

FINAL REPORT FOLLOWING THE CONSULTATION ON THE TEACHING OF HISTORY

THE MEANING OF HISTORY

Towards a Rethinking of the History and Citizenship
Education Program in Secondary III and IV

May 2014

This report is not binding upon the Ministère de l'Éducation, du Loisir et du Sport (MELS) and does not represent its orientations. It presents the opinions of the expert committee responsible for examining the reinforcement of the secondary-level history program, and its content is based on the authors' views only.

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Title of original document:

RAPPORT FINAL À LA SUITE DE LA CONSULTATION SUR L'ENSEIGNEMENT DE L'HISTOIRE
Le sens de l'histoire – Pour une réforme du programme d'histoire et éducation à la citoyenneté de 3^e et de 4^e secondaire

English translation

Direction des services à la communauté anglophone
Services langagiers
Ministère de l'Éducation, du Loisir et du Sport

Coordination, Production and Publication

Direction des communications

This document is available on the MELS Website:
www.mels.gouv.qc.ca

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Ministère de l'Éducation, du Loisir et du Sport, 2014

ISBN 978-2-550-70573-4 (PDF)
ISBN 978-2-550-70041-8 (French, PDF)

ISBN 978-2-550-70040-1(French, print)

Legal Deposit - Bibliothèque et Archives nationales du Québec, 2014

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Why Should History be Taught?

All societies recount their history, but why do they have this irrepressible need to come together around a shared narrative? Is it because there is a mystery surrounding the singular nature of the collective path? By assembling the puzzle pieces of its history, a community can clearly see what its own adventure has in common with that of other communities, but the fact that its adventure is always unique and singular becomes a source of fascination and obsession. It becomes its own enigma. Why is this so? What impact has it had on our path? What are all these random events that have had such an effect on what we have become? In which of these events do we recognize the decisive moments in our history? Who are the people who have marked this path? These are open questions, but they lead us toward an understanding of our past and a desire to find meaning in it.

To teach history is to convey the fragile and ever-changing outcome of the effort to understand the past. It is both a scientific and an ethical responsibility. Method and rigour serve as guidelines for the writing of history, and should also serve as guidelines for teaching it. This would meet the requirements of science. But to convey knowledge of history also means to fulfill a duty to make sense of the past and give students an opportunity to situate themselves within their community's long-term history, and on that basis, to understand and situate themselves as subjects of that history. If the idea of social participation, to which our societies are so attached, has any meaning at all, it surely lies in a shared discussion of the past.

The fundamental frameworks of history were once considered clear, but that clarity no longer exists. What drives history? What is its subject: nations, peoples, the proletariat, or social movements? We are divided on this issue. Within what framework should our history be told, especially at a time when the autonomy of national spaces seems more relative than ever before? What should be done to include the forgotten or oppressed? Do we have a duty to render justice retroactively, and to include them in the collective narrative? And what should be done with the guilty memories of peoples who may have made terrible mistakes in the past? These difficult questions, and many others, have broken up the frameworks of history as once understood by a less tormented memory that relied on old certainties as guidelines for collective action.

As a result, the task of writing and teaching history and devising the curriculum has become infinitely more difficult. If we are to change the way history is taught, we must find answers to the questions raised by the destruction of old certainties, and perhaps also rediscover some of what we lost in the crisis that destroyed them.

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Within the context of this re-examination, the national framework as a “natural” space for collective history has been called into question. Criticisms are based on a reconsideration of the idea of a subject of history and the linear narrative that ascribes a society’s beginnings, and ultimately its fate, to a single, key moment in history. The national framework has also been contested on the basis that the overriding presence of the nation as a subject may have overshadowed the existence and validity of other, equally worthy subjects, which may have played an equally formative role in the society’s evolution. And so the role and importance of social movements and transnational phenomena has been rediscovered, at the same time that the idea of history being more open to pluralism and social diversity has begun to emerge.

It could, however, also be argued that democracy needs a framework within which to bring the community together and create a space for deliberation. “Nation” is not the opposite of “democracy;” it is a condition for it. Objectively, it is the space within which collective debates can be understood and rendered meaningful. To acknowledge this is not a distortion of history; on the contrary, to deny it would be to do it an injustice.

From another perspective, one could say that the curriculum in its present form is “directive;” in other words, it sometimes guides the narrative in order to make it support a specific moral doctrine or ideology, often, and too directly, reducing the relationship with history to the demands of the present day. Are the civic standards that the program claims to instill not overly defined for a form of instruction that claims to cultivate free and critical thinking? If so, we have to admit that it is not national history that confines us (in ethnicism or xenophobia), but “history and citizenship education,” which, while full of good intentions, remains evangelical in its desire to instill a kind of civic morality that is apparently too constrained within the national framework.

The task of reconciling the history program with its national framework may involve reconnecting with the principle of the intelligibility of the collective adventure; in other words, understanding the conflicts it generated, the contradictions it engendered and the actors it brought into opposition. The “nation space” within which history can be understood is the long-term space within which we enter into conflict, and ultimately, the space within which we come together. The nation is a “question” that is constantly revisited. The aim of a national history that is to be taken seriously should not be to manufacture civic consensus; on the contrary, it should be to expose the many different dimensions of the successive spaces shared by a specific community. It is the lens through which we are able not only to understand collective debates and choices, but also to critically assess them and keep them in perspective. The proposals made here diverge from the current program in that they reject the idea of directive history and focus instead on narrative content.

The Results of the Consultation

This report is the product of a consultation on the development of a new history of Québec and Canada curriculum. While the discussions focused mainly on the type of instruction provided in Secondary Cycle Two, some of the recommendations could inform future debates on teacher training and elementary school programs.

This document is divided into three sections. The first sets out the terms of the discussion, identifying the problems that justify an overhaul of the program and certain obstacles that the consultation was intended to overcome. The second section focuses on the current program, its structure and deficiencies, and presents the observations and arguments put forward during the discussion. The third section proposes some potential solutions in the form of general principles, and makes some specific recommendations.

Some of the appendices to the document are particularly important. For example, Appendix 3 presents a series of tables showing the new program's recommended structure, along with the type of content it may feature. Appendix 4 presents the proposed form and content of the new program's common platform of required knowledge.

1. The Terms of the Discussion

The history program approved in 2006 was intended to be something new. In both letter and spirit, it broke with the general and scientific consensus that had prevailed to that point. The proposed program first began to generate controversy in the spring of 2006. Professional historians were concerned about its intellectual shallowness and the fact that the narrative was subordinate to citizenship education. Historians, intellectuals and the general public alike were also opposed to what they perceived as the erasure of the national framework, which they felt threatened not only the students' ability to understand history, but also the role of history as a guardian of memory. The issue generated a flurry of activity; a coalition was set up to promote the teaching of history, studies were carried out and a petition was tabled in the National Assembly. Many secondary school history teachers also spoke out, either individually or through their associations, to criticize some of the unrealistic requirements of a program that revisited the same chronology several times in Secondary III and IV.

In short, many teachers, experts and ordinary citizens, all of whom agreed with the recommendations made in the Lacoursière report concerning an improved, more open approach to history, no longer identify with the current program. In more prosaic terms, the problems generated by the redundancy between Secondary III and Secondary IV are now well known and are sufficient, in and of themselves, to justify the development of a new program.

But two questions must nevertheless be asked: First, what is the precise reason for these criticisms, which are shared by so many and serve to justify a revision of the program? And second, what aspects of the 2006 program should be kept, and what solutions are available to address the problems it has generated?

