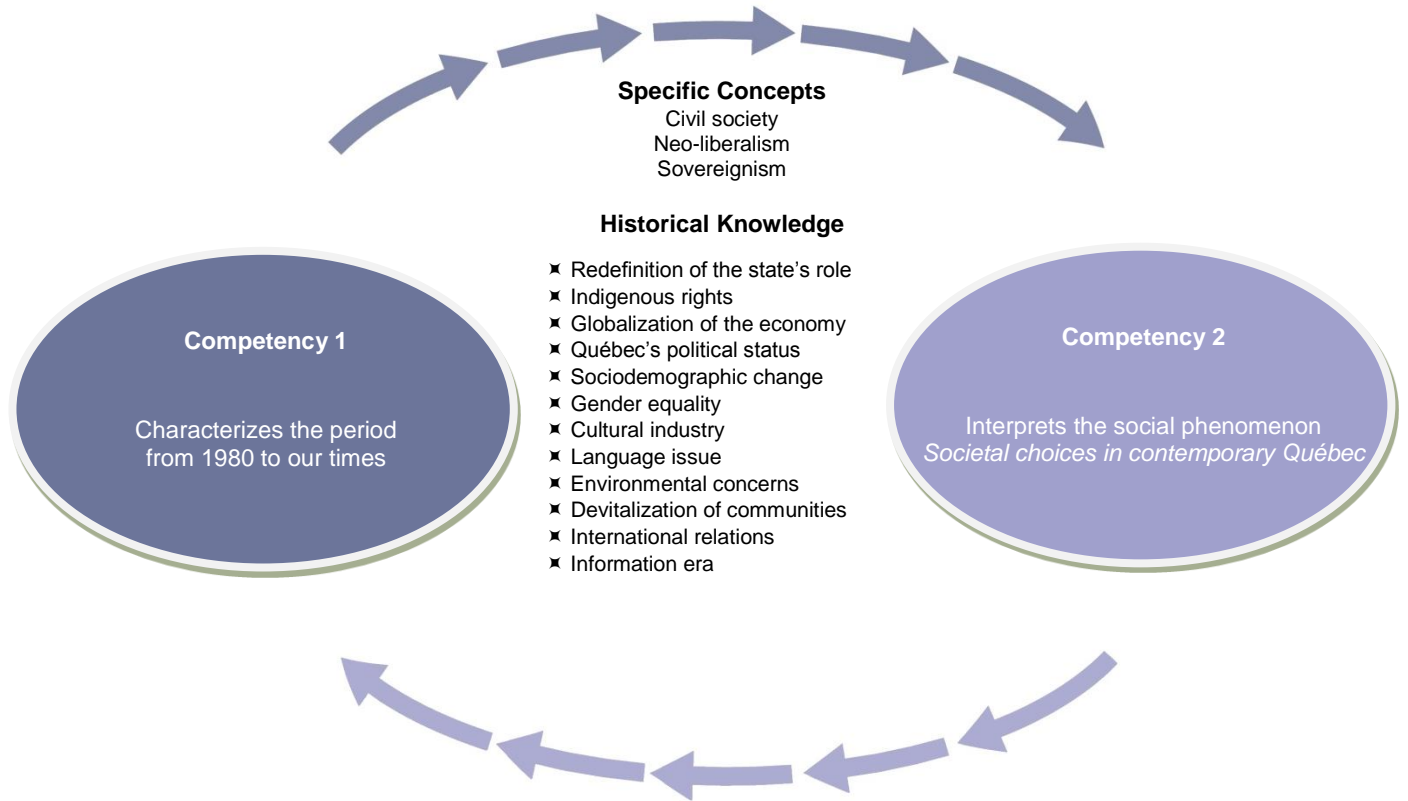
Canadian federal system, it attempted the difficult task of reconciling economic constraints with society's expectations.

To characterize the period from 1980 to our times, 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 on the eve and in the early years of the new millennium, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *Societal choices in contemporary Québec*. The interpretation process involves explaining the cultural, economic, political, social and territorial circumstances that have led, are leading or will lead the people of Québec to make important demographic, environmental, technological and other choices. 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.



