PROGRAM OF STUDY

HISTORY OF QUÉBEC AND CANADA

Subject Area: Social Sciences

Adult General Education

DBE
Diversified Basic Education

Québec

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Chapter 1

Introduction

1.1 Contribution of the Subject to the Education of Adult Learners

The *History of Québec and Canada* program is part of the social sciences subject area and contributes to adult education in a variety of ways. The program aims to enable adult learners to:

- acquire knowledge of the history of Québec and Canada
- develop the intellectual skills associated with the study of history
- develop critical thinking and discussion skills conducive to social participation

History as a subject is based on history as a scientific discipline, and helps adult learners develop historical thinking, that is, a set of intellectual skills that involves distancing themselves from the past and using a method of critical analysis—the historical method. By studying evidence from the past, whether it is taught to them or they learn it on their own, adult learners grasp the importance of situating past experience in its historical context. Historical thinking sharpens adult learners' critical judgment and develops intellectual rigour, preparing them for discussion of contemporary issues and for social participation.

The history classroom is a place where different points of view are considered, and where conflicts, contradictions and topics of consensus and division may be taken into account. It provides a space for the discussion of memory, identity and diversity.

1.2 Approach to the Subject

Studying the particular features of the path taken by a nation, a society or a group helps its members to view themselves from a long-term perspective and to construct their identity as active participants in the historical process. Analyzing the evidence of the past from a historical perspective leads to the establishment of facts, changes and continuities, and the identification of their causes and consequences. As a discipline, history entails a rigorous and methodical approach and has its own specific requirements.

1.3 Connections between the Subject and the Other Elements of the Diversified Basic Education Program

The teaching of history fosters the integration of the various elements of the Diversified Basic Education Program. The connections between the *History of Québec and Canada* program and the broad areas of learning, the cross-curricular competencies and the other areas of learning contribute to the development of the subject-specific competencies *Characterizes a period in the history of Québec and Canada* and *Interprets a social phenomenon.*

1.3.1 Connections With the Broad Areas of Learning

The broad areas of learning address contemporary issues that adult learners must confront in different areas of their lives. The Diversified Basic Education Program focuses on five broad areas of learning:

- Health and Well-Being
- Career Planning and Entrepreneurship
- Environmental Awareness and Consumer Rights and Responsibilities
- Media Literacy
- Citizenship and Community Life

These themes were chosen for their importance to society and their relevance to adult education. The broad areas of learning help adult learners understand how what they learn is related to other aspects of their daily lives.

The broad areas of learning raise issues that can serve as topics for a variety of learning situations within the context of the *History of Québec and Canada* program of studies. These learning situations can help adult learners to develop the various skills and attitudes set out in the broad areas of learning.

History is connected, to varying degrees, to the five broad areas of learning, especially *Citizenship and Community Life.*

1.3.2 Connections With the Cross-Curricular Competencies

Through the learning they acquire at school, adult learners develop a set of generic skills that transcend subject-specific competencies. The Diversified Basic Education, which calls these skills *cross-curricular competencies*, emphasizes the importance of learning contexts, usually subject-related, in their development. The cross-curricular competencies are exercised in interaction with each other and all make a significant contribution to the development of the competencies targeted by the history program. In characterizing a period in the history of Québec and Canada and interpreting a

social phenomenon, adult learners draw on learning that goes beyond the framework of the program. Cross-curricular competencies may be intellectual, methodological, personal and social, or communication-related.

Table 1 – Cross-Curricular Competencies

Category	Competency
Intellectual	Uses information
	Solves problems
	Exercises critical judgment
	Uses creativity
Methodological	Adopts effective work methods
	Uses information and communications technologies
Personal and social	Achieves his/her potential
	Cooperates with others
Communication-related	Communicates appropriately

Some of the cross-curricular competencies are essential to the development of intellectual skills related to the study of history:

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

1.3.3 Connections With the Other Subject Areas

The subjects enrich each other. It would be difficult to evaluate the exact contribution of any particular subject area to adults' learning in history; various subjects may play a role, depending on their focus. In the history classroom, adult learners read, write, analyze graphs and tables, solve problems and assign meaning to works of art and architecture. All of the programs have the potential to contribute to the characterization and interpretation processes in the *History of Québec and Canada* program. While it is hoped that adult learners will make instinctive or natural connections with respect to what they learn in different subjects, they must be encouraged to use certain elements of this learning when appropriate.

Chapter 2

Pedagogical Context

2.1 Learning Situations

Teachers plan teaching and learning sequences to facilitate the acquisition of knowledge and the development of the intellectual skills associated with the study of history through the exercise of competencies. Each sequence is structured around a topic or object of study and is designed to fulfill a specific purpose. Sequences vary in duration. Each sequence places adult learners in one or more comparable learning situations[1] that are meaningful, open and complex and that present challenges appropriate to their abilities.

A situation is meaningful when adult learners perceive the connections between problems they have already encountered, the learning they are in the process of acquiring and the relevance of its future applications. Characterizing periods in the history of Québec and Canada and interpreting social phenomena become fully meaningful when adult learners realize that these activities can give them a better understanding of the characteristics of their society, of other societies and of various social phenomena, past or present.

A situation is open if it enables adult learners to explore several avenues rather than only one, involves various tasks, favours the use of different types of research and communication media, and allows for different types of work by adult learners.

A situation is complex insofar as it requires the use of several elements of subject-specific content, allows adult learners to interrelate various elements and makes use of the key features of either or both competencies. It sometimes enables adult learners to make connections with the broad areas of learning, various cross-curricular competencies and the other subjects. It requires research and the selection and analysis of data, and calls for an approach based on various intellectual skills.

Since adult learners do not all learn at the same pace, teachers plan sequences that are flexible enough to permit differentiated instruction. This can be achieved, for example, by presenting new situations, by varying certain parameters of the context and means employed to carry out tasks, or by offering a choice of documents to be used.

[1] The *History of Québec and Canada* program includes two objects of study that help adult learners understand how to exercise the competencies. These two objects of study—the historical periods of Québec and Canada and social phenomena—determine the parameters of specific learning contexts in such a way that it becomes unnecessary to group learning situations of varying complexity into families of situations. Learning situations are thus intrinsically linked to the two objects of study.

2.2 Educational Resources

The study of the past is not carried out in a vacuum: critical analysis of sources is essential for characterization and interpretation. The history classroom is rich and stimulating when it provides adult learners with the opportunity to discover evidence of the words, actions, objects, techniques and everyday lives of historical actors that has come down to us over time. Rigour and discernment are called upon in working with sources. The sources are likely to be diverse in nature and may include written documents, visual documents and audiovisual documents or artifacts. Appendix 1 presents the different types of documents and suggests strategies for carrying out a critical analysis of them. It also explains how to use and produce technical tools commonly used in history, such as representations of time and historical maps.

Information and communications technologies (ICT) facilitate access to sources. Digital resources enable adult learners to consult large numbers of documents that provide them with a link to the past. These sources may serve in a variety of ways: they may provide adult learners with an entry point, help them establish facts or enable them to compare and contrast different interpretations. ICT also allow adult learners to keep a record of their research, and to summarize and map out this information. They may also facilitate conceptualization. Other relevant resources may be used in addition to ICT. Resources available in the adult learners' immediate surroundings, such as those showcased by their local historical society, their municipal or community administration, or eyewitness accounts by older people, can help them grasp realities that have affected Québec, Canada and countries around the world. Visits to libraries, museums and archives may also help adult learners gain a better understanding of history. The staff at these institutions can guide adult learners and help them to enrich their knowledge of the past. Indeed, these individuals embody the concern to preserve the memory of a society.

Chapter 3

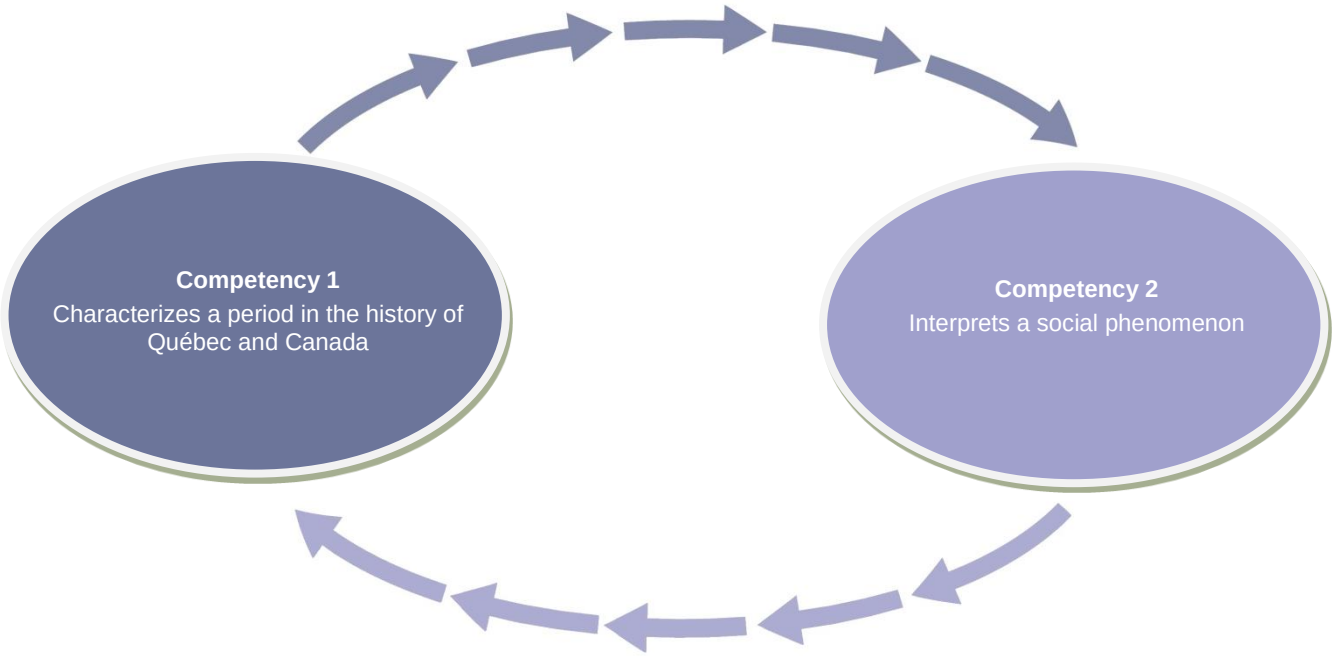
Subject-Specific Competencies

3.1 How the Subject-Specific Competencies Work Together

A subject-specific competency is defined as the ability to act effectively by mobilizing a range of resources developed through the subjects in a program of study.

The *History of Québec and Canada* program targets the development of two subject-specific competencies, as illustrated below:

Diagram 1 – How the Subject-Specific Competencies Work Together



These two closely related competencies are of equal importance in the education of adult learners. As the diagram shows, they are developed together and in interaction, drawing on the same subject-specific content and in learning situations that call for the use of both competencies.

When adult learners characterize a period in the history of Québec and Canada, they establish a framework for interpretation. When interpreting a social phenomenon, they use the historical method and support their interpretation by referencing a set of distinctive features. At any time during the interpretation, they may revisit the characterization of the relevant historical period to answer new questions.

3.2 Competency 1: Characterizes a period in the history of Québec and Canada

3.2.1 Focus of the Competency

To characterize a period in the history of Québec and Canada, adult learners must distance themselves from the past and establish the historical facts in a rigorous manner. The relevance of the facts varies according to whether or not they reflect the particular features of the path taken by a nation, a society or a group. Facts concern periods that are delineated by significant events. Characterizing a period in the history of Québec and Canada involves identifying the distinctive features of the period, establishing connections among them and describing them. These features constitute historical facts that have been established regarding a given period and a given territory whose natural features make it possible to understand the settlement of the territory.

Adult learners acquire and develop the intellectual skills essential to the study of history mainly through the establishment of historical facts. By accessing sources, dating them and establishing their origin, adult learners retrace the events that have marked the history of Québec and Canada. They discover that most of them have several aspects, which are cultural, economic, political, social and territorial in nature. They identify actors who took part in the events or witnesses who described them. They note the actions and words of the characters, groups, governments and others that took these actions or gave expression to them.

The relationship with time is of primary importance in the study of history. The prescribed historical periods serve as a guide to establishing chronology. Dates constitute reference points, but are not sufficient in themselves. When characterizing a period in the history of Québec and Canada, adult learners give shape to history, taking into consideration what happened before and after events in order to establish the chronology and thus to situate the events in their context. This task, a prerequisite for analyzing change and continuity, reveals the unexpectedness of certain events, the sequence of some and the simultaneity of others. The relationship with time is key to the diachronic and synchronic analysis that is sometimes required when characterizing a period and interpreting a social phenomenon. To consider duration, adult learners must form an adequate representation of time.

History and geography are each subjects in their own right. Since history belongs to a concrete, specific space, it cannot be understood without taking into account geographical features. When adult learners study history, they acquire and use geographical knowledge to situate in space the actions and events they have uncovered by establishing the facts. Whenever it is necessary, adult learners identify the geopolitical boundaries of territories. They identify the evidence of territorial settlement and the natural features that help explain the settlement. They also refer to various geographic scales, since establishing facts sometimes involves locating other territories.

Characterizing a period in the history of Québec and Canada allows adult learners to establish a framework for the interpretation of a social phenomenon. The first competency basically involves establishing a set of distinctive features that are integrated into a coherent whole by the description of part or all of the period studied. In characterizing a period, adult learners rigorously establish facts and situate them in time and space; they link several facts in order to describe how things were at that time.

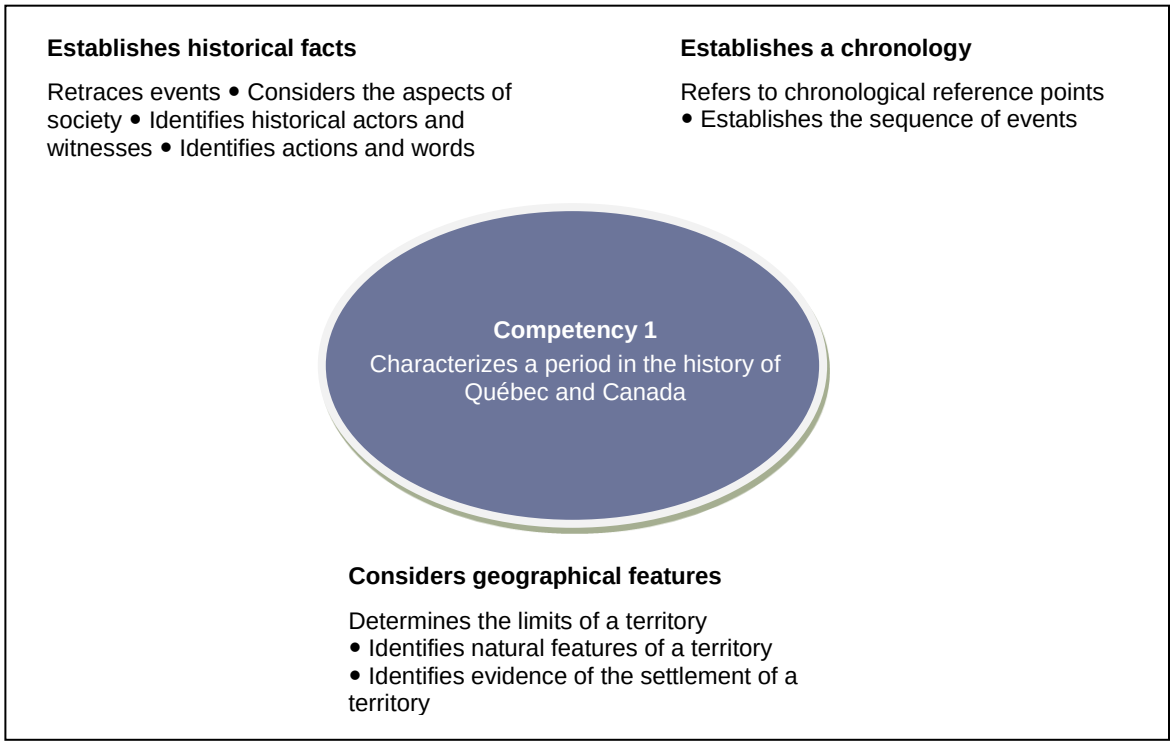
Characterizing a period in the history of Québec and Canada requires the use of sources and contributes to the development of a set of intellectual skills that are associated with the study of history, particularly conceptualization, comparison and synthesis. In no way do the key features, summarized in the diagram on the following page, constitute a linear process; they are brought into play in a dynamic way and are combined to provide a better overview of the distinctive features of a period in the history of Québec and Canada. Characterizing a period in the history of Québec and Canada fosters the development of historical thinking, which in turn prepares adult learners for the discussion of current issues and for social participation.

The evaluation of learning focuses on the acquisition of knowledge, the performance of intellectual operations (that is, know-how related to the key features of the competencies), and the application of these competencies. The teacher relies on observable and measurable evidence to form a judgment based on the evaluation criteria specified in the Definition of the Evaluation Domain.

3.2.2 Key Features and Manifestations of the Competency

The diagram below shows the key features and manifestations of Competency 1.