To find answers to these questions, in September 2013 the Minister of Education, Recreation and Sport announced a public consultation to be led by a working committee. The committee's consultation document was published on November 11, 2013. From November 26, 2013 to January 17, 2014, the committee organized a total of 23 meetings with various stakeholders (teachers' associations and unions, associations of schools, curriculum planners, historians, advocacy and community groups) and received 98 briefs and written contributions from a variety of sources. Supplementing the efforts of their representatives, no fewer than 136 teachers and education consultants from various regions of Québec added their personal signatures to one of the 37 briefs submitted by workers in the field. The committee would like to salute educators for their involvement in this process, as well as the significant contribution made by members of the English-speaking community, who tabled 19 briefs and attended four meetings. Appendix 1 presents a list of all the contributions received by the committee.

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The consultation provided a true exchange of ideas. Many contributors said they agreed with the stance taken and solutions proposed in the consultation document. Most of the teachers' groups (associations, unions, interest groups) said the document had been well received on the front lines, where there was real support for an overhaul of the program. Some teachers also said they liked the consultation-based approach, since it gave those working in the field a greater opportunity to contribute.

Others were more critical, especially concerning the short consultation timeframe and limited preparation time. Some contributors felt the consultation document was too critical of the program's pedagogical approach, and criticized the lack of any explicit reference to the student as the focus of the program. They were worried that the position taken in the document might pave the way for an outright rejection of the positive elements of the 2006 program, in favour of simplistic patriotism or a regressive, encyclopedic vision of knowledge. At the same time, the vast majority of those who criticized the consultation were nevertheless in favour of substantial changes to the current program.

Ultimately, and despite differences of tone or opinion, the committee notes the extent to which the various participants were in agreement. A great majority were in favour of a chronological framework spread over two years, a better fit between competencies and knowledge, more explicit references to the narrative, and a better supported, more clearly defined national framework.

The committee also commends the quality and calmness of the discussions. The participants were fortunately able to step away from the acrimony of previous debates and make constructive proposals that led the committee to adjust its initial recommendations, sometimes quite substantially. Although no assumptions should be made concerning the way in which this report will be perceived, it should be noted that the vast majority of the people who took part in this process said they were satisfied with the committee members' open attitude and willingness to listen, in particular with respect to such delicate subjects as the national framework and the balance between competencies and knowledge. The following pages present the terminology used as a starting point for the discussions.

1.1 The Current Program and Its Aims

Since 2006, the debate on the teaching of history has focused to a large extent on the problems of reconciling the competency-based approach with the other aims of the history program. Before going into detail, let us begin by considering the terms of the debate.

In 2006, the current History and Citizenship Education program replaced the former History of Québec and Canada program adopted in 1982. The current program was preceded by the work

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of the Task Force on the Teaching of History (the Lacoursière report), which took place in 1996. However, when the 2006 program was written, the contributions of professional historians and teachers' associations were given much less weight.

From an intellectual standpoint, when compared with the previous program, the current one is characterized by its relatively strict interpretation of an educational approach known as the “competency-based” approach, which, for better or for worse, has a significant impact on the program's content. Under this approach, knowledge presented in the classroom, regardless of its intrinsic value, is viewed not as an end in and of itself, but as a means of instilling specific attitudes and procedural skills.¹ In the current program, this general approach is paired with a method that promotes project-based learning and tends, once again, to minimize the role assigned to factual knowledge.

The competency-based approach has some real benefits. In the case of history, it allows for activities such as the interpretation of documents and comparisons of different memories, which are worth keeping in the program. The notion of competency also involves certain aims upon which most of the consultation participants seemed to agree. Like the committee itself, most participants thought history should be a means through which students can develop their critical thinking and become aware of the requirements of citizenship. The notion of competency is therefore useful if it becomes a way to identify and achieve these goals, which are regarded as inherent to the study of history. The notion of competency is also useful if it encourages students to be actively involved in the classroom, through contact with sources, through analysis and interpretation, or by asking questions.

If the current program had remained at this level of generality, most of the consultation participants would have supported it. Many, however, including education specialists and teachers, have pointed out that the 2006 program promotes an overly radical version of these principles. It is this radical aspect, rather than the approach itself, that raises so many intellectual and educational problems. Its negative impact has two main consequences:

- It distorts the purposes of history. In itself, the idea that history is able to convey certain civic and intellectual aptitudes is not new. It is a legitimate desire, supported by all. In the past, it seemed clear that these positive effects were derived indirectly from the practice of history for its own sake, taught in accordance with its own rules. However, the 2006 program broke with this consensus. Rather than using history as a starting

1. The Ministère de l'Éducation, du Loisir et du Sport attempts to provide as complete a definition as possible in: *Québec Education Program, Preschool Education, Elementary Education* (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2006), 4-5.
<http://www1.mels.gouv.qc.ca/sections/programmeFormation/pdf/prform2001nb.pdf> (November 7, 2013).

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point, the program predefined certain skills (or “competencies”) whose wording and general structure seem ill-suited to the requirements of history as a subject and the way in which it is taught. This version of the competency-based approach, implemented in this way, often appears to regard history not for itself, or in accordance with its own rules, but as a tool to serve other ends.

In the letter of the 2006 program, there are two such other ends: “citizenship education,” which aims to teach specific civic and moral values, and mental attitudes that are supposed to be in line with history as a discipline, such as the ability to question and “historical thinking”, but which, in the program, are worded in a way that is often poorly adapted to the realities of history as a science.

- The program breaks with common expectations for a generally intelligible narrative, one with a continuous, recognizable narrative framework—in other words, with clear narrative threads, whatever they may be. In Secondary III, the program takes the form of a chronological narrative, although it lacks consistency; each period (1608-1760, etc.) raises a different question and is structured around different explanatory principles. In Secondary IV, however, the program is one of deconstruction, going back several times over the same history from different thematic standpoints in respect of which there appears to have been only a superficial attempt to achieve integration.

This dissected form of history, with its constant repetition, takes up a great deal of time, meaning that teachers always feel a sense of urgency, despite the two years they have to teach it. It is also problematic in terms of both memory and science. With regard to memory, greater intelligibility, clearer (and more numerous) narrative threads and a keener sense of chronology would help students make sense of history. From the standpoint of knowledge, it would be more consistent with the discipline of history to work political, economic and social events into a single narrative framework that would clearly illustrate the complexity and singularity of the past.

The lack of intelligibility is due to the way the competency-based approach is used in the 2006 program. The target competencies do not require this type of search for intelligibility, and are, in fact, better served by the fragmentation of history. The fact that the narrative has been deconstructed explains why the national and political framework has been partially eclipsed, and also explains the superficial examination of aspects of social history (women, Aboriginal peoples, the economy, etc.), which are, generally speaking, spread very thinly throughout the narrative.

In short, while there is some consensus in favour of students learning certain intellectual skills so that their minds are not only “full of facts,” but also “fully developed,” it nevertheless seems urgent to adjust the educational directives so that the program matches the intellectual requirements of history in the classroom and history as a subject.

1.2 The Competency-Based Approach in the Scientific Literature

The competency-based approach and the radical version of it implemented in the 2006 program were in vogue throughout the world in the 1990s and 2000s. As a result, the problems observed earlier are not exclusive to Québec, but are openly discussed in the education literature, and it is useful to consider them briefly at this point.