<b>Period</b> From 1980 to our times	<b>Social phenomenon</b> Societal choices in contemporary Québec
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## Knowledge to be Acquired

Period	Social phenomenon
From 1980 to our times	Societal choices in contemporary Québec

<b>Redefinition of the state's role</b>
a. Neo-liberal policies
b. Funding of social programs
c. Social economy
d. Civil society
e. Public consultations
f. State neutrality
<b>Indigenous rights</b>
a. <i>Constitution Act, 1982</i>
b. Oka Crisis
c. Agreements and conventions
d. Truth and Reconciliation Commission of Canada
<b>Globalization of the economy</b>
a. Québec Inc.
b. Free trade agreements
c. Export sectors
<b>Québec's political status</b>
a. Referendum on sovereignty-association
b. Patriation of the Constitution
c. Meech Lake Accord
d. Bélanger-Campeau Commission
e. Allaire Report
f. Charlottetown Accord
g. Referendum on sovereignty
h. Post-referendum action

<b>Sociodemographic change</b>
a. Aging of the population
b. Family policy
c. Ethnocultural identity
d. Public health
e. Living conditions of Indigenous peoples throughout Québec
<b>Gender equality</b>
a. Pay equity
b. Parity
c. Work-family balance
<b>Cultural industry</b>
a. Funding of culture
b. Dissemination of culture
c. Cultural policy
<b>Language issue</b>
a. Language of signage
b. Language of instruction
c. Indigenous languages
<b>Environmental concerns</b>
a. Monitoring environmental standards
b. Resource exploitation
<b>Devitalization of communities</b>
a. Single-industry towns
b. Local services
c. Migratory movements
d. Next generation of farmers
e. Political weight
<b>International relations</b>
a. Representation in international organizations and conferences
b. Economic missions
c. Canadian army missions abroad

<b>Information era</b>
a. Internet use
b. 24-hour news cycle
c. Integration and concentration of mass media

## **B. Techniques**

The study of the periods and social phenomena in the *History of Québec and Canada: From 1945 to Our Times* 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 *Citizenship and Community Life*, 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 *Citizenship and Community Life* is to encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity. The various elements of the sample 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, *Québec in the Age of Globalization*. 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.

<b>Québec in the Age of Globalization</b>	
<b>PREPARATION</b>	<b>Context</b>
	The nationalist movement has been characterized by the rise of <i>indépendantiste</i> sentiment, while periods of economic growth have alternated with periods of recession. Québec of the 21st century is flourishing culturally and technologically in the era of globalization.
	This is the context in which Québec must make major societal choices to ensure its future development within the centralizing Canadian federal system.
	<b>Pedagogical Aim</b>
	To enable adult learners to characterize the period from 1980 to our times and explain the social, political, economic, cultural and environmental forces behind important societal choices, past and present, made by Quebecers
	<b>Broad Area of Learning</b>
Citizenship and Community Life	
<b>Educational Aim</b>	
To encourage adult learners to develop an attitude of openness to the world and a respect for diversity	
<b>Cross-Curricular Competency</b>	
Exercises critical judgment	
<b>Subject-Specific Competencies</b> – <b>Evaluation Criteria</b>	
Characterizes a period in the history of Québec and Canada – Coherent representation of a period in the history of Québec and Canada Interprets a social phenomenon using the historical method – Rigour of the interpretation	