Diagram 2 – Key Features and Manifestations of Competency 1



3.3 Competency 2: Interprets a social phenomenon

3.3.1 Focus of the Competency

To interpret a social phenomenon, adult learners must distance themselves from the past and use a method of critical analysis—the historical method—as well as a rigorous approach. The use of this method provides an opportunity to acquire or improve the intellectual skills associated with the study of history. The historical method, whose basic principles are applied in this competency, is not employed in a vacuum. It makes use of learning, such as the knowledge acquired in characterizing a period, which adult learners now employ in other contexts and develop further through the interpretation process. Interpreting a social phenomenon means assigning meaning to it and explaining it. A social phenomenon encompasses all of the cultural, economic, political, social and territorial aspects of society. Once the object of interpretation is defined, it is analyzed. A number of considerations related to the historical perspective must be taken into account in order to ensure the validity of the interpretation.

In studying the particular features of the path taken by a nation, a society or a group, numerous concerns emerge. First, adult learners must define the object of interpretation, the social phenomenon. By taking into consideration all of the aspects of society, they identify the relevant aspects of the Québec, Canadian, North American and world socio-historical context, that is, the prevailing conditions at the time of the events relating to the social phenomenon being studied. They reflect, alone or with others, on the combination and interaction of these conditions and of human actions. Lastly, they begin their analysis by formulating tentative explanations that are historically relevant and that they will seek to prove or disprove throughout the interpretation process.

Analyzing a social phenomenon is a key feature of the competency *Interprets a social phenomenon*. It is based on adult learners' critical assessment of the phenomenon according to the angle suggested by the wording used to describe it. When adult learners analyze a social phenomenon, they establish changes and continuities related to it, attempt to assign limits to its duration, and identify causes and consequences of these changes and continuities. Since not all causes have the same effect, nor all consequences the same impact, adult learners must determine the results of these causes and consequences in the short, medium and long term, as well as from one period to another, where necessary. Adult learners observe that, viewed from different perspectives, change may sometimes create advantages and sometimes disadvantages.

Change results from the interaction between actions and general circumstances at any given time. These actions and circumstances must be seen in perspective because they belong to a particular frame of reference, often far removed from contemporary standards and concerns. Adult learners seek to ensure that their interpretation is valid by avoiding presentism as far as possible and by adopting a historical perspective. Accordingly, they try not to view the social phenomena of the past in current terms and they identify the actors' intentions as well as the beliefs and values that underlie their

actions, situating them in their respective historical contexts. Adult learners either infer these beliefs and values from their sources or derive them from the interpretations of witnesses or historians. Consideration of several interpretations sheds light on certain debates regarding the interpretation of the particular features of the path taken by Québec society.

Interpreting a social phenomenon enables adult learners to assign meaning to it and to explain it. Interpretation is based on a rigorous approach and the historical method, of which the key features of the competency are an adaptation. Defining the object of interpretation and analyzing a social phenomenon, whether with a focus on general or specific considerations, enable adult learners to establish changes and continuities, determine their causes and consequences, and ensure the validity of their interpretation by taking into account the frame of reference of the authors of their sources as well as other interpretations. The interpretation leads adult learners to explain why things were a certain way.

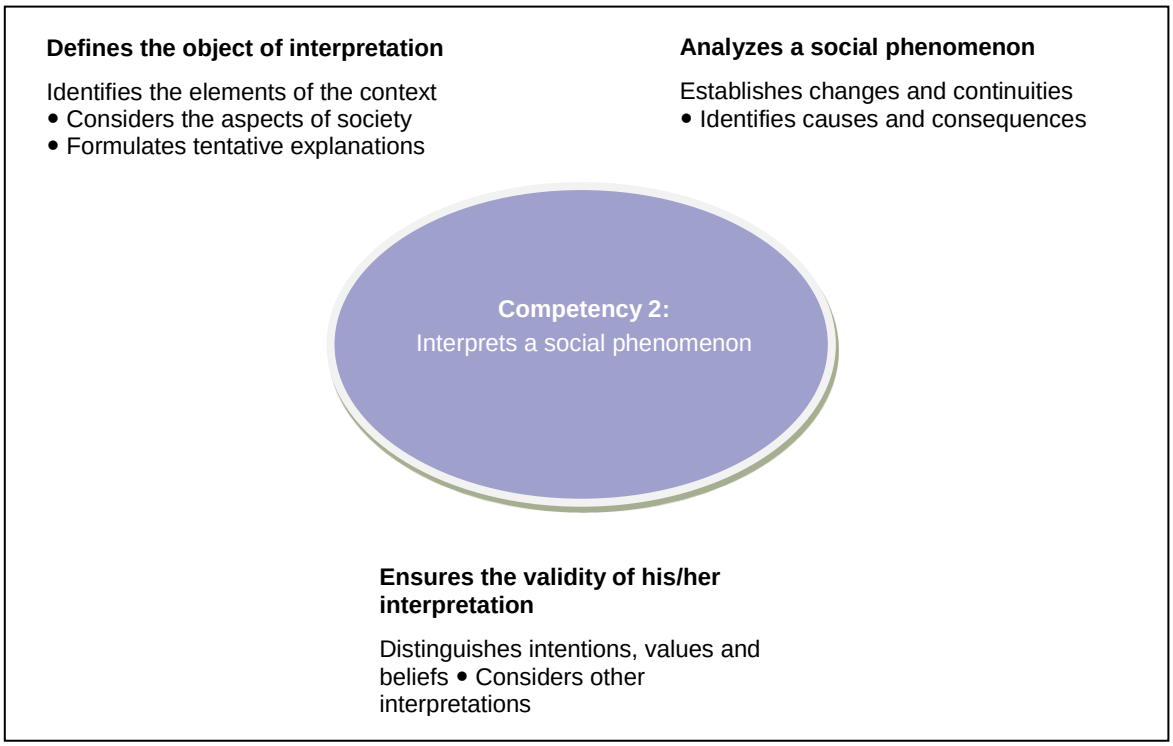
Interpreting a social phenomenon requires the use of sources and contributes to the development of a set of intellectual skills that are associated with the study of history, such as conceptualization, analysis, examination of different interpretations, comparison and synthesis. Although the historical method presents characteristics of a linear process, interpretation cannot be reduced to a number of steps. The key features of the competency, summarized in the diagram on the following page, combine to foster the interpretation of a social phenomenon, the changes that shaped it and the traces it left on subsequent periods. Interpreting a social phenomenon promotes the development of historical thinking, which in turn prepares adult learners for the discussion of current issues and for social participation.

The evaluation of learning focuses on the acquisition of knowledge, the performance of intellectual operations (that is, know-how related to the key features of the competencies), and the application of the competencies. The teacher relies on observable and measurable evidence to form a judgment based on the evaluation criteria specified in the Definition of the Evaluation Domain.

3.3.2 Key Features and Manifestations of the Competency

The diagram below shows the key features and manifestations of Competency 2.

Diagram 3 – Key Features and Manifestations of Competency 2



3.3.3 Historical Method

Adult learners use the historical method when analyzing social phenomena. The historical method involves the following:

1. identifying a problem, which may come to light during the characterization of a turning point related to a social phenomenon
2. developing a hypothesis as a tentative explanation
3. collecting data by consulting primary and/or secondary sources
4. analyzing data, usually through internal and external source criticism
5. interpreting structural causes (laws, governments, capitalism, etc.), situational causes (drought, immigration, etc.), short- and long-term consequences, as well as changes and continuities in relation to either an earlier period or to the present
6. validating by comparing compiled information with that from other sources or other interpretations

Chapter 4

Subject-Specific Content

4.1 Elements of the Subject-Specific Content

The subject-specific content of the *History of Québec and Canada* program in adult education is divided into four courses, each lasting fifty hours. It is organized in chronological order. The first two courses focus on the origins of the history of Québec and Canada to 1840, whereas the other two cover the period from 1840 to our times.

The elements of the subject-specific content, that is, the periods, social phenomena, historical knowledge and concepts, are contextualized in texts accompanied by succinct timelines that allude to certain circumstances, historical actors and events among those referred to in the Knowledge to be Acquired sections. These background texts do not cover all aspects of the characterization or interpretation process; their purpose is to clarify the general context in which the main events take place and the various aspects of society interact. They provide the teacher with guidelines for the selection of focuses for the study of the periods and social phenomena through the use of the competencies. Each text is followed by a diagram summarizing the subject-specific content.

4.1.1 Periods in the History of Québec and Canada

Periodization involves dividing time into segments to facilitate the study of history. A period, the object of study of the competency *Characterizes a period in the history of Québec and Canada,* is defined by turning points or watershed events. Periodization is constructed; it can be debated and may vary depending on the topic studied. Since facts and events do not hold the same meaning for everyone, the establishment of historical periods for a nation, society or group must be based on consideration of the particular features of the path it has taken in relation to all aspects of society.

The periodization used in this program is designed to make the specific nature of Québec society intelligible within the Canadian, North American and world socio-historical context. The event that the last year of a period refers to is the starting point for the study of the following period, which is indicated at the beginning of each timeline. Only the beginning of the first period studied and the end of the last period covered do not constitute turning points.

4.1.2 Social Phenomena

The term *social phenomenon* refers to human action in a given socio-historical context. A social phenomenon, the object of study of the second competency, *Interprets a social reality*, encompasses all the aspects of society: cultural, economic, political, social and territorial. The social phenomena covered in this program are social phenomena of the past. Each period in the history of Québec and Canada presents a set of social phenomena, one of which has been highlighted. The choice is based on the association of this phenomenon with major changes in the history of Québec society and with the construction of the identity of its members. The social phenomena are presented in chronological order. Each phenomenon concerns one of the historical periods covered in the program.

The formulation of the social phenomena sets out the educational aim, the dimensions that must be taken into account throughout the analysis of changes and continuities and of their causes and consequences. The background texts provide context for the periods and contain the formulations used regarding the social phenomena, which suggest how the objects to be interpreted may be conceived as problems. The social phenomena allow adult learners to limit their interpretation to the particular features of the history of Québec and Canada, and help them to apply the basic principles of the historical method. These phenomena highlight the interactions among the various aspects of society and foster the establishment of connections between political history and social history.

4.2 Knowledge

4.2.1 Concepts

A concept is a mental representation of a concrete or abstract object of knowledge. Certain concepts lend themselves to generalization. In the *History of Québec and Canada* program, adult learners can apply them to periods or social phenomena other than those for which they were originally constructed, in which case the concepts acquire new features. As conceptualization requires adult learners to use a range of strategies and knowledge, the development of concepts, which enhances their capacity to exercise competencies, provides them with valuable intellectual tools.

Concepts form a part of the shared cultural knowledge of different societies. As their construction is never entirely completed, they are descriptive rather than normative. Since most adult learners have already formed an initial representation—even if it is mistaken or incomplete—of the concepts to be constructed, work on conceptualization in the classroom is designed to enable them to move from preconceptions to more functional, formal concepts. Among the strategies teachers and adult learners may use for this purpose are analogy, counter-example, comparison, inference, deduction and induction.

The study of history leads to the development of many concepts. In the *History of Québec and Canada* program, the construction of a limited number of specific concepts is prescribed. They constitute a fundamental but not exclusive basis for the development of the ability to conceptualize. They have been chosen for their relevance to the periods and social phenomena, which they help adult learners understand, and for their role in the representation of the aspects of society. In addition to the specific concepts, there are common concepts, which are addressed in all of the social science programs. An understanding of the common concepts facilitates the study of history. The construction of concepts is essential for purposes of characterization and interpretation; the prescribed concepts concern both periods and social phenomena.

The program concepts are not set out in any specific statement in the Knowledge to be Acquired sections. They are mentioned in the text presenting each period and social phenomenon concerned and presented in the diagram that follows each text.

4.2.2 Historical Knowledge

Historical knowledge is central to the development of the subject-specific competencies. Adult learners consolidate knowledge by using it, and acquire knowledge by developing competencies through characterization and interpretation. Acquisition can only really occur when knowledge is used in appropriate ways in contexts that foster the establishment of connections between elements of knowledge and the recognition of their complexity.

The Knowledge to be Acquired sections are made up of essential knowledge selected from within current knowledge concerning the topics addressed in the program, which adult learners are expected to acquire by characterizing a period in the history of Québec and Canada and interpreting a social phenomenon. This knowledge is not specific to either of the competencies and may therefore be used for purposes of both characterization and interpretation. Since the selection of knowledge is based on the particular features of the period and of the social phenomenon studied, the knowledge is not repeated from one period or social phenomenon to another if no significant change has occurred; the study of continuities requires that knowledge about earlier periods and social phenomena be taken into account.

The richness and diversity of the learning situations presented to adult learners favour the acquisition of all the historical knowledge in the program. This is outlined in the Knowledge to be Acquired sections that follow each of the subject-specific content diagrams. Knowledge is not presented in a chronological or hierarchical manner in these sections. It is interrelated and covers all aspects of society.

The *Knowledge to be Acquired* sections include knowledge about geography which permits adult learners to situate actions and events in space. Geographical knowledge is referred to when it is necessary for characterizing a period and interpreting a given social phenomenon.

4.3 Cultural References

Culture concerns all the social phenomena associated with a nation, society or group. These phenomena have to do with ways of life, habits and customs, values and beliefs, knowledge, achievements, traditions, institutions, etc. from a given era. Culture encompasses a set of artistic, linguistic, territorial, sociological, historical and other aspects.

In the history classroom, cultural references may take various forms such as an event, a media product or an infrastructure, as long as they can be used to examine social phenomena or significant trends. They may also be heritage items, territorial references, works of art, scientific discoveries, public personalities, etc.

The very nature of the subject makes history a rich vehicle of learning in the area of culture. Using cultural references in the history classroom would thus seem to be a given. In particular, cultural references facilitate conceptualization and synchronic and diachronic comparison, and help adult learners construct their identity. The *History of Québec and Canada* subject-specific content is composed of cultural references that must be taken into account in lesson planning.

4.4 Techniques

The study of the periods and social phenomena in the *History of Québec and Canada* program requires adult learners to use techniques to find information and communicate research findings. These techniques build on those used in the other social science programs. They are not taught specifically as such, but their repeated use helps adult learners become proficient in them. The techniques presented in Appendix 2 are as follows:

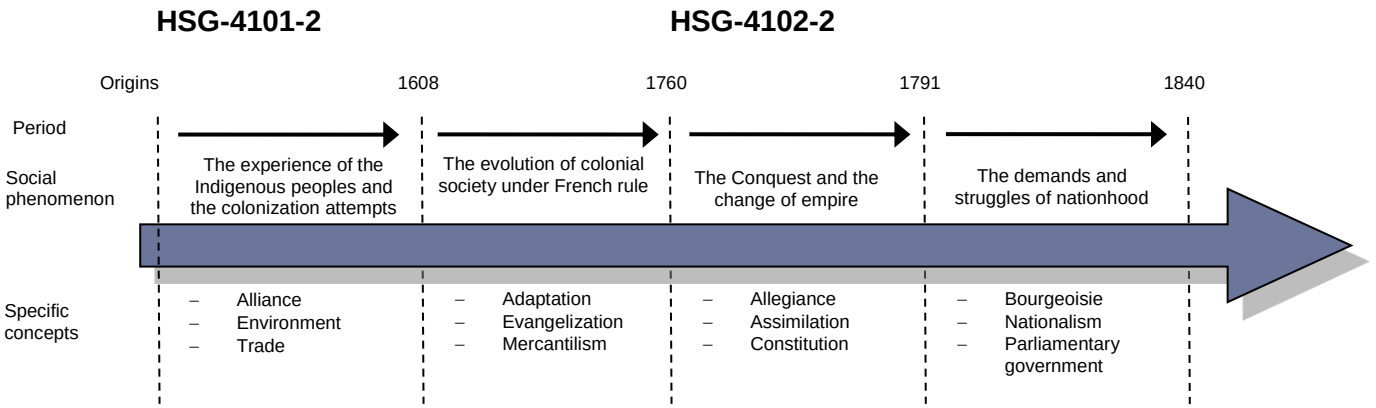
- using and creating representations of time
- using and creating historical maps

Chapter 5

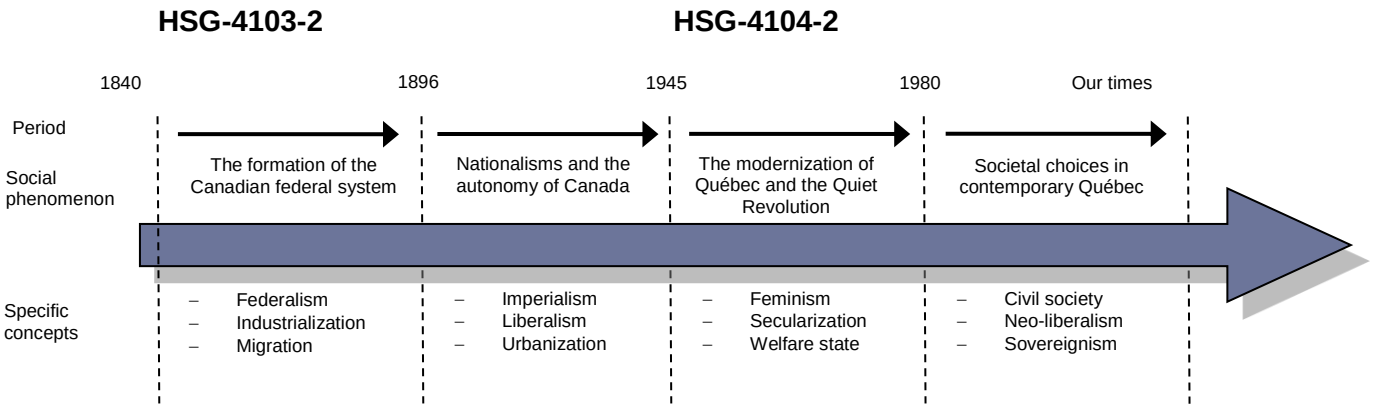
Organization of the Courses in the Program

The following diagram presents the periods in the history of Québec and Canada and the social phenomena that form the basis for the development of the competencies *Characterizes a period in the history of Québec and Canada* and *Interprets a social phenomenon*. The diagram provides an overview of the program courses. It indicates the specific concepts that relate to the period and the social phenomenon concerned, as well as the common concepts stemming from the aspects of society addressed in all of the social science programs. Appendix 3 provides a summary of the *History of Québec and Canada* program.