In a radical version of the competency-based approach, the notions of competency and knowledge are brought into opposition, in practical terms, by using the latter to serve the former in such a way that the intellectual integrity of the knowledge (in this case, knowledge of the past) is not necessarily preserved. The current history program in Secondary III and Secondary IV is based on this type of vision. The wording of the program stipulates that history courses serve as “anchor points for the development of the competencies”² and basically provide “opportunities” to learn general concepts and become interested in the present day. On more than one occasion, the program points out that the aim of instruction should be for the students to learn “concepts,” and that the factual (and optional) content “used” for this purpose acts as “references” that the student will later be expected to disregard. When using them “in class,” students are always required to keep in mind that these references “are not themselves specific objects of study.”³

An argument often put forward in support of this vision is that students, when using competencies, will automatically learn the related factual content. However, this assumption is not based on a solid, generally accepted body of research. In 2007, at the height of the implementation of the reform, an influential curriculum planner noted that the supporters of the problem-solving approach did not have access to a body of research that provided arguments and scientific evidence showing the advantage of this strategy in teaching the humanities.⁴ Also in Québec, other authors have noted the dearth of studies on the combination of history and citizenship education.⁵

2. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Québec Education Program, Secondary Cycle Two, History and Citizenship Education* (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2007), 5. http://www1.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/medias/7b-pfeq_histoire.pdf

3. *Ibid.*, 33.

4. Robert Martineau, “L’approche par problèmes en classe d’histoire. Pourquoi les enseignants l’utilisent-ils si peu?” *Traces* 45, no. 2 (2007): 8-9.

5. David Lefrançois, “Sur quelle conception de la citoyenneté édifier un modèle de formation civique?” In Fernand Ouellet (ed.), *Quelle formation pour l'éducation à la citoyenneté?* (Québec: Presses de l'Université Laval, 2004), 73-100; Félix Bouvier and Marc-André Éthier, “L’arrimage de l’histoire et de l’éducation à la citoyenneté au premier cycle du secondaire,” *Traces* 45, no. 1 (2007).

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Several education specialists have been very critical of this vision of the competency-based approach and the programs in which it is used. Can teachers effectively convey knowledge that is no longer explicitly a core element? Many academic papers suggest that they cannot. Kirchner and his fellow authors argue, based on a voluminous bibliography, that empirical research contradicts this assertion.⁶ Previously, Mayer had expressed exasperation at the recurrent failure of so-called “constructivist” approaches.⁷ For their part, Stemhagen and his fellow authors believe the tensions between the constructivist approach and the integrity of knowledge, in history as well as in other subjects, are well-founded, and go so far as to state that the situation “requires . . . wrestling constructivism . . . from sole possession of educational psychologists and giving it to teachers and disciplinary experts.”⁸ In Québec, Clermont Gauthier and his colleagues suggested that constructivist premises are acceptable only if they involve a high level of generality, that they are difficult to apply, and that they are based on a very slim body of research.⁹ Educational philosopher Normand Baillargeon expressed similar reservations, also based on extensive bibliographies. Generally, those who support a less radical version of the competency-based approach recommend that instruction be refocused explicitly on knowledge and programs with course content that has been chosen more carefully.¹⁰

However, these authors do not all lean in the same direction, and the committee does not claim to have drawn any definitive conclusions. Generally speaking, the literature does not

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6. Paul A. Kirschner, John Sweller and Richard E. Clark, “Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching,” *Educational Psychologist* 41, no. 2 (2006): 75-86.
 7. Richard E. Mayer, “Should There Be a Three-Strikes Rule Against Pure Discovery Learning? The Case for Guided Methods of Instruction,” *American Psychologist* 59, no. 1 (2004): 14-19.
 8. Kurt Stemhagen, Gabriel A. Reich and William Muth, “Disciplined Judgement: Toward a Reasonably Constrained Constructivism,” *Journal of Curriculum and Pedagogy* 10, no. 1 (2013): 55-72.
 9. Clermont Gauthier and Denis Simard, “Paul Inchauspé ou fonder la réforme dans un retour à la tradition” and M’hammed Mellouki, “Approche de la réforme de l’éducation au Québec: par touches et retouches,” M’hammed Mellouki (ed.), *Promesses et ratés de la réforme de l’éducation au Québec* (Québec: Presses de l’Université Laval, 2010), 103-120 and 305-326.
 10. This applies to curriculum planners of different theoretical persuasions. With regard to history, see, for example: Michael Fordham, “Disciplinary History and the Situation of History Teachers,” *Education Sciences* 2, no. 4 (2012): 242-253; Stéphane Lévesque, “Teaching Second-Order Concepts in Canadian History: The Importance of “Historical Significance,”” *Canadian Social Sciences* 39, no. 2 (2005); Ken Osborne, “Teaching History in Schools: A Canadian Debate,” *Journal of Curriculum Studies* 35, no. 5 (2003): 585-626; ““To the Past”: Why We Need to Teach and Study History,” Rachel Sandwell (ed.), *To the Past: History Education, Public Memory, and Citizenship in Canada* (Toronto: University of Toronto Press, 2006), 103-131. Similar remarks have also been made on the relationship between knowledge and citizenship education: Isabelle Saint-Martin, “Teaching about Religions and Education in Citizenship in France” and Jonathan Birdwell, Ralph Scott and Edward Horley, “Active Citizenship, Education and Service Learning,” *Education, Citizenship and Social Justice* 8, no. 2 (2013): 151-164 and 185-199.

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recommend that the competency-based approach be abandoned altogether. On the other hand, radical versions of the approach are regularly criticized by education specialists. Other than for the general aspects mentioned earlier, there is no firm consensus on key subjects such as the relationship between knowledge and competency, or the fit between history and citizenship education.

In short, there is nothing to suggest that any type of consensus will emerge in the near future and be clear enough to dispense with public debate or override the independence of teachers. In the committee's view, the research would seem to indicate, on the contrary, that the pedagogical instructions we are giving our teachers must be more qualified. Teachers work in a variety of contexts and should be able to use the wealth of tools available at their own discretion.

To sum up, there is a significant body of scientific literature showing the limitations of programs based on a radical version of the competency-based approach. Above all, this literature suggests that requirements extraneous to the discipline of history be reduced and that more care be taken in choosing the program content. Furthermore, in many countries, the development of new programs has been justified by the desire for a more intelligible form of history, more consistent with history as a discipline. In Québec, unfortunately, this undertaking has been hindered by some unforeseen factors in the public debate.

1.3 The Québec Debate and Its Roadblocks

The radical version of the competency-based approach has been particularly influential in Québec. Not surprisingly, the same efforts it has generated elsewhere to implement the necessary corrective measures are also required here. Criticisms have come from a variety of observers. For example, Paul Inchauspé himself, often considered to be the “father” of the reform, expressed reservations about certain didactic excesses.¹¹

When the program was first introduced, people were quick to point out its deficiencies. Between 2006 and 2008, a number of historians joined the debate, pointing out the program’s intellectual weaknesses. Beginning in 2009, however, the debate shifted. Academic historians lost interest, and the program’s intellectual deficiencies were forgotten. Rivalries unrelated to the program brought new associations of ideas to the fore. On the one hand, the growing volume of criticism from militant nationalists generated a somewhat cartoonish view of what a new program would achieve; some people felt its sole aim would be to impose a form of history that promoted sovereignty. This suspicion obscured the truly directive nature of the current program. On the other hand, an unfortunate quarrel between academics linked the quest for a national framework with a view of history as a strictly political phenomenon (the history of great men, battles and parliaments), as opposed to one that included contributions from social and cultural history (history of women and minorities, mindsets, the economy, living conditions, etc.). Yet, this conflict seems unwarranted, especially as social historians themselves would like their contributions to be placed within the broader framework of national history.