<b>ACHIEVEMENT</b>	<p><b>Sample Question</b></p> <p><b>Subject-specific competency: <i>Characterizes a period in the history of Québec and Canada</i></b></p> <p><b>Evaluation criterion: <i>Coherent representation of a period in the history of Québec and Canada</i></b></p> <p>To characterize the period from 1980 to our times in the history of Québec and Canada, and to identify the historical facts, actions and events that have marked it, adult learners must perform a variety of tasks to identify the distinctive features of the period pertaining to a given territory.</p> <p style="text-align: center;"><i>Describe distinctive features of the historical period from 1980 to our times 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"> <li>• a map to: <ul style="list-style-type: none"> <li>○ locate territorial features (e.g. Nunavut)</li> <li>○ identify areas of Québec where population growth is strong</li> </ul> </li> <li>▪ a timeline to: <ul style="list-style-type: none"> <li>○ place in chronological order the key events of the period (e.g. the Oka crisis, the implementation of the Truth and Reconciliation Commission, the patriation of the Canadian Constitution)</li> <li>○ set out the sequence of events (e.g. referendums on Québec sovereignty and the adoption of the <i>Clarity Act</i>)</li> </ul> </li> <li>▪ information and communications technologies to: <ul style="list-style-type: none"> <li>○ create a timeline with a web application to illustrate the evolution of Québec's political or economic situation (e.g. the different stages in the patriation of the Canadian Constitution) or to reflect debates on Québec's political status</li> <li>○ illustrate Québec's position in Canadian Confederation since the 1980s (e.g. its political weight)</li> </ul> </li> </ul> <p>Adult learners may wish to examine a variety of sources, such as:</p> <ul style="list-style-type: none"> <li>▪ written documents to: <ul style="list-style-type: none"> <li>○ describe, with the help of newspaper articles, elements of the <i>Paix des Braves</i> agreement signed by the Québec government and the Cree</li> <li>○ describe the North American Free Trade Agreement</li> <li>○ describe the role of the state in funding social programs</li> </ul> </li> <li>▪ visual documents to: <ul style="list-style-type: none"> <li>○ illustrate the Oka crisis</li> <li>○ illustrate the evolution of debates and decisions on the issue of pay equity in Québec since the 1980s</li> </ul> </li> </ul>
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<b>ACHIEVEMENT</b>	<p style="text-align: center;"><b>Sample Question</b></p> <p style="text-align: center;"><b>Subject-specific competency: <i>Interprets a social phenomenon using the historical method</i></b></p> <p style="text-align: center;"><b>Evaluation criterion: Rigour of the interpretation</b></p> <p>In order to interpret the social phenomenon <i>Societal choices in contemporary Québec</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 constitutional debates since the 1980s have led Quebecers to make economic, political and cultural societal choices.</i></p> <p>Adult learners may examine a variety of sources in order, for example:</p> <ul style="list-style-type: none"> <li>• to use diverse documents to: <ul style="list-style-type: none"> <li>○ establish explanatory factors for agreements with Indigenous peoples since the 1980s (e.g. the causes and consequences of the <i>Paix des Braves</i>)</li> <li>○ analyze the social and economic challenges of the welfare state</li> <li>○ explain government policy choices for dealing with the aging of the Québec population</li> </ul> </li> </ul> <p>Adult learners may use various research and communication tools, such as:</p> <ul style="list-style-type: none"> <li>▪ audiovisual documents to: <ul style="list-style-type: none"> <li>○ explain ideological differences between anti-globalization, environmentalism and neo-liberalism</li> <li>○ justify their explanation of the constitutional debates and Québec's desire for autonomy</li> </ul> </li> </ul>
<b>INTEGRATION</b>	<p style="text-align: center;"><b>Self-Assessment</b></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"> <li>▪ use different learning strategies to: <ul style="list-style-type: none"> <li>○ illustrate, with the aid of a diagram, their understanding of the compulsory elements of the historical period from 1980 to our times</li> <li>○ create a relevant concept map, such as one showing connections between Québec's desire for autonomy and its language policies</li> </ul> </li> </ul>





## END-OF-COURSE OUTCOMES

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

After studying the period 1945-1980 and the social phenomenon *The modernization of Québec and the Quiet Revolution*, adult learners will be able to assess the economic development of post-war Québec. In addition, they will be able to weigh the impact of the changes in mentality and the modernization of society.

After studying the period from 1980 to our times and the social phenomenon *Societal choices in contemporary Québec*, adult learners will be able to recognize the effects of global movements on Québec. They will also be able to analyze the constitutional debate that is taking place in both Québec and Canada.

## 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 the competencies and the evaluation criteria.

**Table 14 – Competencies and Evaluation Criteria**

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

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