Diagram 4 – Overview of the Program



Common concepts: culture, economy, power, society, territory



Common concepts: culture, economy, power, society, territory

The table below shows how the courses are divided up.

Table 2 – Division of the Courses

Course	Period	Social Phenomenon	Number of Hours	Number of Credits
History of Québec and Canada: Origins to 1760 **HSG-4101-2**	Origins to 1608	The experience of the Indigenous peoples and the colonization attempts	50	2
	1608-1760	The evolution of colonial society under French rule		
History of Québec and Canada: 1760-1840 **HSG-4102-2**	1760-1791	The Conquest and the change of empire	50	2
	1791-1840	The demands and struggles of nationhood		
History of Québec and Canada: 1840-1945 **HST-4103-2**	1840-1896	The formation of the Canadian federal system	50	2
	1896-1945	Nationalisms and the autonomy of Canada		
History of Québec and Canada: From 1945 to Our Times **HST-4104-2**	1945-1980	The modernization of Québec and the Quiet Revolution	50	2
	From 1980 to our times	Societal choices in contemporary Québec		

Chapter 6

Courses

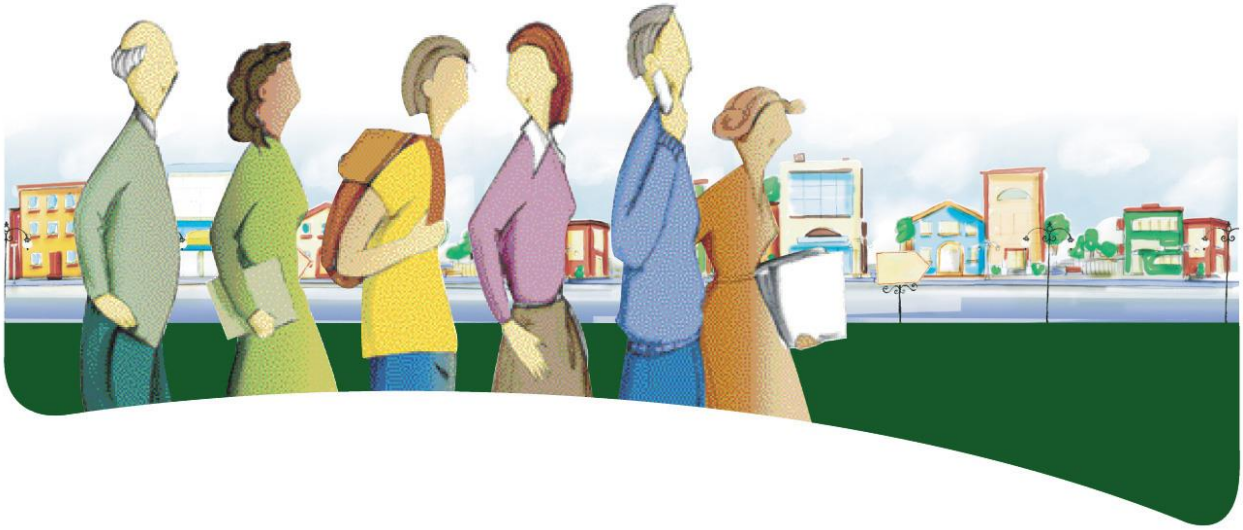
Information on each course in the *History of Québec and Canada* program is presented under the following nine headings:

Headings
Introduction
Subject-Specific Competencies
Historical Method
Cross-Curricular Competencies
Subject-Specific Content
Broad Areas of Learning
Example of Elements of a Learning Situation
End-of-Course Outcomes
Evaluation Criteria for Subject-Specific Competencies

HSG-4101-2

History of Québec and Canada: Origins to 1760

History of Québec and Canada



HSG-4101-2 History of Québec and Canada: Origins to 1760

INTRODUCTION

The *History of Québec and Canada: Origins to 1760* 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 its origins to 1760.

The aim of the *History of Québec and Canada: Origins to 1760* 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 3 – Key Features of Subject-Specific Competencies

Competency 1 Characterizes a period in the history of Québec and Canada	Competency 2 Interprets a social phenomenon
▪ Establishes historical facts ▪ Establishes a chronology ▪ Considers geographical features	▪ 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: Origins to 1760* course focuses on the following periods and social phenomena:

1. *Origins to 1608* — *The experience of the Indigenous peoples and the colonization attempts*
2. *1608-1760* — *The evolution of colonial society under French rule*

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 4 presents the compulsory elements of the subject-specific content.

Table 4 – Compulsory Elements of the Subject-Specific Content for HSG-4101-2

	Compulsory Elements	
Objects of Study	Origins to 1608	1608-1760
	The experience of the Indigenous peoples and the colonization attempts	The evolution of colonial society under French rule
Common Concepts	– Culture – Economy – Power – Society – Territory	
Specific Concepts	– Alliance – Environment – Trade	– Adaptation – Evangelization – Mercantilism
Historical Knowledge	– First occupants of the territory – Social relationships among the Indigenous peoples – Decision making among the Indigenous peoples – Indigenous trade networks – Alliances and rivalries among the First Nations – First contacts – Exploration and occupation of the territory by the French	– Monopoly of the chartered companies – Royal Government – French territory in America – First Nations warfare and diplomacy – Fur trade – Catholic Church – Population growth – Cities in Canada – Seigneurial system – Economic diversification – Adaptation of the colonists – Indigenous populations – Intercolonial wars – War of the Conquest

Period	Social phenomenon
Origins to 1608	The experience of the Indigenous peoples and the colonization attempts

According to the Asian migration hypothesis and current research on the subject, thousands of years ago, when the climate facilitated access to northwestern America, certain peoples from Asia tracking game crossed land bridges freed from ice to reach the central and southern parts of the continent. Northeastern North America was settled about 15 000 years ago, with the advent of milder weather. Successive waves of migration continued over the centuries.

A number of groups, who were originally nomadic, gradually became sedentary when conditions improved. The Indigenous peoples' way of life was shaped by the relationship they maintained with their environment and the available resources in the territory. They lived by hunting, fishing, gathering and farming to varying degrees, depending on the territory they occupied. According to the seasons, they obtained what they needed from the environment and engaged in trade to compensate for resources they lacked and to maintain relations with other peoples.

In the 1500s, the territory that is currently Québec was occupied by peoples with their own languages, customs and beliefs. Whether allies or rivals, they had autonomous social and political structures that formed the basis for the way they made decisions. Although every Indigenous group was unique, the First Nations and the Inuit nation had a number of common characteristics. The Iroquois, Algonquians and Inuit shared the resources of the Appalachians, the St. Lawrence Valley and the Canadian Shield. All maintained reciprocal relationships. They saw themselves as one element in a vast whole, the preservation of whose balance formed the heart of their world view. They did not constitute the focal point of their environment.

The 16th century witnessed an increase in contact between the Indigenous peoples and Europeans. The Basque hunters and Norman and Breton fishermen who frequented the waters and the shores of the eastern North America continent discovered many marine mammals and rich stocks of fish from which they would profit for centuries to come. In the course of their voyages, they forged relationships with the first occupants of the territory. The colonization efforts sponsored by the French Crown intensified these relationships.

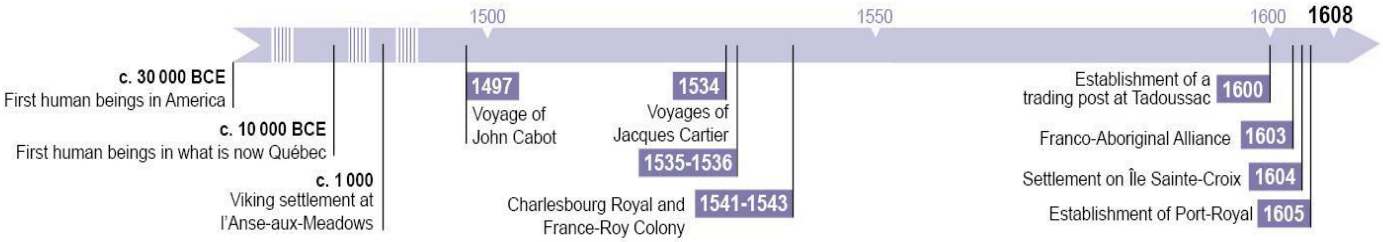
Jacques Cartier and other explorers seeking wealth used the experience of the Indigenous peoples in attempting to tame what they saw as a vast and rugged country. The contrast between the European and Indigenous perspectives coloured these initial contacts. These differing perspectives led to mutual misunderstanding, but nonetheless provide a sense of their perception of the advantages and disadvantages of their relations.

The relations between Indigenous peoples and Europeans formed the basis on which French colonization in America was organized. Indigenous trading networks, alliances and knowledge of the territory and its resources were assets from which the French benefited. The events of this period in

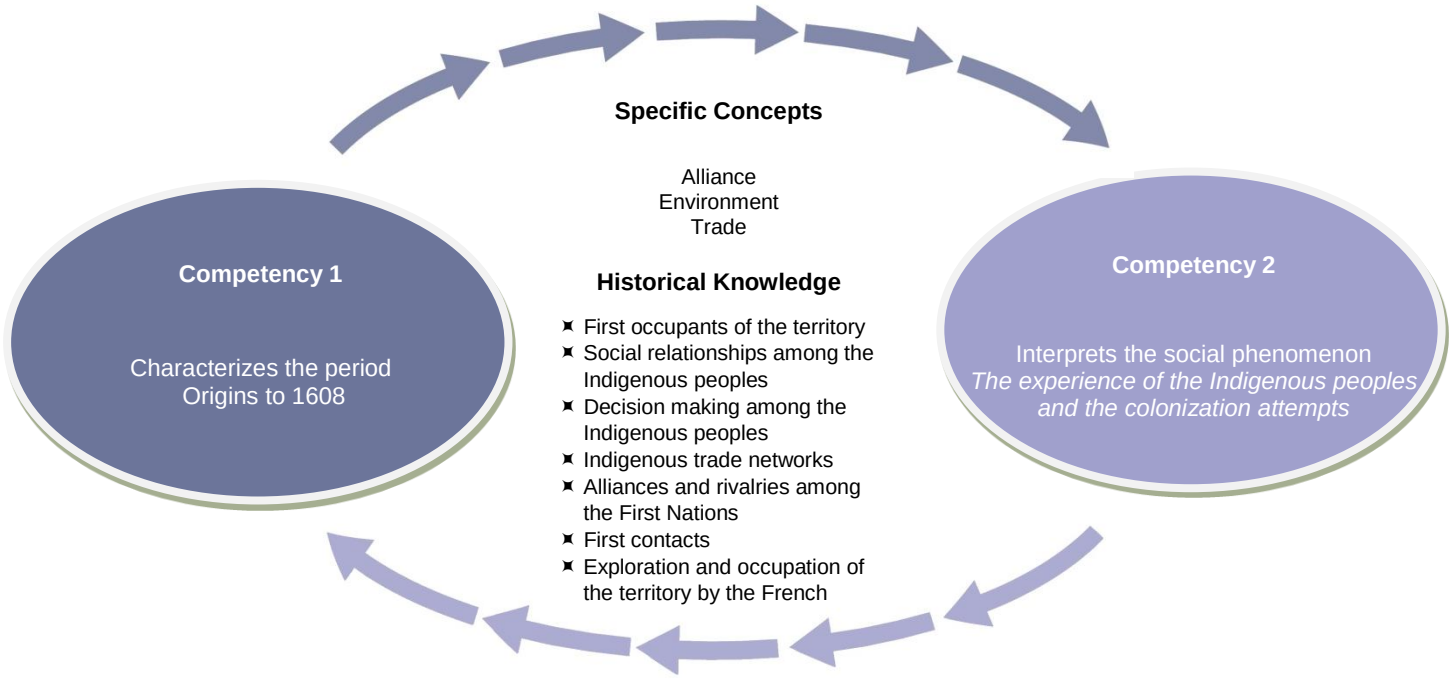
the history of Québec and Canada laid the groundwork for the emergence of a French society in America.

To characterize the period Origins to 1608, the 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 Indigenous peoples and of the various actors who influenced the path taken by society. In order to describe how things were at the time of initial contact between the Indigenous peoples and Europeans, the adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The experience of the Indigenous peoples and the colonization attempts.* The interpretation process involves explaining how relations among the Indigenous peoples and their knowledge of the territory contributed to the exploitation of its resources by the French and to their attempts at settlement. 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 the adult learners to ensure the validity of their interpretation.



Period	Social phenomenon
Origins to 1608	The experience of the Indigenous peoples and the colonization attempts



Knowledge to be Acquired

Period	Social phenomenon
Origins to 1608	The experience of the Indigenous peoples and the colonization attempts

First occupants of the territory
a. Migrations that led to the settlement of northeastern America
b. Language families
c. First Nations and Inuit nation
d. Occupied territory
e. Ways of life
Social relationships among the Indigenous peoples
a. Matrilineal and patrilineal structures
b. Shamanic tradition
c. Child-rearing
d. Sharing of goods
e. Oral tradition
f. Gifts and counter-gifts
Decision making among the Indigenous peoples
a. Appointment of chiefs
b. Role of chiefs and elders
Indigenous trade networks
a. Economic activities
b. Trade among nations
c. Scope of trade networks over the continent
d. Use of waterways
Alliances and rivalries among the First Nations
a. System of alliances
b. Objects of rivalry
c. Wars
d. Fate of prisoners

First contacts
a. Situation in Europe
b. European explorations in America
c. European fisheries and whale hunting
d. Products traded between Indigenous peoples and Europeans
e. Perspectives of the Indigenous peoples
Exploration and occupation of the territory by the French
a. First voyages of Jacques Cartier
b. Settlement colony at Cap-Rouge
c. Other French colonization attempts in northeastern America
d. Franco-Aboriginal Alliance of 1603

Period	Social phenomenon
1608-1760	The evolution of colonial society under French rule

The end of the wars of religion, formally recognized by the Edict of Nantes, restored social order in France. The Crown, temporarily freed from infighting, put the colonization of North America back on the agenda. The King granted chartered companies a monopoly of the fur trade. The settlement of French subjects in New France seemed essential to the rise of France. Although at Tadoussac, where the French established their first alliance with Indigenous nations in 1603, the only priority was to meet the requirements of trade, the Port-Royal settlement in Acadia received about 80 colonists in 1605. However, not until Samuel de Champlain founded Québec in 1608 was a permanent settlement established in New France.

The colony's prosperity depended on its economic and social development and on the mother country's mercantilist policy. Champlain made alliances with the Algonquin, the Innu (Montagnais) and the Huron-Wendat (Huron), whose knowledge of the territory promoted the economic and territorial expansion of the fur trade and the adaptation of the colonists. Successive chartered companies led the colony: the economy was heavily focused on one product and population growth was slow.

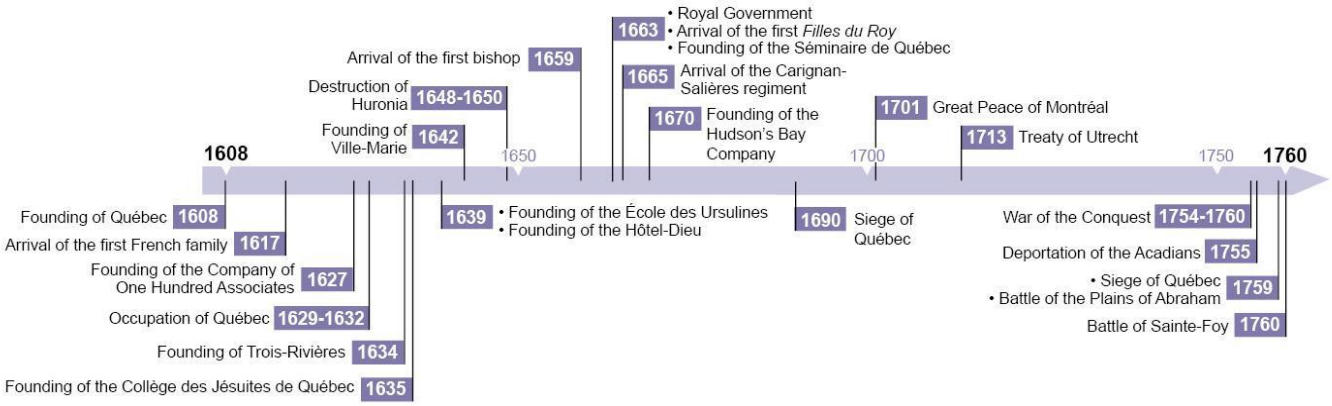
European administrative structures—which developed first in the cities—and social structures were reproduced and then adapted to the context of New France. The seigneurial system, which organized the distribution and settlement of land, marked the connections between the colonists and the elites. Religious orders were active. Récollets, Jesuits and Ursulines sought to convert the Indigenous peoples and provided the colonists with support and guidance. Hospitals were founded and schools were built, largely through the initiative of female religious orders. Gradually, from one generation to another, the colonists took their distance from the mother country. Their circumstances required them to adopt a way of life compatible with the environment; the emerging society began to acquire its own identity. The *habitants* adapted to the territory, in part by borrowing certain objects and dietary habits from the Indigenous peoples. In trade, each side pursued its own interests, sometimes to the detriment of its trading partner. As the colony developed, some Indigenous populations became more fragile, threatened in particular by epidemics and wars.