These factors focused the public debate on an unfortunate association of ideas: national history as being politically motivated, outdated and directive in nature, and the current program as being the only one that takes into account social history and the critical potential of history as a science. This kind of tendentiousness led the debate into a stalemate, encouraging people to suspect ulterior motives and to set aside the positive contributions of both national history and the competency-based approach. It also ignores the fact that modern historians currently promote a combination of political and social history within a national framework. But above all, it disregards the urgency of addressing the concerns generated over a number of years by the real deficiencies of the current program.

11. Paul Inchauspé, “École québécoise et transmission culturelle,” *Philo & Cie*, 6 (2013): 16-21; *Pour l’école. Lettres à un enseignant sur la réforme des programmes* (Montréal: Liber, 2007).

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Most participants in the consultation expressed a genuine desire to overcome these roadblocks. Many thought the reference to the “nation” should not be associated with an outdated vision of teaching, such as “nostalgia for a lecture-based approach” or a refusal to allow students to play an active role. Others pointed out that the introduction of more sustained narrative threads should not serve as justification for a “traditional” patriotic narrative. Having said this, most participants preferred a debate focused more on the realities of the program, with a view to reinforcing its strengths and correcting its weaknesses.

2. The Limitations of the Current Program

In its consultation document, the committee proposed its own reading of the 2006 program and its limitations, in an effort to refocus the discussion on the actual content of the program and its impact in the classroom. The following pages present the favourable and unfavourable reactions generated by the committee’s “diagnosis,” and the adjustments made as a result of the consultation.

Some of the reactions from the field were definitive. Most teachers, for example said they tended to agree with the general principles underlying the program, but disagreed completely with their application, which they felt had been made problematic by the “dogmatism” (a term that was often heard from both sides of the debate on the competency-based approach) and imprecise language of the program. The situation had become even more obscure because of a lack of communication and confused signals from MELS, in particular concerning evaluation.

As a result, some of the program’s competencies are no longer evaluated, the progression of learning has become problematic and many people feel that the program’s structure is untenable. Some participants used the term “schizophrenic” to describe the situation in their schools, where the program, while officially accepted, was unofficially disregarded. To take into account these concerns, a new program would have to promote the transmission of a form of history that is more intelligible, better adapted to actual classroom conditions and more in line with the specific requirements of history as a discipline.

How then, from this standpoint, should the current program be read and assessed? The 2006 program is divided into two main sections. The first consists in a series of preambles setting out the aims of the program and stating how it should be read. The second presents the “program content” itself, i.e. the material to be covered, along with a description of how it should be addressed. The following pages present the consultation participants’ observations on the program’s principles and the way they are applied in the program content.

2.1 The Preambles to the Program and Definition of the Competencies

The preambles to the 2006 program define the three “competencies” that determine the aims of the program. In schools, these three competencies are usually referred to as “Competencies 1, 2 and 3.”

- Competencies 1 and 2 are cognitive in nature. They are described as representing “historical thinking;” in other words, the use of skills and attitudes specific to historians. Competency 1 is the historical “perspective”, which is supposed to refer to a concern for contextualization and the formulation of appropriate questions. In reality, however, the approach taken in the program is primarily a form of presentism; in other words, an examination of the past that tends to use the immediate present as its sole starting point. Competency 2 focuses on “method” or “interpretation,” i.e. the rigorous questioning of sources and the founding of beliefs on solid factual arguments.

As things currently stand, these principles are imprecisely worded and poorly explained. In some respects, the imprecision accentuates the structuring role of citizenship education, the foundations of which are much clearer and better developed. In addition, it is obvious that Competencies 1 and 2 serve mainly to teach general concepts (e.g. liberalism, industrialization) rather than to help students understand the unique way in which those concepts are embodied in the Québec experience.

- Competency 3 is concerned with citizenship education. In the preambles, citizenship education is openly directive. It presumes a narrative with only one interpretation, an epic tale of rights and institutions that encourages students to adhere to a specific moral doctrine—or, to quote from the text, to recognize that “historical awareness is important for the citizenry . . . if they are to choose intelligently in a democracy.” In the same vein, the goal is that the student “understands the purpose of public institutions” and “establishes the contribution of [certain] social phenomena to democratic life.” As stipulated in the program, by studying history, students will learn that “social change depends on human action,” that “the principles associated with democracy evolved over time, taking the form of citizens’ rights,” and that “the diversity of identities is not incompatible with the sharing of values.”¹²

The preambles suggest a form of directed history that is not really consistent with history as a discipline. Competencies 1 and 3 are particularly problematic, in that they encourage an anachronistic and presentist approach. One group of institutions noted that currently “two of the three competencies evaluate the present day,” a view that was shared by many participants.

12 . Québec, Ministère de l'Éducation, du Loisir et du Sport, *Québec Education Program, Secondary Cycle Two, History and Citizenship Education* (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2007), 22 and 24.

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Teachers and education consultants who were generally in favour of a less radical version of the competency-based approach said they found the wording “clumsy,” since it limited the teachers’ independence, went against the demands of history as a discipline, and in doing so, gave a false impression that competencies and knowledge “are at odds with each other.”

2.2 The Program Content

In response to this criticism, it has sometimes been suggested in the media that the competencies do not have a direct impact on the content taught in the classroom. In the opinion of the consultation participants, however, this is not true. “Program content” and what happens in the classroom are strongly influenced by the program’s orientations. Many teachers said they were uncomfortable with how the 2006 program, if applied in its current form, affects what they teach.

The program is taught over a two-year period. In Secondary III, it presents a chronology of Québec’s overall history, divided into seven periods, each addressed through a specific issue or “designated focus”:

- the era of the *first occupants* (around 1500), addressed through “the connection between conception of the world and social organization”
- the *emergence of a society in New France* (1608-1760), addressed through “colonization programs” and their impact on society and territory
- the *change of empire* (1760-1791), addressed through the “Conquest” and its consequences for society and territory
- the era of *demands and struggles in the British colony* (1791-1850), addressed through “the influence of liberal ideas on the affirmation of nationhood”
- the *formation of the Canadian federation* (1850-1929), addressed through “the relationship between industrialization and social, territorial and political change”
- the *modernization of Québec society* (1929-1980), addressed through “the relationship between changes in attitudes and the role of the state”
- *issues in Québec society* (since 1980), focusing on the “public sphere,” and left to the teacher’s discretion

The Secondary IV program then goes back over this history, using different theme-based approaches, and is divided into five “social phenomena” that may be studied in any order:

- *Population and settlement*, focusing on demography, immigration and settlement of the territory
- *Economy and development*, focusing on the “constantly changing” nature of economic activities “from the Native world around 1500 to the present”

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- *Culture and currents of thought*, focusing on “the influence of ideas on cultural expression”
- *Official power and countervailing powers*, focusing on the relationship between the state and “interest groups”
- an “issue in society today,” left to the teacher’s discretion and combining aspects drawn from the other theme-based lessons

Each of these segments (period or theme) has its own civic and conceptual aims relating to each of the three competencies and must be addressed through a specific “designated focus,” stipulating the angle from which it must be examined. As well, each period or theme has a descriptive text exemplifying the type of narrative required, along with optional content that the teacher may or may not use to achieve the prescribed aims (see Appendix 2, which shows how program content in the current program is represented).

In and of themselves, the general arrangement of the periods and the choice of themes are entirely defensible, and the consultation participants made few comments in this regard. However, the proposed content and prescribed aims are problematic in that they have a negative impact on learning in the classroom and influence the content of textbooks and the ministerial examination.