The establishment of Royal Government in 1663 marked a turning point. By making New France a royal colony, Louis XIV undertook its political and judicial reorganization, giving it a sovereign council, among other things. While the governor commanded the army and oversaw diplomacy with the First Nations, the intendant introduced a set of measures endorsed by the mother country to stimulate the economy and regulate the civil life of the *habitants*. Jean Talon, who arrived in 1665 and was the first intendant to reside in New France, developed trade and industry and promoted the increase of agricultural production. He encouraged the adoption and application of demographic policies that, although temporary, had repercussions on the natural growth of the population, particularly when women began arriving in large numbers.

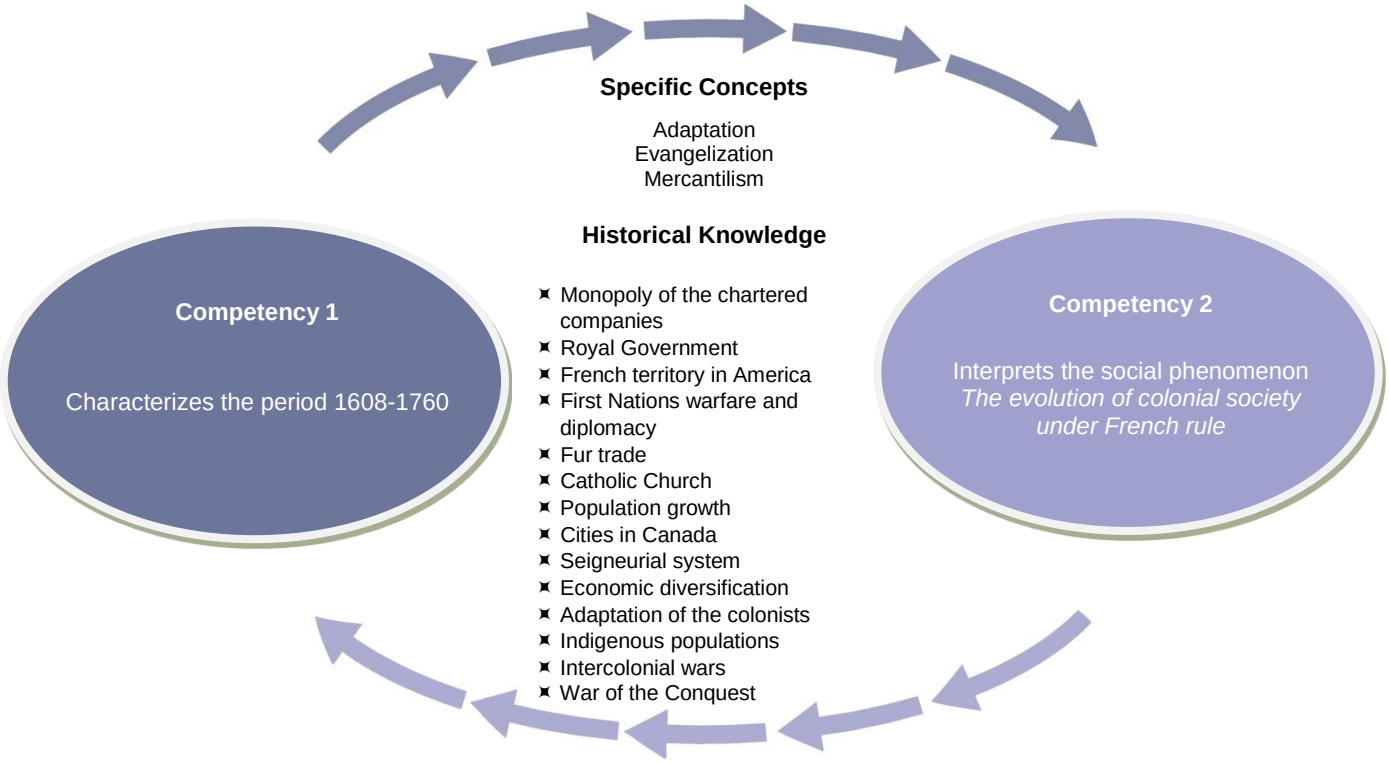
The territory of North America was vast and its resources were coveted. Competition for their exploitation gave rise to repeated hostilities between the Iroquois and other inhabitants of the colony. France and Great Britain attempted to establish their supremacy on the continent, as elsewhere in Europe, India and the West Indies. New France was the object of a rivalry that redefined its boundaries and influenced decisions concerning it. The years leading to the British conquest of New France were punctuated by intercolonial wars. Confrontations between British subjects, French subjects and their Indigenous allies in the Ohio Country, where the Seven Years' War began, spread to the disputed northeastern territories before extending to Québec, which fell to the British following a major siege and the battle of the Plains of Abraham.

To characterize the period 1608-1760, 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 New France, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The evolution of colonial society under French rule*. The interpretation process involves explaining the relations between the colonial society and France. 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 the adult learners to ensure the validity of their interpretation.



Period	Social phenomenon
1608-1760	The evolution of colonial society under French rule



Knowledge to be Acquired

Period	Social phenomenon
1608-1760	The evolution of colonial society under French rule

Monopoly of the chartered companies
a. Privileges and obligations of chartered companies
b. Mercantilism
c. First governors
Royal Government
a. Absolutism (the divine right of kings)
b. Minister of the Marine
c. Governor
d. Military organization
e. Intendant
f. Sovereign Council
French territory in America
a. First settlements in the St. Lawrence Valley
b. Fishing territory
c. Territory claimed
d. Occupied territory
e. British possessions
f. Treaty of Saint-Germain-en-Laye (1632)
First Nations warfare and diplomacy
a. Alliances with Europeans
b. Iroquois wars
c. Great Peace of Montréal
Fur trade
a. Exploitation of the resource
b. Exploration of the territory
c. Role of agents
d. *Congé de traite* (trade licence)

Catholic Church
a. Religious orders
b. Evangelization of Indigenous peoples
c. Social services and health care
d. Role of the bishop
e. Support and guidance for colonists
f. Establishment of parishes
Population growth
a. Social and geographic origins of immigrants
b. Settlement policy
c. *Filles du Roy*
d. Natural increase
Cities in Canada
a. Land use
b. Urban population
c. Slavery
d. Administrative and cultural centre
e. Public square
Seigneurial system
a. Social organization
b. Territorial organization
c. Social diversity of seigneurs
d. Daily life
Economic diversification
a. Obstacles to economic diversification
b. Measures taken by intendants
c. Agricultural activities
d. Artisanal work
e. Triangular trade
Adaptation of the colonists
a. European cultural footprint
b. Geographical distance from the mother country
c. Acclimatization
d. Relations with Indigenous peoples

Indigenous populations
a. *Domiciliés*
b. Acculturation
c. *Métissage*
d. Susceptibility to infectious diseases
Intercolonial wars
a. Colonial empires
b. Objects of colonial rivalries
c. Power relations
d. Treaty of Utrecht
e. Seven Years' War
War of the Conquest
a. Clashes in Ohio
b. Deportation of the Acadians
c. Capture of Louisbourg
d. British advance in the St. Lawrence Valley
e. Siege of Québec
f. Battle of the Plains of Abraham
g. Battle of Sainte-Foy
h. Canadian militia

B. Techniques

The study of the periods and social phenomena in the *History of Québec and Canada: Origins to 1760* 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. In order 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, *First Contacts*. 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.

<table>
<tr><td rowspan="6">PREPARATION</td><td colspan="2">First Contacts

Context

Northeastern North America was settled about 15 000 years ago as a result of successive waves of migration. A number of groups who were originally nomadic became sedentary, living on the resources the territory offered. In the 16th century, Indigenous peoples living in the territory of present-day Québec had their own political and social structures.

This is the context in which relations with Europeans were established.</td></tr>
<tr><td>Pedagogical Aim</td><td>To enable adult learners to characterize the period 1500-1608 and explain how relations among the First Nations and their knowledge of the territory contributed to the exploitation of its resources by the French and to the latter’s attempts at settlement.</td></tr>
<tr><td>Broad Area of Learning</td><td>Citizenship and Community Life</td></tr>
<tr><td>Educational Aim</td><td>To encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity.</td></tr>
<tr><td>Cross-Curricular Competency</td><td>Uses information</td></tr>
<tr><td>Subject-Specific Competencies
– Evaluation Criteria</td><td>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</td></tr>
</table>

ACHIEVEMENT

Sample Question

Subject-specific competency: *Characterizes a period in the history of Québec and Canada*

Evaluation criterion: Coherent representation of a period in the history of Québec and Canada

To characterize the period Origins to 1608 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 identify the distinctive features of the period pertaining to a given territory.

Describe distinctive features of the historical period Origins to 1608 from a cultural, social and territorial perspective.

Adult learners may wish to use a variety of research and communication tools, such as:

- a map to:
  - locate migratory movements that led to the settlement of northeastern North America
  - locate the hunting and fishing grounds used by Europeans (e.g. Basques and Bretons)
  - trace the first European explorations (e.g. Jacques Cartier's first voyages)
- a timeline to:
  - set out a sequence of key events (e.g. the first explorations in North America)
- information and communications technologies to:
  - describe the settlement of the territory (e.g. settlement at Cap-Rouge and current archaeological research about it)
  - describe cultural aspects of the Indigenous peoples (e.g. spirituality among the Algonquians and Iroquoians)

Adult learners may wish to examine a variety of sources, such as:

- written documents to:
  - characterize the social organization of Indigenous peoples (e.g. family connections among the Iroquoians)
  - describe relationships among Indigenous peoples (e.g. gift and counter-gift)
- visual documents to:
  - illustrate the way of life of the First Nations (e.g. the Iroquoian way of life)

ACHIEVEMENT

Sample Question

Subject-specific competency: *Interprets a social phenomenon using the historical method*

Evaluation criterion: Rigour of the interpretation

In order to interpret the social phenomenon *The experience of the Indigenous peoples and the colonization attempts*, 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.

Explain how relations among the Indigenous peoples and their knowledge of the territory contributed to the exploitation of its resources by the French and to their attempts at settlement during the historical period Origins to 1608.

Adult learners may examine a variety of sources in order, for example:

- to use diverse documents to:
  - establish explanatory factors (e.g. causes of major explorations)
  - determine the consequences of the first contacts in the 16th century (e.g. consequences of the exploration of the territory)
  - analyze changes or continuities (e.g. trade networks among Indigenous peoples)
  - establish the goals pursued by various actors (e.g. the Franco-Aboriginal Alliance)

Adult learners may use various research and communication tools, such as:

- audiovisual documents to:
  - explain societal changes that occurred among Indigenous peoples, by making connections between territorial and economic aspects
  - justify their explanation of the exploitation of resources by the French (e.g. relations among Indigenous peoples and their knowledge of the territory)

INTEGRATION

Self-Assessment

To develop subject-specific competencies, adult learners must be able to review their research process and the work they produce through various tasks that allow them to develop their capacities for critical judgment and synthesis.

What I learned, my difficulties, my solutions

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:

- use different learning strategies to:
  - illustrate, with the help of a graphic organizer, what they have learned or the difficulties they have encountered with regard to the compulsory elements of the period Origins to 1608
  - create a concept map to verify their understanding of the social phenomenon *The experience of the Indigenous peoples and the colonization attempts*

END-OF-COURSE OUTCOMES

By the end of the *History of Québec and Canada: Origins to 1760* course, adult learners will be able to characterize and interpret particular features of the history of Québec and Canada.

After studying the period Origins to 1608 and the social phenomenon *The experience of the Indigenous peoples and the colonization attempts*, adult learners will be able to recognize how, despite certain differences in their social structures and cultures, the First Nations shared comparable world views involving similar relations with the universe. In addition, they will be able to determine how the first contacts between France and the Indigenous societies were established.

After studying the period 1608-1760 and the social phenomenon *The evolution of the colonial society under French rule*, adult learners will be able to describe how the relations between the colonial society and France met the interests of the mother country and certain interest groups. They will also be able to determine how relations between France and New France shaped the development of colonial society.

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.

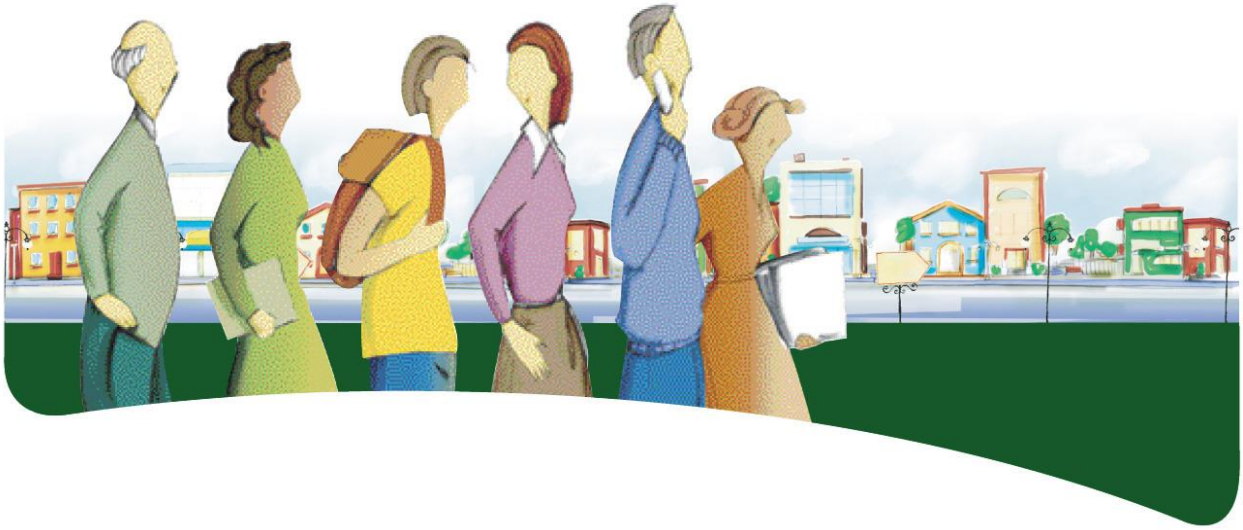
Table 5 – Competencies and Evaluation Criteria

Competency	Evaluation criteria
Competency 1 **Characterizes a period in the history of Québec and Canada**	– Appropriate use of knowledge – Coherent representation of a period in the history of Québec and Canada
Competency 2 **Interprets a social phenomenon**	– Appropriate use of knowledge – Rigour of interpretation

HSG-4102-2

History of Québec and Canada: 1760-1840

History of Québec and Canada



HSG-4102-2 History of Québec and Canada: 1760-1840

INTRODUCTION

The *History of Québec and Canada: 1760 -1840* 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 1760 to 1840.

The aim of the *History of Québec and Canada: 1760-1840* 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 6 – Key Features of Subject-Specific Competencies

Competency 1 Characterizes a period in the history of Québec and Canada	Competency 2 Interprets a social phenomenon
▪ Establishes historical facts ▪ Establishes a chronology ▪ Considers geographical features	▪ 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: 1760-1840* course focuses on the following periods and social phenomena:

1. *1760-1791* *The Conquest and the change of empire*
2. *1791-1840* *The demands and struggles of nationhood*

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 7 presents the compulsory elements of the subject-specific content.

Table 7 – Compulsory Elements of the Subject-Specific Content for HSG-4102-2

	Compulsory Elements	
Objects of Study	1760-1791	1791-1840
	The Conquest and the change of empire	The demands and struggles of nationhood
Common Concepts	– Culture – Economy – Power – Society – Territory	
Specific Concepts	– Allegiance – Assimilation – Constitution	– Bourgeoisie – Nationalism – Parliamentary government
Historical Knowledge	– Military regime – Royal Proclamation – Status of Indians – Instructions to Governor Murray – Protest movements – *Quebec Act* – American invasion – Loyalists – Colonial economy – Sociodemographic situation – Catholic Church – Anglican Church	– *Constitutional Act* – Parliamentary debates – Nationalisms – Liberal and republican ideas – Population – Rebellions of 1837-1838 – Capital and infrastructure – Agriculture – Fur trade – Timber trade – Migratory movements – British-American War of 1812 – Anglican Church – Durham Report

Period	Social phenomenon
1760-1791	The Conquest and the change of empire

The British army officially captured the city of Québec five days after the battle of the Plains of Abraham in 1759. Montréal, where French troops had fallen back, capitulated the following year in the face of the enemy's significant military deployment. The British controlled much of the territory of New France, which had been devastated by several years of war, leaving the population exhausted. Although the war between the mother countries continued on other fronts, a transformation got under way in the colony with the establishment of the military regime.

In keeping with the terms of the treaties of capitulation of 1759 and 1760, the social and administrative structures developed under French control were not systematically suppressed. The new administrators nonetheless adopted a set of measures to ensure the functioning of the colony. The fate of the population awaited the conclusion of the Seven Years' War. It was sealed in 1763 by the Treaty of Paris and the Royal Proclamation, which gave the new British colony its first constitution. The territory of the Province of Quebec, limited to the St. Lawrence Valley, was now a possession of the British Crown. The Royal Proclamation quelled a revolt by certain Indigenous nations, who were granted a vast territory to the west and north of the British colonies. In 1764, civilian government replaced the military administration, and provision was made for the application of English civil and criminal law.

The intentions of the British authorities were clear. The gradual assimilation of the new subjects into British culture was the desired goal. However, the first governors were conciliatory toward the predominantly rural *Canadiens*, who formed the vast majority of the colonial population. The French and Catholic character of the colony, which the British merchants deplored, underlay the concessions granted by James Murray and his successor, Guy Carleton. While disputes between Great Britain and the Thirteen Colonies multiplied, the British maintained relative peace in the Province of Quebec by ratifying the *Quebec Act* in 1774, and by fending off the American invasion.

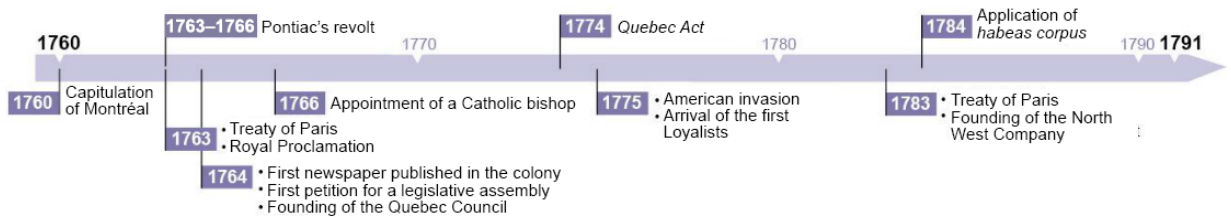
In the Province of Quebec, which had been deserted by certain members of the political and economic elite of the former French colony after the capitulation of Montréal, the top administrative positions were now mainly in British hands. Scottish merchants dominated the colonial economy, whose focal point continued to be the fur trade. New capital promoted economic recovery, to which the *Canadiens* and Indigenous peoples contributed in various ways. The colony's management was the responsibility of the governor and advisors loyal to the British Crown; *Canadiens* who wished to hold administrative positions had to swear allegiance to the latter. The practice of the Catholic religion remained dominant despite the royal instructions advocating the establishment of the Anglican Church. The handful of Catholic schools coexisted with an increasing number of Protestant schools.

The clergy and the *Canadien* seigneurs acquiesced to the policies of the first governors and later to those of the Crown, while the new *Canadien* professional bourgeoisie and some British merchants expressed dissatisfaction with the governance of the colony. The Loyalists, who arrived in the province

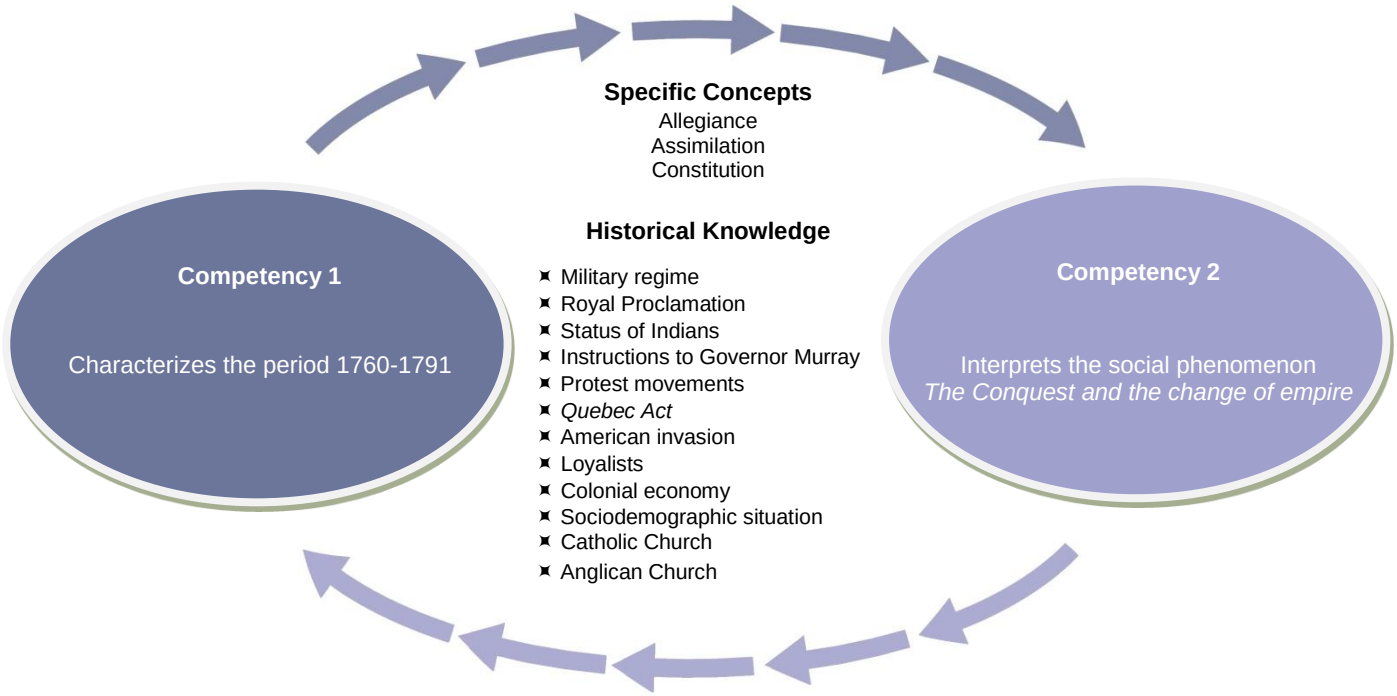
after the American Declaration of Independence, added their support to grievances about constitutional problems. The political and demographic circumstances, the demands expressed by a number of influential members of the colony and the many petitions sent to London contributed to the adoption of the *Constitutional Act*, which divided the Province of Quebec into two parts, and to the granting of a legislative assembly.

To characterize the period 1760-1791, 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 during the time when the colony was called the Province of Quebec, before the passing of the *Constitutional Act*, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The Conquest and the change of empire.* The interpretation process involves explaining how the change of empire affected colonial society. 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	Social phenomenon
1760-1791	The Conquest and the change of empire



Knowledge to be Acquired

Period	Social phenomenon
1760-1791	The Conquest and the change of empire

Military regime
a. Socio-political context
b. Capitulation of Montréal
c. Emigration of *Canadiens*
d. Reconstruction of the colony
e. Military administration of the colony
f. Conditions imposed on the *Canadiens*
Royal Proclamation
a. Treaty of Paris (1763)
b. Political, legal and administrative structures
c. Territory of the Province of Quebec
d. Territorial rights of Indians
e. Other British colonies in North America
Status of Indians
a. Pontiac's revolt
b. Indian Department
c. First Nations' demands
Instructions to Governor Murray
a. Establishment of civil government
b. Assimilation of the *Canadiens*
c. *Test Act*
d. Concessions made to the *Canadiens*
Protest movements
a. Interest groups
b. Purposes of the petitions

Quebec Act
a. Religion and civil rights
b. Executive, legislative and judicial powers
c. Role of the governor
d. Reactions of various groups
e. Territory of the Province of Quebec
American invasion
a. Intolerable Acts (Coercive Acts)
b. Letters to the *Canadiens*
c. Occupation of Montréal and siege of Québec
d. Declaration of Independence of the United States
e. Territory of the Province of Quebec and the United States after the Treaty of Paris (1783)
f. Migration of Indigenous populations
Loyalists
a. Living conditions of the migrants
b. Loyalist settlements
Colonial economy
a. British economic policy
b. Control by British merchants
c. Fur trade
d. Agricultural production
e. Fisheries
Sociodemographic situation
a. British immigration
b. Acadian refugees
c. Composition of the population
d. Use of the French language
e. Natural growth of the *Canadiens*
f. *Canadien* professional bourgeoisie
Catholic Church
a. Clergy
b. Religious orders
c. Schools
d. Hospitals

Anglican Church
a. Places of worship
b. Schools

Period	Social phenomenon
1791-1840	The demands and struggles of nationhood

The number of appeals sent from the Province of Quebec to Great Britain concerning the colony's socio-political situation multiplied during the 1780s, partly in connection with the arrival of the Loyalists. Among the sometimes contradictory demands, the demand for a legislative assembly rallied more and more supporters among French- and English-speaking members of the colony. London amended the colony's constitution in 1791 by adopting the *Constitutional Act*, which instituted representative parliamentary government, granting the right to vote to men and also to women, under certain conditions. The Act established Lower Canada and Upper Canada, incorporated a legislative assembly for each of the two colonies into the existing political structure, and safeguarded the principal gains of the *Quebec Act*.

The *Constitutional Act* led to the territorial, legal, ethnic and linguistic division of the colony. English speakers, who formed a large majority west of the Ottawa River, were in the minority in Lower Canada, and were mainly concentrated in the cities of Montréal and Québec and the town of William Henry (Sorel). In the 19th century, linguistic duality became more pronounced. The press disseminated the often conflicting views of the *Canadien* professional bourgeoisie and the English-speaking merchant bourgeoisie. Political dissension prompted the rise of *Canadien* nationalism, which was amplified by prevailing socio-economic conditions.

The population of Lower Canada grew owing to the high birth rate of the *Canadiens* and to immigration, which came mainly from the British Isles (often Ireland) and generally took place under difficult conditions. Many newcomers settled in the cities, where they sought employment as unskilled workers in emerging industries stimulated by the availability of capital. The local economy, in which francophones were the main source of labour power, was essentially agricultural. New lands, of which one seventh were reserved for the Anglican Church, were granted according to the now preferred townships system. Great Britain's demand for Canadian wheat burgeoned. At the turn of the 19th century, production was rising. Until the agricultural crisis of the 1830s, and despite the disparities, farmers' living conditions improved. Outside the growing season, while the women tended to family life and looked after the farm, increasing numbers of men worked in the timber trade. The growth of the latter in the context of Napoleon's continental blockade reinforced the gradual integration of the colonial economy into the British economy. Along with cod, furs were still one of the main products traded. Nevertheless, the fur trade slowly declined and so too did the involvement of the Indigenous peoples in economic activities.

The first election campaign in Lower Canada got under way in the spring of 1792. The Legislative Assembly became the theatre of the first debates between members whose interests led them to support the *Parti canadien*, which was in the majority, and the members linked to the British merchant class. In addition to language and economic issues, the weakness of the Assembly's powers and the ineffective exercise of democracy fuelled tensions, which were running high under the administration of Governor James Craig. At that time, the governor held enormous authority and the councils were

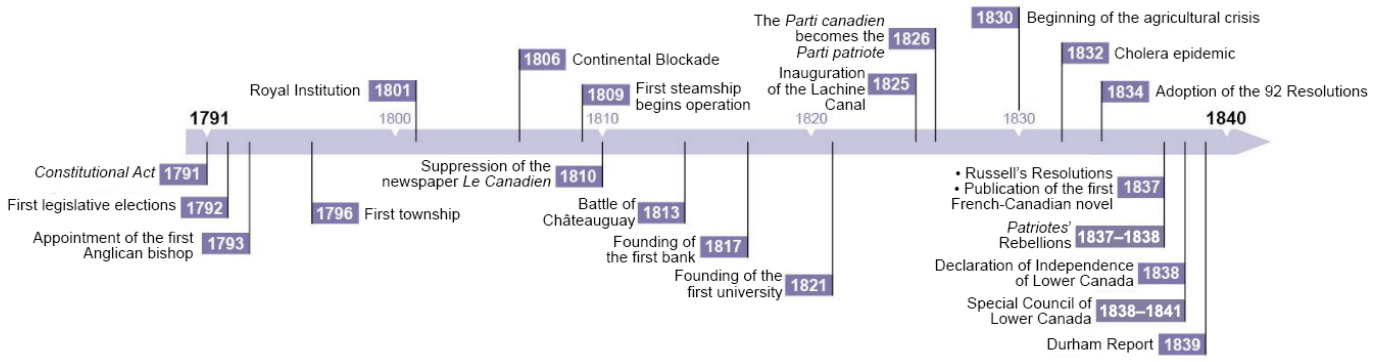
appointed rather than elected. The Assembly demanded control over the colonial government's actions.

Inspired by the national and liberal movements then active in Europe and the decolonization movement in Latin America, the parliamentary majority stepped up pressure on the mother country. In 1826, the *Parti canadien*, led by Louis-Joseph Papineau, became the *Parti patriote.* It both benefited from and contributed to the rise of *Canadien* nationalism. Following the adoption of the Russell Resolutions, which constituted Britain's response to the 92 Resolutions adopted by the representatives of Lower Canada, popular assemblies were held. Rallying calls were issued and boycotts were organized. As during the British-American War, the Catholic religious elites fell into line with the British authorities. Their position contrasted with that of the *Patriotes* and of certain parish priests. Conflicts between paramilitary organizations took place in Montréal. Arrest warrants were issued, and the *Patriote* leaders were arrested or chose to go into exile when armed revolt broke out. The victory of the *Patriotes* at Saint-Denis was not an indication of the outcome, as defeats piled up in both Lower and Upper Canada. The rebellions of 1837 and 1838 were quelled. Of the hundreds of individuals apprehended, some were condemned to exile, while others were executed.

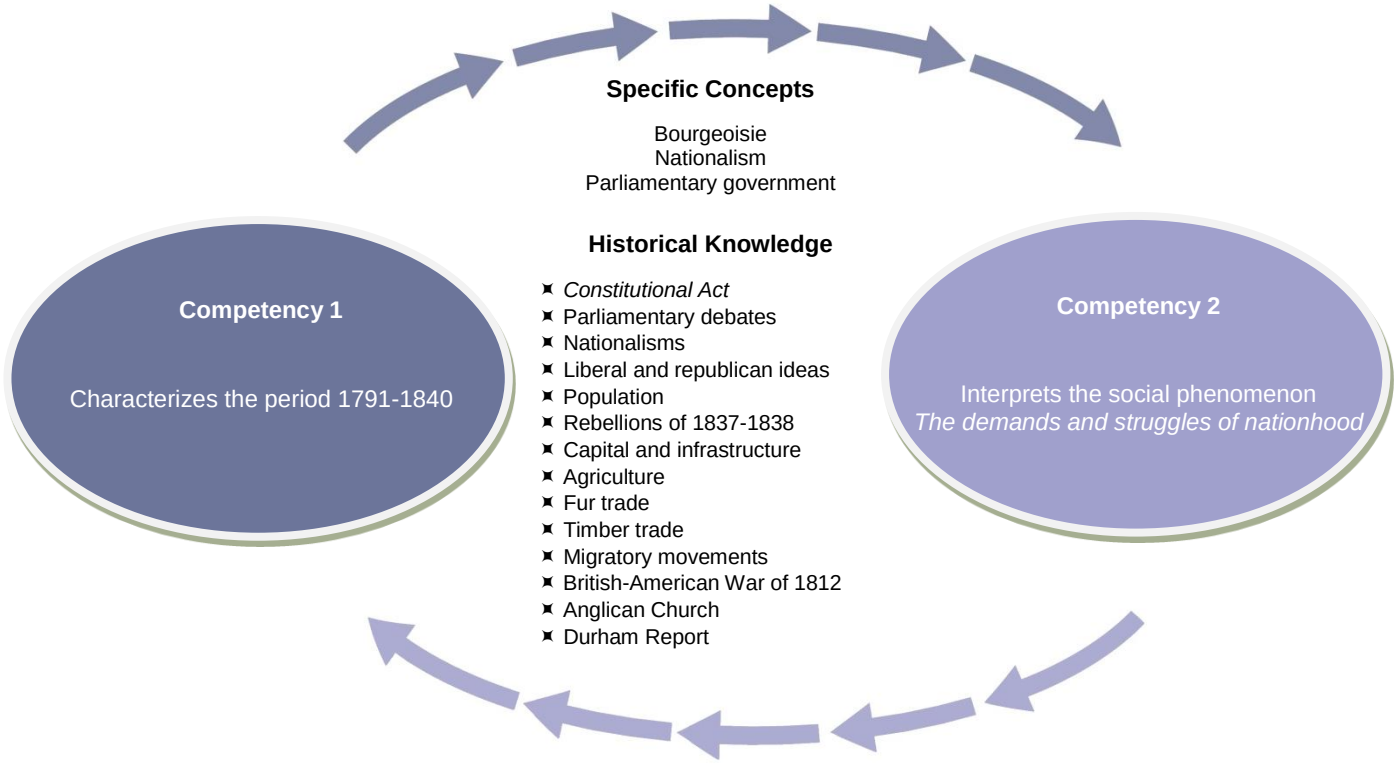
London sent Lord Durham to conduct an inquiry. He weighed the effects of the refusal to grant responsible government to the Legislative Assembly and the concentration of power in the hands of the Château Clique or the Family Compact. In addition, observing that a "racial crisis" divided the colony of Lower Canada, he recommended the union of the two Canadas, with the objective of assimilating the *Canadiens*.