In its consultation document, the committee took the view that the deficiencies in the “program content” are a logical extension of the program’s foundations. It divided them into three categories: civic preaching, too much emphasis on general concepts and not enough on Québec’s unique experience, and the absence of clear, continuous narrative threads. Participants had a variety of reactions to these assessments. The following pages consider these reactions in more detail and discuss the lessons learned by the committee, which ultimately inspired the more specific recommendations presented in Section 3.

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2.2.1 Citizenship Education and Civic Preaching

In its consultation document, the committee considered that citizenship education, as implemented in the program content, encourages a directive form of history designed to instill moral values through selected but debatable interpretations of the past.

During the consultation, most participants, especially teachers, said they shared this view. Some used strong terminology to criticize the program's approach to citizenship education, which they described as "directive" and "completely biased". Others felt less strongly, but nevertheless mentioned the "forced" nature of the goals of citizenship education as presented in the program content. Some participants also thought that the aims of citizenship education offered a truncated vision of society, which raised some significant ethical and political problems. Some felt that the program minimizes the historical role of conflicts, giving a false image of democracy and the Québec experience. Others maintained that the program conveys an individualistic or legalistic vision of citizenship, which has a detrimental impact on the collective understanding of social problems.

In addition to this distorted form of historical narrative, participants mentioned the problem of evaluation. Some teachers' groups felt that it was "counter-pedagogical" to have to evaluate what was essentially a question of attitudes and behaviours, and several teachers said they had refused to plan their history classes from this perspective. Even MELS itself appears to have given up on this idea, since it no longer evaluates this competency.

The committee therefore supports the majority opinion in favour of reviewing the role played by citizenship education in the program. The review could take several different forms but no consensus has emerged in this regard. Some participants felt Competency 3 should simply be abandoned, since the acceptable contributions of history class to citizenship education are in any case inherent to the subject. Others felt it would be useful to continue to formally state a set of expectations pertaining to citizenship education through a better-defined competency that would not be evaluated and that would simply encourage students to engage in critical thinking. Virtually all the participants agreed that citizenship education in history class must not be used to create pressure in favour of an imposed moral doctrine.

2.2.2 The Inclusion of Concepts and Competencies in the Program Content

In its consultation document, the committee criticized the fact that every designated focus in the program is in the form of a “general concept.” Although it does not question the relevance of the concepts, the committee nevertheless felt that only using poorly-defined general concepts (e.g. “industrialization”, “welfare state”), with no explicit reference to socio-historical situations in Québec, limits the students’ understanding of the past by minimizing the complexity of situations or specific elements associated with the Québec experience, including the national question. It found that the wording of the program content, in terms of both the designated focuses and the descriptive texts, often seems to simplify the narrative by neglecting the singular elements of Québec’s history. That being said, the Secondary III program also provides some interesting counter-examples: the segments devoted to colonization in New France and the Conquest, which are built around specific socio-historical subjects rather than general concepts, offer a more solid approach that is better suited to the national framework and that clearly explains the mechanisms specific to those periods.

Few of the consultation participants objected to this view, and a handful were enthusiastic in their support of it. Most, however, felt it was not a priority, and some defended the relevance of analytical concepts. These reactions seem to us to argue in favour of the continued use of designated focuses in the form of “concepts”. Some minor corrections should be made to the wording of the designated focuses and descriptive texts in order to clarify the reasoning behind the general and specific elements so that students are better able to understand the concepts involved and their specific application to the Québec experience. For example, the wording of the program should be changed to remove any suggestion that the concept of the welfare state can be studied without reference to the role of nationalism in Québec’s initial refusal and subsequent development of a welfare state between 1945 and 1970.

Most participants felt that the way in which Competencies 1 and 2 are implemented in the program content is more problematic than the wording of the designated focuses. The teachers’ associations, including those that were in favour of competency-based learning, considered that the approach to these two competencies is inconsistent with both the realities of the classroom and the specific requirements of history. As is the case with citizenship education, even MELS appears to have stopped evaluating Competency 1 (examining questions on the basis of the present). This adjustment seems to better meet the realities on the ground and the demands of participants, many of whom were extremely critical of the way Competency 1 is implemented in the program content. In their view, by exclusively and systematically approaching the study of the past on the basis of the present with no real middle ground, this competency seems to encourage a trend toward presentism and anachronism that is likely to accentuate the more

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ahistorical aspects of citizenship education. Some of the proposals regarding Competency 1 were reminiscent of the discussion on citizenship education. A certain number of participants suggested that, since examining questions is an implicit aspect of the historical method, this idea should simply not be stated as a competency to avoid the current excesses. Others felt it would be useful to keep referring to this idea, as long as it was not evaluated as a competency and was worded less radically given that “questions can be examined on the basis of both the past and the present.”

One participant from the front lines thought the fact that MELS has implicitly abandoned efforts to evaluate Competencies 1 and 3 would help the official program to “catch up with practice in the field.” However, the poor official definitions still used in the program continue to have a real, adverse effect. For most participants, the three competencies taken as a whole and their obvious preponderance over knowledge in the presentation of the program content continue to be a problem. The current model makes the evaluation process ambiguous at best, suggests a plethora of secondary objectives and learning situations that makes course planning laborious and creates artificial aims that divert students away from history and historical thinking. According to one participant, a teacher who was very much in favour of the competency-based approach, what the current program offers “is sometimes not even history.”

That said, a number of participants maintained that if the program is to be refocused on Competency 2 (historical method), then some clarifications would be required. The current description of this competency is vague, in both the preambles and the program content. The participants suggested that ministerial terminology should be replaced by more precise models.

Several participants also argued in favour of reviewing the balance between competencies and knowledge in the program content. To quote one participant, this should be done “without going back to rote learning.” Many participants, including those in favour of the competency-based approach, were concerned about the need for a shared body of knowledge, referring for example to geographical elements or key moments in history. If these concerns are any indication, reinforcing the transmission of certain basic knowledge that is clearly a prerequisite for more complex tasks like reading and interpreting documents should by no means be viewed as an exercise in sterile encyclopedism.

In the wake of the consultation, the committee therefore believes that the function and wording of the competencies as aims of the history program must be reviewed extensively, not only in the preambles, but also with regard to how they are implemented in the program content.

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2.2.3 The Absence of Continuous Narrative Threads

In its consultation document, the committee took the view that the program is indifferent to the narrative threads offered by the national framework and certain influential concepts of social history, such as social classes and gender relationships within society. As a result, its overall structure is not all that coherent. The Secondary III program is divided into periods, each centred on a specific question. In addition, there is a change in emphasis: the focus is on political history from 1760 to roughly 1900 and on social history from 1900 to 1980. This structure has a number of pernicious effects on the content. It denationalizes the 20th century to some degree, relegates social history to a marginal role in the 19th century, and does not succeed in connecting the social and political aspects of history within the ongoing context that a continuous and integrated national framework would provide. Lastly, duplicating the Secondary III narrative in Secondary IV and returning to it several times in Secondary IV creates a problem. It deprives students of an integrated, intelligible narrative, complicates the teacher's task significantly, and promotes the oversimplification inherent in the present wording of the competencies. In effect since 2011, the current progression of learning only breaks up the content even further by postponing the study of themes such as the seigneurial system and the relationship between Church and State to Secondary IV.

Like the committee, the consultation participants were virtually unanimous in their criticism of the program's current structure, which obviously has a negative impact on students. In their opinion, a review is urgently needed; this was the clearest and most pressing consensus to emerge from the entire consultation.