To characterize the period 1791-1840, 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 Lower Canada before the passing of the *Act of Union*, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The demands and struggles of nationhood.* The interpretation process involves explaining the rise of nationalism in a colony seeking political autonomy. 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	Social phenomenon
1791-1840	The demands and struggles of nationhood



Knowledge to be Acquired

Period	Social phenomenon
1791-1840	The demands and struggles of nationhood

Constitutional Act
a. Legislative Assembly and Legislative Council
b. Governor and Executive Council
c. Right to vote and eligibility of men and women
d. Territories of Lower Canada and Upper Canada
Parliamentary debates
a. Authority of the governor
b. Subjects debated in the Legislative Assembly
c. Political parties
Nationalisms
a. Linguistic duality
b. British nationalism
c. *Canadien* nationalism
Liberal and republican ideas
a. National liberation movements in the Western world
b. Political liberalism
c. Republicanism
d. Newspapers
Population
a. Composition of the population in Lower Canada and Upper Canada
b. Population growth in Lower Canada and Upper Canada
c. Social groups
d. Indian agents
e. Abolition of slavery

Rebellions of 1837-1838
a. The 92 Resolutions
b. The Russell Resolutions
c. Popular assemblies
d. The colonial state's repressive measures
e. Upper and lower Catholic clergy
f. Armed conflict
g. Declaration of Independence of Lower Canada
h. Suspension of the constitution
i. Rebellions in Upper Canada
Capital and infrastructure
a. Founding of banks
b. Construction of roads and bridges
c. Construction of canals
d. Construction of railways
Agriculture
a. Organization of the territory
b. Corn Laws
c. Intensive wheat farming
d. Crisis of the 1830s
Fur trade
a. Expansion of fur territories
b. Fur market
c. Merger of companies
Timber trade
a. Preferential tariffs
b. Continental Blockade
c. Wood processing
d. Shipbuilding
e. Trades
f. Timberland

Migratory movements
a. Social and economic conditions in Great Britain
b. Epidemics and quarantine
c. Places of settlement of immigrants
d. Emigration to the United States
e. Migration to cities
f. Regions of colonization
British-American War of 1812
a. Alliance with First Nations
b. Catholic Church
c. Participation of the *Canadiens*
Anglican Church
a. Diocese of Québec
b. Bishop’s participation in the Councils
c. Clergy Reserves
d. Free public schools
Durham Report
a. Exercise of power
b. “Racial crisis”
c. Union of the two Canadas
d. Assimilation of the *Canadiens*
e. Responsible government

B. Techniques

The study of the periods and social phenomena in the *History of Québec and Canada: 1760-1840* 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 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, *Toward Responsible Government.* 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

Toward Responsible Government

Context

A representative parliamentary system was established in the colony in 1791 when London adopted a new constitution, the *Constitutional Act*. Ever since the Conquest, various pressure groups in the new British colony had been demanding this form of parliamentary government.

It was in this context that *Canadien* nationalism, under the leadership of such figures as Louis-Joseph Papineau, would develop and the rebellions of 1837 and 1838 would be quelled.

Pedagogical Aim	To enable adult learners to characterize the period 1791-1840 and explain the rise of nationalism in a colony seeking political 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**	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

ACHIEVEMENT

Sample Question

Subject-specific competency: *Characterizes a period in the history of Québec and Canada*

Evaluation criterion: Coherent representation of a period in the history of Québec and Canada

To characterize the period 1791-1840 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 within a given territory.

Describe distinctive features of the historical period 1791-1840 from a cultural, social, political, economic and territorial perspective.

Adult learners may wish to use a variety of research and communication tools, such as:

- a map to:
  - identify the territory recognized by the *Constitutional Act* of 1791
  - indicate the European territory affected by Napoleon's continental blockade around 1811
- a timeline to:
  - set out a sequence of key political events (e.g. the Durham Report, first legislative elections, British-American War)
  - establish the chronology of economic events (e.g. the Corn Laws, the founding of the Bank of Montreal, the merger of the North West and Hudson Bay companies)
- information and communications technologies to:
  - describe the locations of rebellions (e.g. the *Patriote* battles in 1838)
  - create a timeline with a web application to situate the battles of 1837 and 1838

Adult learners may wish to examine a variety of sources, such as:

- written documents to:
  - describe social and economic conditions in Great Britain at the beginning of the 19th century
  - describe, with the help of period newspapers such as the *Quebec Mercury*, the *Montreal Gazette, Le Canadien* and *La Minerve*, some of the ideologies that influenced the 1791-1840 period (e.g. political liberalism and republicanism)
  - understand, by consulting bishops' pastoral letters, the Catholic Church's position on the rebellions of 1837 and 1838
- visual documents to:
  - illustrate clashes in the Legislative Assembly (e.g. linguistic duality) by means of posters, drawings, paintings or caricatures
  - illustrate events (e.g. the 1837 and 1838 rebellions) with art work of the time

ACHIEVEMENT

Sample Question

Subject-specific competency: *Interprets a social phenomenon using the historical method*

Evaluation criterion: Rigour of the interpretation

In order to interpret the social phenomenon *The demands and struggles of nationhood*, 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.

Explain how the demands and struggles of nationhood contributed to the colony's quest for political autonomy during the historical period 1791-1840.

Adult learners may examine a variety of sources in order, for example:

- to use diverse documents to:
  - determine consequences (e.g. those of Napoleon's blockade on the British colony)
  - explain cultural changes in Lower Canada (e.g. the importance attached to the nationalist newspapers of the day)
  - analyze social changes or continuities regarding immigration and population growth

Adult learners may use various research and communication tools, such as:

- audiovisual documents to:
  - explain changes in Lower Canada (e.g. the link between the timber economy and land-use planning)
  - justify their explanation of the demands for nationhood in Lower Canada, the quest for political autonomy and the Durham Report

INTEGRATION

Self-Assessment

To develop content-specific competencies, adult learners must be able to review their research process and the work they produce through various tasks that allow them to develop their capacities for critical judgment and synthesis.

What I learned, my difficulties, my solutions

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:

- use different learning strategies to:
  - illustrate, with the help of a graphic organizer, what they have learned or the difficulties they encountered with regard to the compulsory elements of the period 1791-1840
  - create a relevant concept map to show connections between the demands and struggles of nationhood

END-OF-COURSE OUTCOMES

By the end of the *History of Québec and Canada: 1760-1840* course, adult learners will be able to characterize and interpret particular features of the history of Québec and Canada.

After studying the period 1760-1791 and the social phenomenon *The Conquest and the change of empire*, adult learners will be able to assess the consequences of the Conquest on the social and administrative structures of the French regime. In addition, they will be able to weigh the impact of the arrival of the Loyalists in the colony.

After studying the period 1791-1840 and the social phenomenon *The demands and struggles of nationhood*, adult learners will be able to recognize the effects of the rise of *Canadien* nationalism. They will also be able to determine how relations between Great Britain and its colony influenced the development of *Canadien* nationalism.

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.

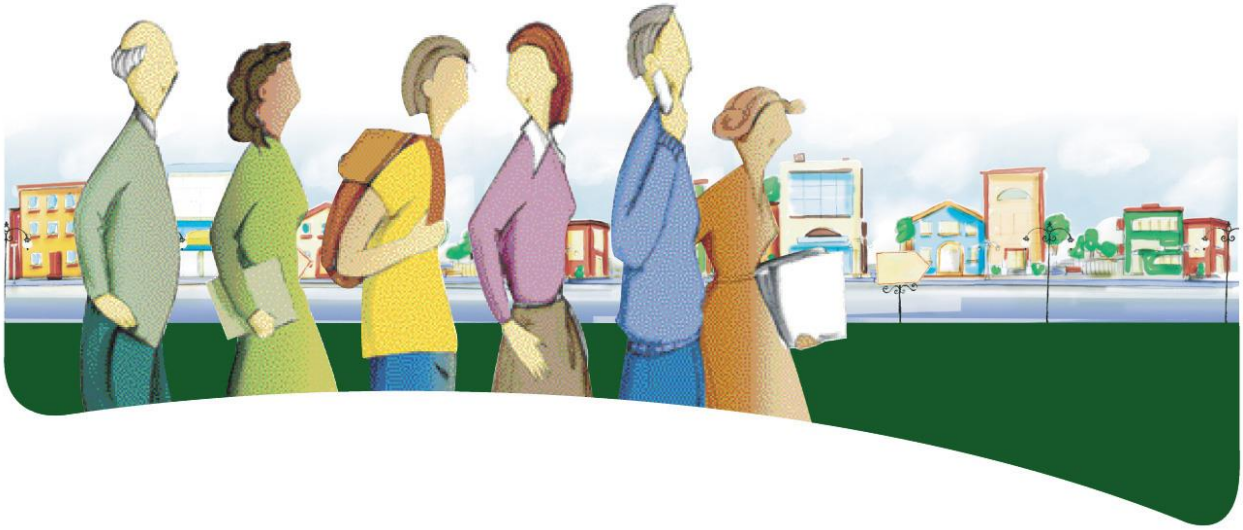
Table 8 – Competencies and Evaluation Criteria

Competency	Evaluation criteria
Competency 1 **Characterizes a period in the history of Québec and Canada**	– Appropriate use of knowledge – Coherent representation of a period in the history of Québec and Canada
Competency 2 **Interprets a social phenomenon**	– Appropriate use of knowledge – Rigour of interpretation

HST-4103-2

History of Québec and Canada: 1840-1945

History of Québec and Canada



HST-4103-2 History of Québec and Canada: 1840-1945

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
▪ Establishes historical facts ▪ Establishes a chronology ▪ Considers geographical features	▪ 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	Nationalisms and the autonomy of Canada
Common Concepts	– Culture – Economy – Power – Society – Territory	
Specific Concepts	– Federalism – Industrialization – Migration	– Imperialism – Liberalism – Urbanization
Historical Knowledge	– *Act of Union* – Colonial economy – Responsible government – Indian Affairs – *British North America Act* – Federal-provincial relations – National Policy – Migrations – Role of women – Presence of the Catholic Church – Socio-cultural expression – First phase of industrialization – Forestry industry – Farms	– 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.

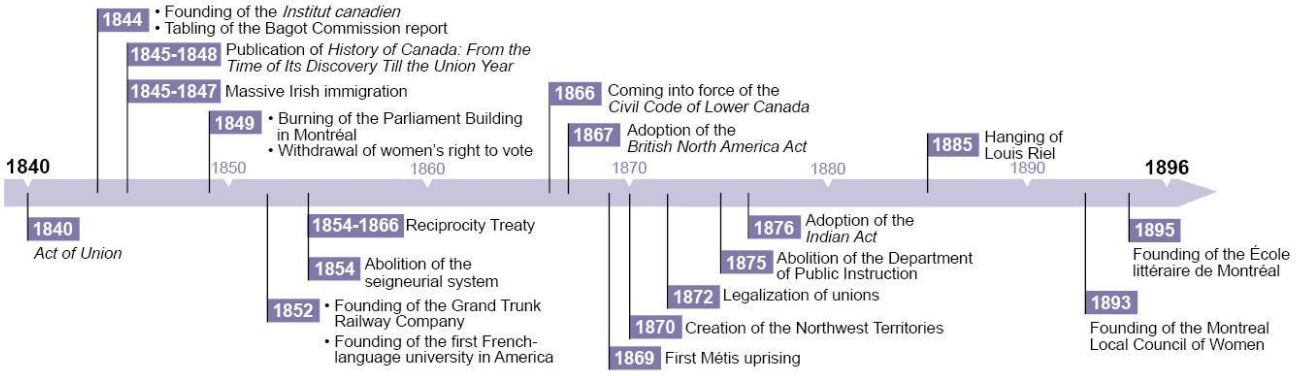
Under the Canadian federation, powers were divided between London, Ottawa and the provinces, particularly in social and legal spheres such as education, language and civil legislation, and with regard to the Indigenous populations, who were henceforth largely subject to the *Indian Act* of 1876. Nevertheless, 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.

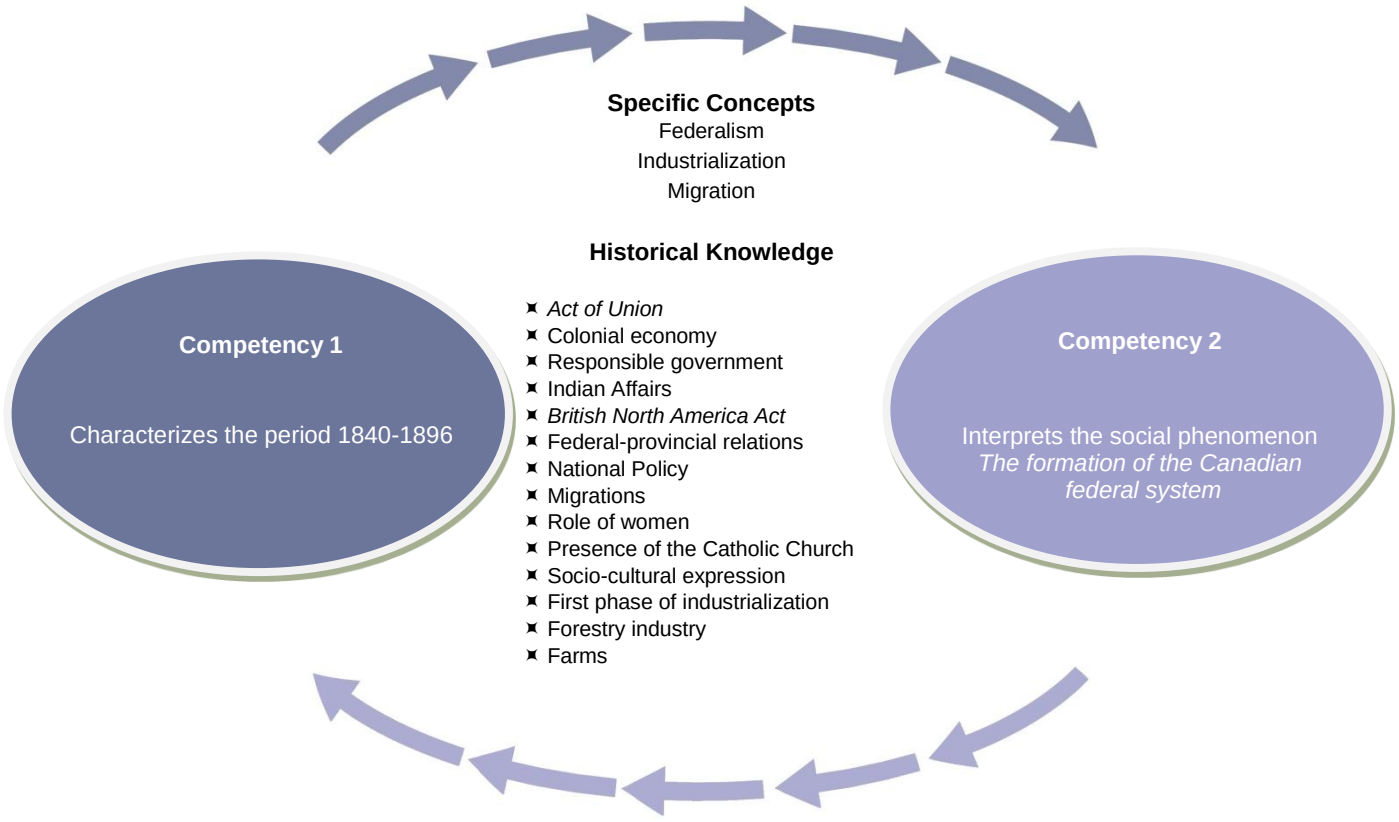
To characterize the period 1840-1896, adult learners identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process

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



Knowledge to be Acquired

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

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. *Indian Act*
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	Social phenomenon
1896-1945	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.