In the field, it seems clear that the formula "is not acceptable." All this duplication kills students' interest before it has time to develop (this is especially true for students at risk of failure) and wears out teachers, who are forced to painstakingly go over the same material multiple times. This dissected form of history, with its constant repetition, takes up a great deal of time, meaning that teachers always feel a sense of urgency that prevents them from addressing the subject in more appropriate depth, making connections between different elements and taking the students' interests into account. The benefits that should have resulted from the additional year devoted to the history of Québec do not seem to have materialized, despite teachers' best efforts.

From an intellectual standpoint, many participants in the consultations described the theme-based structure of the Secondary IV program as a "fiasco." Some teachers' groups said it makes it difficult for students to develop any sense of chronology, and prevents teachers from going into more detail or exploring the more complex aspects of different situations. Historians have confirmed that the theme-based "capsule" format of the Secondary IV program is contrary to historical logic, which focuses instead on the connections between the different facets of a given

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period. The publication of the progression of learning in 2011 compounded this weakness. One association of teachers that supports the competency-based approach even described this progression of learning as “a mishmash that makes no sense.” Various school and school board representatives who are in favour of the competency-based approach also argued, strongly in some cases, that this formula should be abandoned. Many participants said the reasons originally given for choosing the current structure were quite flimsy and had no real basis in research.

The lack of continuous narrative threads has a negative impact on the history taught to students. Many participants in the consultations said it “hindered” the student’s enthusiasm and prevented teachers from organizing a variety of educational activities. Others mentioned the superficial way in which social history is treated; without a guiding concept, it is often reduced to a set of ad-hoc, politically correct illustrations that have no impact on the overall framework. Lastly, many teachers said the main victim of the overly cumbersome program has been the study of recent history (i.e. the post-1960 period). In their opinion, this is out of step with the clearly expressed concern for true citizenship education.

Lastly, a number of participants mentioned the dilution of the national framework. Several teachers’ groups said it was difficult to include the national issue in certain segments of the program, especially those dealing with the 20th century. This view was shared by certain academics, who felt the absence of a continuous, intelligible national framework was contrary to the program’s explicit aim of providing students with instruction that enables them to understand the discipline of history, the demands of citizenship and present-day issues. Several teachers and their representatives felt this intellectual loss could not be justified either by the requirements of the competency-based approach or by anti-nationalist suspicions that call into question the professionalism of teachers.

3. Some Potential Solutions

The vast majority of participants argued in favour of major changes to the 2006 program. Although they did not all share the same opinion of what these changes should be, there were nevertheless some points on which they all agreed. In their view, the overall program structure, the radical and imprecise wording of the competencies, the absence of clear narrative threads, the scant attention paid to the national framework and the current disregard for the knowledge that should be conveyed must all be remedied.

These deficiencies divert the program from the requirements of history taught in the classroom and history as a discipline. They also deflect it from the need for a sense of shared memory. The shared content is drastically reduced by the denationalization of large parts of the narrative, and by the optional, and hence unshared, nature of the knowledge to be acquired. Lastly, because of its directive approach to citizenship education, it is unlikely to produce citizens who are accustomed to thoughtful discussion.

These deficiencies have an impact on the collective memory. However, the roots of the problem lie primarily in the program's intellectual orientations. As a result, work on the new program should be guided by the need to reconcile it with the requirements of history as a science and to bring students into contact with history as a discipline. Reconciliation will require a more continuous narrative structured around clearer narrative threads, all within the context of Québec's national framework. For this to be of benefit to the students, its in-class presentation should strike a proper balance between knowledge and competencies.

The following pages present the proposals that emerged from the consultation as guidelines for the new program. The section begins with a discussion of general themes, such as the role of narrative, the national framework and the competencies in history classrooms, and is followed by a series of specific recommendations made by the committee on the basis of its understanding of these discussions.

3.1 History, Narrative and National Framework

The long debate on the teaching of history has been an interesting one in some respects. Proponents of the current program have proposed an interesting vision of the "competencies" included in the curriculum. For example, in their opinion, the cognitive competencies should have been fully representative of the current status of the discipline of history. Competency 1, on examining social phenomena from a historical perspective, should have simply denoted a concern for contextualization and the notion of duration. Competency 2, on method and

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interpretation, should be a core element of the program structure. As for Competency 3, on citizenship education, it should focus solely on the use of critical thinking and debating skills, and should not direct the narrative.

These goals are laudable, and most of the consultation participants felt they should be maintained in the new program. However, the 2006 program does not appear to have fulfilled these intentions. A better understanding of the key elements of history, such as the narrative, the national framework and “historical thinking,” should pave the way for a better-structured program that is more likely to enable students to benefit from history as a discipline.

It is true that in the current program, there is a certain amount of confusion regarding history as a discipline. Whether implicitly or explicitly, the 2006 program, and much of what has been written in its defence, promotes a vision of history similar to that of the Annales School, a movement that dominated the field of history in France for several decades in the mid-20th century. Innovative in its time, the Annales rejected the idea of historical narrative to some degree, believed that there was a fundamental conflict between political history and social history, preferred to study general concepts and showed relative indifference to national frameworks. Its contribution was huge. In the last 40 years, however, many historians have sought to reduce its heritage. If the program is to familiarize students with the progress made by history as a science, it should perhaps follow the example of efforts to restore the narrative, reconcile the social and political aspects of history, and better integrate the general and specific aspects, taking into account the national experience. Many participants would like the new program to be realigned in this way.

3.1.1 Historical Thinking and Narrative

Many consultation participants thought the narrative should be restored in the program. For example, several teachers’ groups spoke of the need to use narrative in the classroom. As others have done, they criticized the lack of explicit references to narrative in the program’s wording; on the contrary, narrative is largely ignored and is at odds with a rigid, theme-based structure with no real narrative thread. According to several participants, students are confused by the lack of a clear chronology, since it deprives them of the references they need to situate, interpret and understand past phenomena. These participants also considered narrative an essential element of sound historical practice and “historical thinking.” The historians consulted agreed with this, believing that history’s contribution to the understanding of societies consists precisely in its presentation of complexity and change over time and that narrative has been, and continues to be, the principal way to achieve this in the study of history.

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Despite this, some participants working more closely in the area of didactics were less enthusiastic about the assumption that narrative must be used. One specialist even suggested that the committee should avoid the term “narrative,” since it “grates on” curriculum planners, and replace it with less loaded synonyms, such as “framework.” Although we do not consider these distinctions to be important, they nevertheless reflect an attitude that needs to be overcome. In fact, the handful of participants who objected to the term “narrative” associated it only with the more traditional forms of lecture-style teaching, which they felt were contrary to the requirements of historical interpretation and thinking. Underlying these objections, there appears to be a fear that recognition of the role of narrative in history would stifle the proposals of proponents of the competency-based approach for more active involvement on the part of students.

It would appear from the consultations that the main concern of teachers today is to achieve a proper balance between narrative and other forms of instruction, ranging from the examination of documents to the analysis of different interpretations. Most participants felt these activities would be difficult to contemplate without the use of a narrative that conveys basic knowledge and raises real questions. In this respect, regarding narrative as a legitimate means of teaching history, accepting it as a way of transmitting knowledge in the history classroom and facilitating its use by including clear narrative threads in the program would help to harmonize the different aspects of the program, including the competencies.