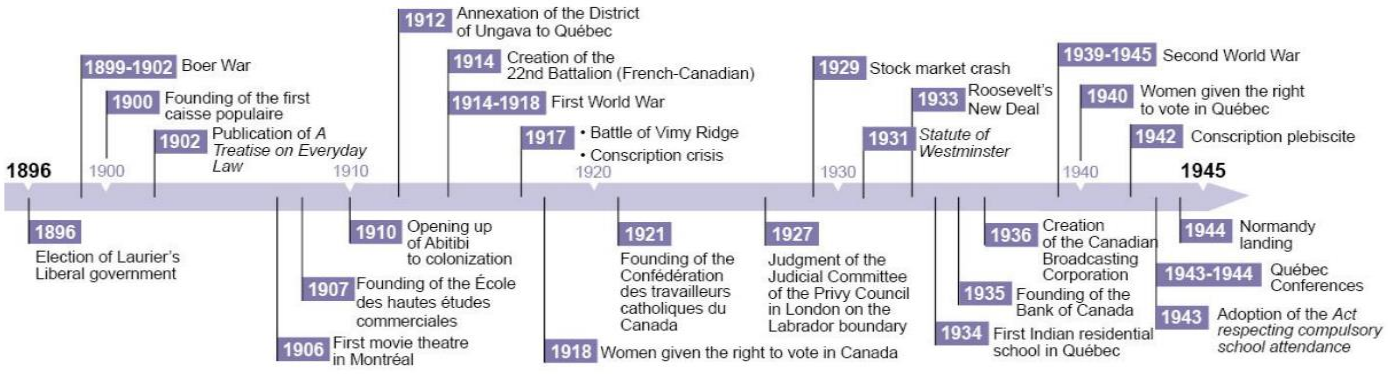
In the 1920s, while the spread of the doctrine of social Catholicism throughout the Western world led to the creation of Catholic unions in Québec, a new trend in French-Canadian nationalism emerged. Known as clerico-nationalism, it found a staunch proponent in Abbé Lionel Groulx. The Church, which contributed 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.

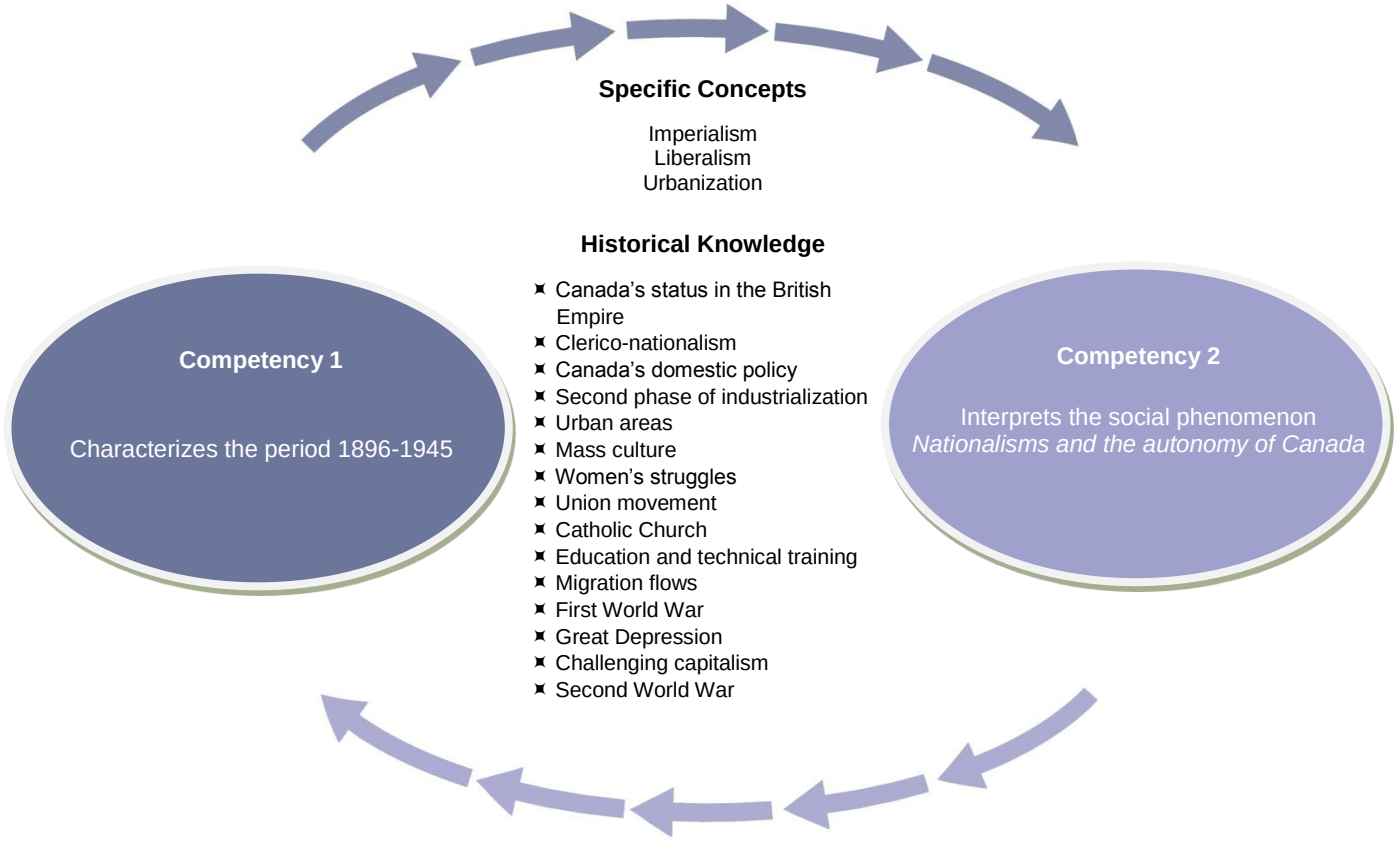
To characterize the period 1896-1945, adult learners identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using

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	Social phenomenon
1896-1945	Nationalisms and the autonomy of Canada



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. *Statute of Westminster*
Clerico-nationalism
a. L'Action française
b. *Programme de restauration sociale*
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. *Romans du terroir* (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

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.

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.

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**	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

ACHIEVEMENT

Sample Question

Subject-specific competency: *Characterizes a period in the history of Québec and Canada*

Evaluation criterion: Coherent representation of a period in the history of Québec and Canada

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.

Describe some distinctive features of the historical period 1896-1945 from a cultural, social and territorial perspective.

Adult learners may wish to use a variety of research and communication tools, such as:

- a map to:
  - locate the provinces that made up Canada and the Northwest Territories in the early 20th century
  - identify the Canadian borders
- a timeline to:
  - 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:
  - 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

Adult learners may wish to examine a variety of sources, such as:

- written documents to:
  - 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 *Le Devoir*, *Le Droit*, the *Montreal Herald and* the *Montreal Gazette*
- visual documents to:
  - illustrate Canadian participation in the First World War
  - illustrate the war effort of women during the Second World War

ACHIEVEMENT

Sample Question

Subject-specific competency: *Interprets a social phenomenon using the historical method*

Evaluation criterion: Rigour of the interpretation

In order to interpret the social phenomenon *Nationalisms and the autonomy of Canada*, 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.

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.

Adult learners may examine a variety of sources in order, for example:

- to use diverse documents to:
  - 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

Adult learners may use various research and communication tools, such as:

- audiovisual documents to:
  - 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

Self-Assessment

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.

What I learned, my difficulties, my solutions

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:

- use different learning strategies to:
  - 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 *Knowledge to be acquired* 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.

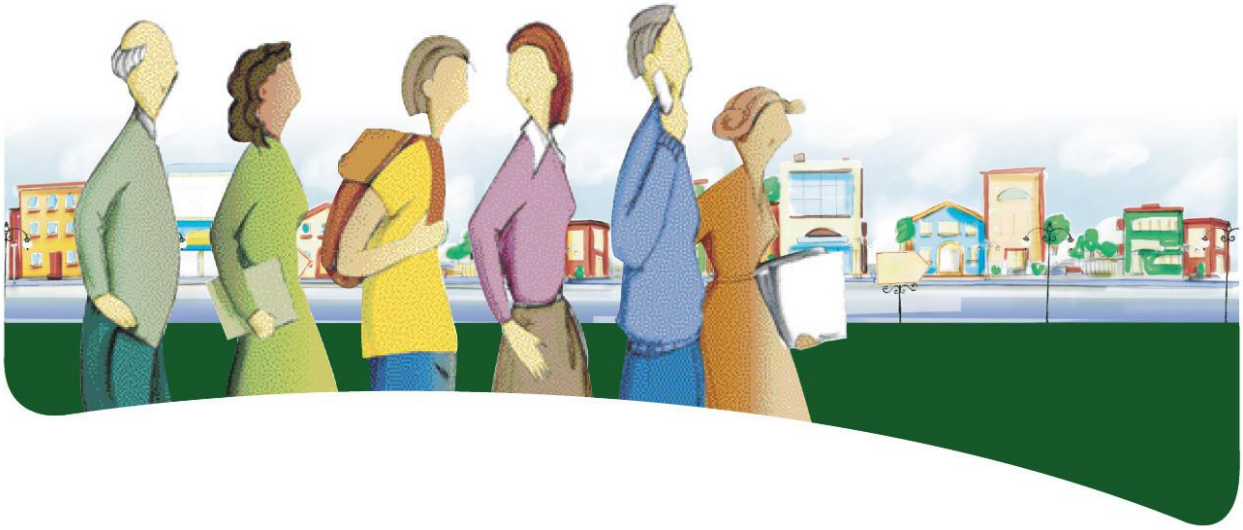
Table 11 – Competencies and Evaluation Criteria

Competency	Evaluation criteria
Competency 1 **Characterizes a period in the history of Québec and Canada**	– Appropriate use of knowledge – Coherent representation of a period in the history of Québec and Canada
Competency 2 **Interprets a social phenomenon**	– Appropriate use of knowledge – Rigour of interpretation

HST-4104-2

History of Québec and Canada:
From 1945 to Our Times

History of Québec and Canada



HST-4104-2 History of Québec and Canada: From 1945 to Our Times

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
▪ Establishes historical facts ▪ Establishes a chronology ▪ Considers geographical features	▪ 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: 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

	Compulsory Elements	
Objects of Study	1945-1980	From 1980 to our times
	The modernization of Québec and the Quiet Revolution	Societal choices in contemporary Québec
Common Concepts	– Culture – Economy – Power – Society – Territory	
Specific Concepts	– Feminism – Secularization – Welfare state	– Civil society – Neo-liberalism – Sovereignism
Historical Knowledge	– Power relations in the West – Urban agglomeration – Natural growth – New arrivals – Regional development – Canadian federation – Indian residential schools in Québec – Consumer society – Duplessis era – Neo-nationalism – Quiet Revolution – Feminism – Socio-cultural vitality – Self-determination of Indigenous nations – Employer-union relations	– Redefinition of the state's role – Indigenous rights – Globalization of the economy – Québec's political status – Sociodemographic change – Gender equality – Cultural industry – Language issue – Environmental concerns – Devitalization of communities – International relations – Information era

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.

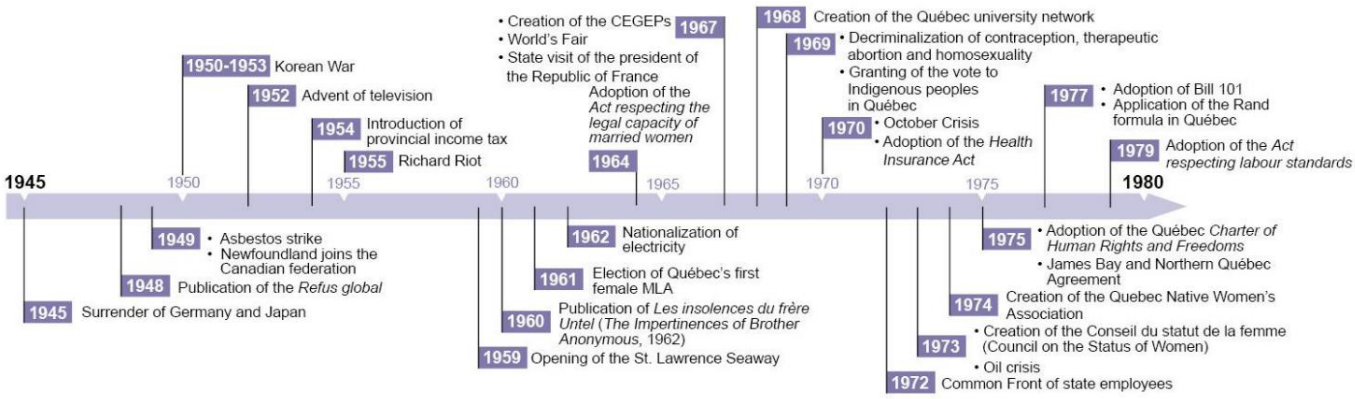
Socio-economic and political transformations and a change in mentality were at once the impetus for and the result of a neo-nationalist current that rejected a traditional form of nationalism. The term *French Canadian* was replaced by *Québécois*. The artistic community benefited from the beginnings 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 national*e, the Parti québécois was voted into power in 1976. Four years later, René Lévesque's government held a referendum on

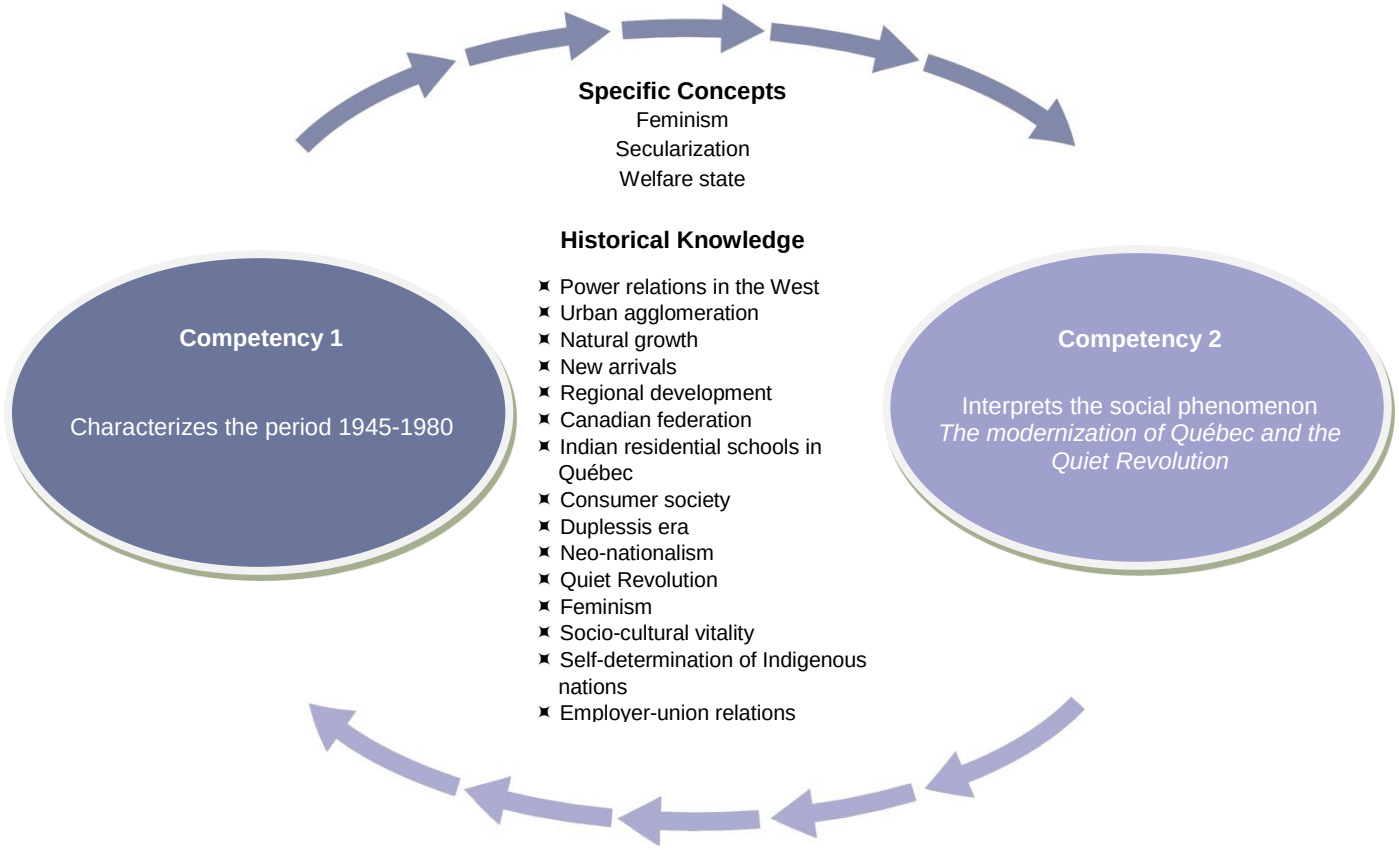
sovereignty-association, in which Quebecers were asked to decide on the province's continued place in the Canadian federation.

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.



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



Knowledge to be Acquired

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

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

Indian residential schools in Québec
a. Indian residential school system in Canada
b. Socio-institutional organization
c. Educational activities
Consumer society
a. Influence of American culture
b. Advertising
c. Increased purchasing power
Duplessis era
a. Economic liberalism
b. Social conservatism
c. Provincial autonomy
d. Clericalism
e. Funding of education and health
f. Opposition
Neo-nationalism
a. Decolonization movement
b. Territorial identity
c. The *indépendantiste* movement
d. Creation of the Parti québécois
Quiet Revolution
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
Feminism
a. Legal gains
b. Economic independence
c. Sexual and reproductive rights
d. Non-traditional occupations and professional activities

Socio-cultural vitality
a. French-language songs
b. Emergence of Québec theatre
c. Cultural venues
d. Diversity of cultural events and cultural expression
Self-determination of Indigenous nations
a. Land claims and political demands
b. Recognition of ancestral rights
c. Statement of the Government of Canada on Indian Policy
d. Governance
Employer-union relations
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.