Reinstating the narrative, and with it the idea of knowledge transmission, should also help to play down the debate on the relationship between knowledge and competencies. Many participants felt the radical wording of the competencies has been detrimental to efforts to strike a proper balance between the two. Although students should sometimes be allowed to work on their own initiative, it is clearly an exaggeration to believe they would become so independent as a result that it would no longer be necessary to transmit knowledge. Some participants thought this presumption corrals the history classroom into a fictional space where the actual transmission of knowledge from teacher to student is poorly thought out and under appreciated. Many considered it unrealistic to expect students to be actively involved in interpreting history without first giving them a certain amount of knowledge, structured by the teacher around a clear chronology and a thoughtful account of the facts. This need should be acknowledged in the wording of the preambles and of the program content.

3.1.2 Historical Thinking and the National Framework

In its consultation document, the committee suggested that the national framework seemed to be the most obvious framework for the historical narrative. However, it is not the only possibility; other narrative threads, such as the transformation of social classes or gender

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relationships in society, should also be included. Even so, the nation is the framework within which these various threads are usually interwoven. This corresponds to the practice of historians: both their general works (*Québec: A History 1867-1929*, *Québec Since 1930*, *A Brief History of Women in Québec*) and their studies of social history [*Histoire de la librairie au Québec* (*history of bookstores in Québec*), *Histoire du jeu en France* (*history of games in France*), *Formation of the English Working Class*] are usually placed within a national framework, even when they aim to study more than identity. Is this not also the case for collective memories and, indeed, for most history programs throughout the world?

As the committee pointed out, the national framework is no longer that of the “patriotic novel” inherited from the 19th century. On the contrary, it is a space within which the various components of the past come together and intertwine, combining the contributions of political history and social history to form a single narrative. In this respect, it leaves room for both standard political history focusing on historical events and figures and a more recent style of political history interwoven with the history of mindsets or the economy. Moreover, using the national framework entails examining the singular aspects of the Québec experience, whether they concern trade unionism, interethnic relations, religiosity or the women’s movement. It was pointed out that both here and elsewhere, supporters of a modern form of history, open to social history and to the competency-based approach, have no difficulty in acknowledging the validity of the national framework as the ideal context within which to examine the past. In this respect, the historians who took part in the consultation, regardless of their political leanings, all agreed with this vision of history as a discipline.

Could the national framework therefore be regarded as the normal context for a historical approach that is stimulating, intelligible and respectful of current knowledge? This proposal by the committee generated a range of reactions. Participants with the greatest reservations were afraid that history would become too patriotic in nature, more in line with propaganda and patriotic lyricism than with history as a discipline. Despite these fears, however, few participants questioned the basic legitimacy of a more continuous and more explicit national framework. The English-speaking participants were divided in their opinion of this aspect; some objected strongly to any reinforcement of the national framework, while others felt it was a legitimate concern from an intellectual and educational standpoint and from the standpoint of developing a sense of shared memory.

Most participants therefore supported the idea, put forward in the consultation document, of a national framework that is more continuous and more explicit than in the 2006 program. Like the committee, many participants thought the national framework should serve a dual purpose: it should present political and social phenomena within the common space of the community, and it should serve as a starting point to examine the development of the political community

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and its identity-related dynamics. For example, many participants, including curriculum planners, thought that a relevant approach would be to engage in “historical thinking” through the systematic study of national duality, provided the topic is presented in the form of a question that is open to critical examination and different interpretations. It would be interesting, for example, to expose students to different interpretations of the Conquest. Beyond its legitimacy, participants also thought a continuous national framework would offer considerable pedagogical potential. Because of its relatively permanent nature, it would provide a narrative thread that would help students view events from a long-term perspective, be it with regard to Amerindian claims or Canada’s national duality. Yet, thanks to its changing nature, marked by changing identities and an evolving sense of political community, it would also allow students to examine how nation and citizenship are viewed.

While they generally agreed with the principle of a national framework, the vast majority of participants warned that some precautions would be required to avoid reproducing the directive aspects criticized in the current program. As one historian put it, it is important to avoid “a shift from civic preaching to nationalist preaching.” Some participants emphasized the need to historicize the framework of both the nation and the political community; in other words, to avoid anachronism by demonstrating the changing, constructed and problematic nature of the national framework. Several also thought the national framework should be enriched by focusing on transnational contexts, the diversity of groups and experiences, and the relationships between those groups. Others thought it was important to avoid unnecessary friction by clearly explaining the main aspects of the national framework and its importance as a narrative thread for the program.

3.1.3 Historical Thinking and the Competency-Based Approach

During the consultation, it was clear that many people want to see a more judicious connection between knowledge transmission and competency acquisition. Concerns were expressed about the narrative and the knowledge taught, suggesting that the program’s aims regarding content should be much clearer. In addition, the wording of the competencies must be both clearer and less radical, not only in the preambles but also with regard to how they are implemented in the program content. In short, the balance between knowledge and competencies is one aspect of the program that must be significantly overhauled.

Most participants said they were in favour of trying to achieve this new balance, although the terms they used to express this varied. One group of historians mentioned the importance of the “guidelines” offered by the discipline of history in deciding whether or not the program’s proposals are viable. A group of schools felt the notion of competency entails both “procedural” and “declarative” knowledge, and that both should be compulsory and thus explicitly stated in

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the program. Yet another group, composed of teachers and curriculum planners, thought the desired “balance” between competencies and knowledge would require some elements to be removed from the current program.

Many different opinions were expressed, and most reflected a moderate view. Most participants were in favour of the general principle underlying the notion of competency. A considerable number felt the most valuable contributions of the 2006 program were the introduction of explicit requirements that students formulate questions, the focus on the interpretative nature of history, and the promotion of active methods based on reference to documents. Like these participants, and to ensure that the history program is consistent with other elements of the curriculum, the committee is in favour of maintaining this general understanding of the concept of competency.

The desired balance between competencies and knowledge is, however, difficult to establish. There was no consensus as to the purpose of the competencies. Some participants thought the competency-based approach should aim to help students better remember and understand the past, while others thought it should be used for other purposes, outside the field of history as a discipline. A certain number considered that practical exercises should only be used as occasional elements, secondary to the transmission of knowledge by the teacher, while others felt that practical learning situations should come before the teacher’s introduction to the subject. Others thought the balance between the two elements should be left to the discretion of teachers, who are better placed to identify the specific characteristics of their classes and the needs of their students.

Before making specific recommendations, the committee feels it would be useful to explain two principles that will help clarify the role of the competencies in the general framework of the new history program.

The first principle is that the competencies in general, and Competency 2 in particular, must be closely connected with a series of specific intellectual skills that should be spelled out in the program. At the very least, providing suggestions of activities that would develop the competencies should clarify both the procedural aspect of the skills (e.g. “students should understand the differences between two separate interpretations of the same episode in history”) and how they fit into the practice of history as a subject (e.g. “in this segment, students should be able to understand the different ways in which the consequences of the Conquest are interpreted”). The skills and activities should be presented as suggestions only, and it should be clear that teachers are not required to use them. Such information would nevertheless provide useful guidelines and would show that, while competency-related activities can be used to

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convey knowledge, they must also meet the requirements of the practice of history in and of itself.

Such information should therefore make the implementation of the competencies less daunting. The intellectual skills and activities thus described in the program should be based on goals relating specifically to the normal framework of history as a discipline. They would become meaningful as tools for understanding the past. In this respect, the committee shares the view of participants in the consultations who viewed the competences as “a means of reclaiming knowledge,” or as “procedural knowledge to help understand the subject in depth,” to quote some of the curriculum planners who took part in the consultations. In the classroom, activities such as these should take place after an explicit presentation of the requirements of history.