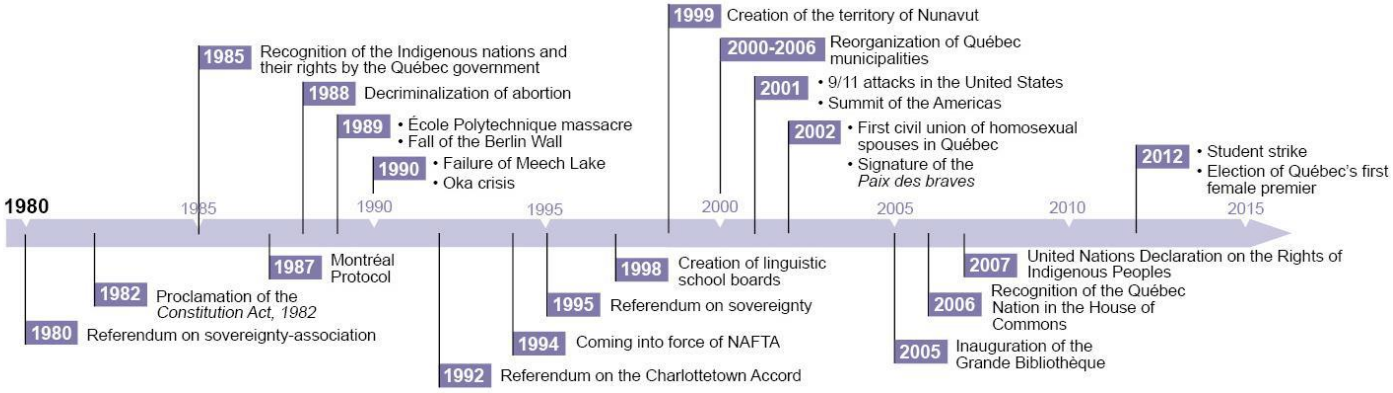
Following the signing of the Canada-Québec Accord, based on the 1978 Couture-Cullen Agreement, Québec's population increased mainly through immigration. Priority was given to French-speaking immigrants or those who spoke Latin languages. New demographic and generational issues emerged. Women had fewer 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

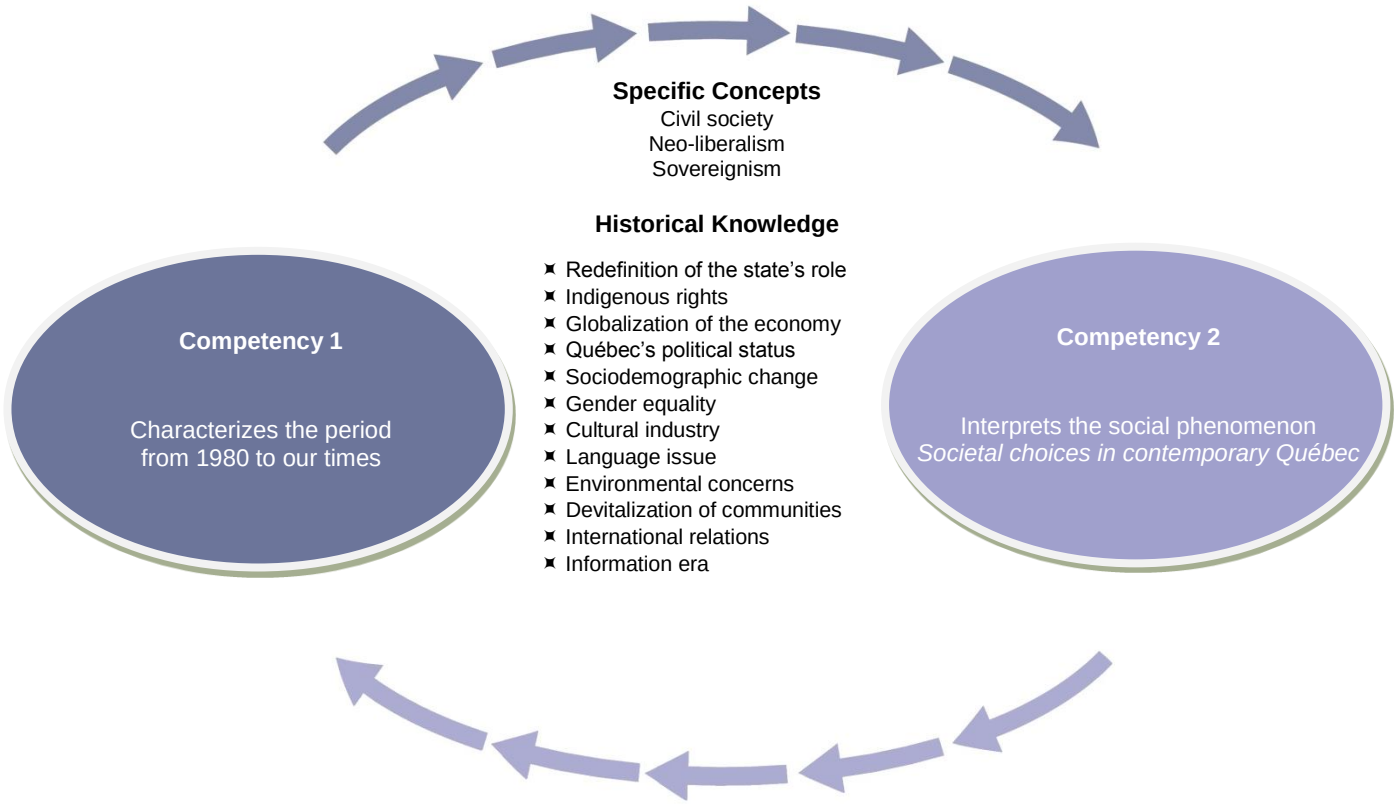
Canadian federal system, it attempted the difficult task of reconciling economic constraints with society's expectations.

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.



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



Knowledge to be Acquired

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

Redefinition of the state's role
a. Neo-liberal policies
b. Funding of social programs
c. Social economy
d. Civil society
e. Public consultations
f. State neutrality
Indigenous rights
a. *Constitution Act, 1982*
b. Oka Crisis
c. Agreements and conventions
d. Truth and Reconciliation Commission of Canada
Globalization of the economy
a. Québec Inc.
b. Free trade agreements
c. Export sectors
Québec's political status
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

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

Information era
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.

PREPARATION

Québec in the Age of Globalization

Context

The nationalist movement has been characterized by the rise of *indépendantiste* sentiment, while periods of economic growth have alternated with periods of recession. Québec of the 21rst century is flourishing culturally and technologically In the era of globalization.

This is this context in which Québec must make major societal choices to ensure its future development within the centralizing Canadian federal system.

Pedagogical Aim	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
Broad Area of Learning	Citizenship and Community Life
Educational Aim	To encourage adult learners to develop an attitude of openness to the world and a respect for diversity
Cross-Curricular Competency	Exercises critical judgment
Subject-Specific Competencies – **Evaluation Criteria**	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

ACHIEVEMENT

Sample Question

Subject-specific competency: *Characterizes a period in the history of Québec and Canada*

Evaluation criterion: Coherent representation of a period in the history of Québec and Canada

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.

Describe distinctive features of the historical period from 1980 to our times from a cultural, social and territorial perspective.

Adult learners may wish to use a variety of research and communication tools, such as:

- a map to:
  - locate territorial features (e.g. Nunavut)
  - identify areas of Québec where population growth is strong
- a timeline to:
  - 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)
  - set out the sequence of events (e.g. referendums on Québec sovereignty and the adoption of the *Clarity Act*)
- information and communications technologies to:
  - 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
  - illustrate Québec's position in Canadian Confederation since the 1980s (e.g. its political weight)

Adult learners may wish to examine a variety of sources, such as:

- written documents to:
  - describe, with the help of newspaper articles, elements of the *Paix des Braves* agreement signed by the Québec government and the Cree
  - describe the North American Free Trade Agreement
  - describe the role of the state in funding social programs
- visual documents to:
  - illustrate the Oka crisis
  - illustrate the evolution of debates and decisions on the issue of pay equity in Québec since the 1980s

ACHIEVEMENT

Sample Question

Subject-specific competency: *Interprets a social phenomenon using the historical method*

Evaluation criterion: Rigour of the interpretation

In order to interpret the social phenomenon *Societal choices in contemporary Québec*, 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.

Explain how constitutional debates since the 1980s have led Quebecers to make economic, political and cultural societal choices.

Adult learners may examine a variety of sources in order, for example:

- to use diverse documents to:
  - establish explanatory factors for agreements with Indigenous peoples since the 1980s (e.g. the causes and consequences of the *Paix des Braves*)
  - analyze the social and economic challenges of the welfare state
  - explain government policy choices for dealing with the aging of the Québec population

Adult learners may use various research and communication tools, such as:

- audiovisual documents to:
  - explain ideological differences between anti-globalization, environmentalism and neo-liberalism
  - justify their explanation of the constitutional debates and Québec's desire for autonomy

INTEGRATION

Self-Assessment

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.

What I learned, my difficulties, my solutions

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:

- use different learning strategies to:
  - illustrate, with the aid of a diagram, their understanding of the compulsory elements of the historical period from 1980 to our times
  - create a relevant concept map, such as one showing connections between Québec's desire for autonomy and its language policies

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
Competency 1 **Characterizes a period in the history of Québec and Canada**	– Appropriate use of knowledge – Coherent representation of a period in the history of Québec and Canada
Competency 2 **Interprets a social phenomenon**	– Appropriate use of knowledge – Rigour of interpretation

APPENDICES

Appendix 1

Critical Analysis of Sources

It is the records and accounts by witnesses of past events that make it possible for us to study history today. These records and accounts take the form of documents—sources of information that need to be analyzed critically.

A large part of the documentation used to study history consists of written texts. They represent one of four main types of documents that can be grouped into categories.

Type	Category
Written documents	– Correspondence – Court decisions – Graph or chart – Historical summary – Law – Newspaper – Petition – Textbook – Travel story – Web page – Other
Visual documents	– Drawing – Engraving – Map – Painting – Photograph – Poster – Scale drawing – Other
Audiovisual documents	– Documentary – Film – Historical re-enactment – Personal account – Radio show – Speech – Other
Artifacts	– Archaeological remains – Architectural building – Coin – Everyday object – Site – Other

The critical analysis of sources is not a linear process; it involves a considerable amount of going back and forth between the aim, the task and the document. The recommended approach is to work from the general to the specific, taking into account the four elements listed below. The questions that follow each element may facilitate analysis.

- Features of the document
    - What type of document is it?
    - Into which category does it fall?
    - In what format or medium is it presented?
    - Is it an original document, a reproduction, a copy or an extract?
- Production and distribution of the document
    - What was the date of production?
    - What was the date of distribution?
    - On what date did the events referred to in the document occur?
    - In what general historical context was the document produced?
    - In what specific circumstances was it produced?
    - For whom was the document intended?
    - For what purpose was the document produced?
    - Was its production commissioned?
- Author of the document
    - Who was the author of the document?
    - What was the author's role?
    - What were the author's allegiances?
    - Did the author take a position?
- Subject of the document
    - What is the title of the document?
    - What is the document's subject or main idea?
    - What are its secondary ideas?

Certain strategies are often recommended for the critical analysis of sources. It is a good idea to go beyond one's first impression, to make sure that one understands every word and expression, to compare the documents and to consider the results of one's analysis in the light of contemporary or historical analyses.

Appendix 2

Techniques

The study of the social phenomena in the program requires adult learners to use the following techniques for obtaining information and communicating research findings:

1. using and creating representations of time
2. using and creating historical maps

1. Using and Creating Representations of Time

Whether they take the form of a timeline, a ribbon timeline or a tiered timeline, representations of time are very important tools for studying history. They present historical reference points (which may or may not be thematic in nature) in chronological order (dates, periods, historical actors, images, objects, etc.) The reference points may apply to a nation, society or group, or to a single territorial entity.

Depending on the intention, time may be represented in varying degrees of detail. The purpose may be to depict the evolution of a nation, society or group, to show time correlations, to indicate changes and continuities, etc.

To use a representation of time, adult learners must take into account the following:

- the title
- the nation, society, group or territorial entity concerned
- the time period or periods
- the chronological scale
- the nature of the data

To create a representation of time, adult learners must:

- define their aim
- select relevant information
- draw and position the standard, ribbon or tiered timeline
- choose the chronological scale
- calculate the length or lengths of time to be represented
- select the units of measure
- divide the representation of time into segments
- enter the information
- provide a title for the representation of time

2. Using and Creating Historical Maps

Since the history of a nation, society or group takes place within a specific territory, studying it requires the use of a map. A historical map can display a large amount of information about the different aspects of society: it can highlight institutions and economic relationships, beliefs, currents of thought, etc. Although it is often used to support oral or written discussions of the past by situating them in space and time, it can also serve as a source of detailed information.

To use a historical map, adult learners must take into account the following:

- the territory concerned
- the period when the map was created
- the title
- the legend
- the scale
- the orientation
- the nature of the information presented on the map
- the main data and the secondary data

To create a historical map, adult learners must:

- define their aim
- select relevant information
- draw the map
- choose the scale
- indicate the orientation
- create a legend
- enter the information
- provide a title for the map

Appendix 3

Summary of the *History of Québec and Canada* Program – HSG-4101-2 and HSG-4102-2

PERIODS IN THE HISTORY OF QUÉBEC AND CANADA			
Origins to 1608	**1608-1760**	**1760-1791**	**1791-1840**
SOCIAL PHENOMENA			
The experience of the Indigenous peoples and the colonization attempts	**The evolution of colonial society under French rule**	**The Conquest and the change of empire**	**The demands and struggles of nationhood**
Way of conceiving a problem as suggested by the formulation of the social phenomenon			
Explaining how relations among the Indigenous peoples and their knowledge of the territory contributed to the exploitation of its resources by the French and to their attempts at settlement	Explaining the relations between the colonial society and France	Explaining how the change of empire affected colonial society	Explaining the rise of nationalism in a colony seeking political autonomy
HISTORICAL KNOWLEDGE			
• First occupants of the territory • Social relationships among the Indigenous peoples • Decision making among the Indigenous peoples • Indigenous trade networks • Alliances and rivalries among the First Nations • First contacts • Exploration and occupation of the territory by the French	• Monopoly of the chartered companies • Royal Government • French territory in America • First Nations warfare and diplomacy • Fur trade • Catholic Church • Population growth • Cities in Canada • Seigneurial system • Economic diversification • Adaptation of the colonists • Indigenous populations • Intercolonial wars • War of the Conquest	• Military regime • Royal Proclamation • Status of Indians • Instructions to Governor Murray • Protest movements • *Quebec Act* • American invasion • Loyalists • Colonial economy • Sociodemographic situation • Catholic Church • Anglican Church	• *Constitutional Act* • Parliamentary debates • Nationalisms • Liberal and republican ideas • Population • Rebellions of 1837-1838 • Capital and infrastructure • Agriculture • Fur trade • Timber trade • Migratory movements • British-American War of 1812 • Anglican Church • Durham Report
SPECIFIC CONCEPTS			
• Alliance • Environment • Trade	• Adaptation • Evangelization • Mercantilism	• Allegiance • Assimilation • Constitution	• Bourgeoisie • Nationalism • Parliamentary government
COMMON CONCEPTS			
Culture • Economy • Power • Society • Territory			

Summary of the *History of Québec and Canada* Program – HST-4103-2 and HST-4104-2

PERIODS IN THE HISTORY OF QUÉBEC AND CANADA			
1840-1896	**1896-1945**	**1945-1980**	**From 1980 to our times**
SOCIAL PHENOMENA			
The formation of the Canadian federal system	**Nationalisms and the autonomy of Canada**	**The modernization of Québec and the Quiet Revolution**	**Societal choices in contemporary Québec**
Way of conceiving a problem as suggested by the formulation of the social phenomenon			
Explaining the establishment of a political framework within a period of sociodemographic and economic unrest	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	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	Explaining the cultural, economic, political, social and territorial forces that have led, are leading or will lead the people of Québec to make important demographic, environmental, technological and other choices
HISTORICAL KNOWLEDGE			
• *Act of Union* • Colonial economy • Responsible government • Indian Affairs • *British North America Act* • Federal-provincial relations • National Policy • Migrations • Role of women • Presence of the Catholic Church • Socio-cultural expression • First phase of industrialization • Forestry industry • Farms	• 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	• Power relations in the West • Urban agglomeration • Natural growth • New arrivals • Regional development • Canadian federation • Indian residential schools in Québec • Consumer society • Duplessis era • Neo-nationalism • Quiet Revolution • Feminism • Socio-cultural vitality • Self-determination of Indigenous nations • Employer-union relations	• Redefinition of the state's role • Indigenous rights • Globalization of the economy • Québec's political status • Sociodemographic change • Gender equality • Cultural industry • Language issue • Environmental concerns • Devitalization of communities • International relations • Information era
SPECIFIC CONCEPTS			
• Federalism • Industrialization • Migration	• Imperialism • Liberalism • Urbanization	• Feminism • Secularization • Welfare state	• Civil society • Neo-liberalism • Sovereignism
COMMON CONCEPTS			
Culture • Economy • Power • Society • Territory			

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