Competency 2, associated with interpretation and the “historical method,” should be the main vehicle for these intellectual skills. A variety of activities should be used for this purpose, including those already mentioned in the current program and in other documents, namely:

- critically analyzing sources (using a variety of sources, thoughtfully assessing their origin and significance), so that students will carefully evaluate the “facts” and information they find
- comparing different interpretations (considering the role of interpretation and the changing nature of knowledge), so that students will appreciate that interpretations of the past are in part constructed and that there is a need for critical analysis
- synchronically comparing different societies or different groups within the same society (reflecting on different experiences and on the contribution of general and specific elements to the Québec experience), so that students will develop their understanding of the diversity, causes and dialectics of the general and singular aspects of the Québec experience
- diachronically comparing two different points in the past to identify breaks and continuity over time (producing chronologies, understanding long-term phenomena), so that students will be able to identify changes, situate them within different timeframes, and position past and present events within a longer-term view of time
- explaining phenomena based on a variety of causes (putting things in context, summarizing different factors), so that students will pay attention to contexts and their complexity, and will make connections between different types of phenomena (e.g. between economic and political facts, or between economic and cultural facts).

The second principle involves clarifying the connection between the use of these intellectual skills and the teacher’s real and legitimate task of knowledge transmission. Although competency use need not be entirely secondary to the transmission of knowledge, it should nevertheless, as one curriculum planner pointed out, be approached “only from the standpoint of specific subject-related content,” usually transmitted directly by the teacher. If this component of the teacher’s work is to be taken seriously, there should be a section in the new program

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clearly setting out the content to be offered in the classroom. This would help teachers by providing a clear selection of events and issues for interpretation. Establishing core compulsory content would also better serve the need for a sense of collective memory, which is based not on a consensus, but on a shared set of reference points conducive to discussion.

Lastly, if the tasks of transmitting knowledge and mastering history, which are inherent in the competencies, are to be taken seriously, we must also reconsider the expertise required by history teachers. Virtually everyone who took part in the consultations said the subject-specific expertise of history teachers must be recognized, and their initial training in the discipline of history must be enhanced.

3.2 Rethinking the Program: Recommendations

In the opinion of the vast majority of participants, a new Secondary III and Secondary IV history program would seem to be a necessity, and should be developed by modifying the foundations of the existing program, preserving its most positive aspects and addressing its weaknesses.

The new program should build on the existing elements of the 2006 document. It should combine better-identified elements of knowledge with more precise, better-developed designated focuses and less radical competencies that clarify what is to be expected of a history class. Specific recommendations in this regard are outlined in the next few pages.

Appendix 3 contains a series of charts illustrating the new program's recommended structure. The charts present the key elements of the program (competencies, designated focuses, narrative threads and content) along with the specific ways these elements should be connected to ensure that the program content informs competency development. The charts also reflect the spirit of the recommendations concerning program content and illustrate the role to be played by the narrative threads. Appendix 4 presents tables illustrating the spirit in which the core compulsory content should be developed.

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3.2.1 Developing a New History Program

While there was general consensus on the need for a new Secondary III and Secondary IV history program, participants had different ideas on the nature and timeframe of the restructuring process.

There was some disagreement on the government's proposed timeframe. Many participants thought the ministerial proposal to begin pilot projects in September 2014 was too hasty, while others felt the time was ripe, citing what they described as more or less "clandestine" initiatives already underway in several schools and the availability of exercise books already structured around a two-year chronological program. Some individual schools, school boards and teachers also said they would be willing to take part in pilot projects. As for English-speaking schools, they insisted on the timely availability of teaching materials in English so as to avoid the unacceptable delays that hindered the implementation of the last education reform.

Participants from a variety of fields also thought that the new program, while addressing the most problematic aspects of the current program, should nevertheless maintain its general format (competencies, concepts, designated focuses and program content) so that it will fit easily into the Québec Education Program and facilitate the task of teachers who have already suffered through several years of reform. According to one teachers' group that was in favour of the competency-based approach, the aim should be to "clean up" the program, while "maintaining the general framework" of the original curriculum through a "better combination" of reformulated competencies and enhanced "core content." Other participants said the new program should be based on a simpler format, with clearer content that would give teachers more autonomy. Several teachers and other participants also thought the program should be renamed "History of Québec and Canada" to reflect the specific requirements of history and the new program's greater focus on Québec's socio-historical experience.

All the associations said they would like to be consulted on the content of the new program before it is implemented. Involvement of the educational community and greater transparency should ensure that the program is acceptable and of good quality, thereby helping to avoid the problems that have dogged the 2006 program. Such an approach would also allay the fears and speculation that accompanied the creation of this committee.

Lastly, some participants insisted that more consideration should be given to evaluation requirements during the development of a new program. Among other things, authorities responsible for evaluation should be involved from the outset in the drafting process to avoid the same inconsistencies that still hinder classroom application of the 2006 program, often at the expense of students.

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Taking into account the opinions expressed during the consultation, and with regard to the development of a new history program, the committee makes the following recommendations:

1. A new Secondary III and Secondary IV history program should be developed and implemented in the form of pilot projects beginning in the fall of 2014.
2. A provisional version of the program should be released in the spring of 2014 so that the main associations of teachers, historians, curriculum planners and school administrators can be consulted in this regard.
3. Consultation on pilot project outcomes and the adjustments required should be held in the spring of 2015 before launching the program throughout the school system.
4. The authorities responsible for student evaluation should be involved from the beginning of the process to avoid the adverse effects of having program development and evaluation teams working separately.
5. Teaching materials in both French and English, perhaps in the form of online tools, should be prepared to ensure that the new program can be implemented throughout the school system in the fall of 2015.
6. The new program should be renamed “History of Québec and Canada.”

3.2.2 Rewording the Preambles and Competency Definitions

In light of the consultations, it would appear that the preambles in the program should be rewritten, among other things, to reword the competencies that are supposed to serve as its guidelines.

Most participants agreed that, in their most acceptable versions, Competency 1 (examination of the past) and Competency 3 (citizenship education) are already related to the practice of history in and of itself, and are therefore implicitly covered by Competency 2 (historical method). The vast majority also thought that it is impossible to evaluate them properly. As a result, some participants suggested eliminating Competencies 1 and 3, whose needlessly cumbersome nature generates adverse effects such as a tendency toward presentism and civic preaching. Others, however, thought the skills involved in consciously examining the past for keys to understanding the present are so important (because they are core elements of the historical method and of interest to students and because they require students to become actively involved in the learning process) that they must be expressly included in the program to ensure that they are not forgotten. However, those who took this view also agreed that the wording of the competencies should be less radical to make them less prescriptive. Participants who were in favour of the competency-based approach pointed out that “both the past and the present can be

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used as the starting point for raising questions,” and suggested that the wording of Competency 1 should be less radical. As for Competency 3, the vast majority of participants thought citizenship education can be defended only from the standpoint of its most limited meaning, namely as a way of encouraging critical thinking. The wording of Competencies 1 and 3 should also make it clear that they are for information purposes only, and will not be evaluated in the new program.

A majority of participants thought the preambles should be simplified to present a better balance between competencies and knowledge. The wording of Competency 2 should include a list of related procedural skills, make it clear that the aim of these skills is to promote the learning of specific content and stipulate that the program content will include suggestions to help achieve that aim.

Taking into account the opinions expressed during the consultation, and with regard to the rewording of the program’s preambles and competency definitions, the committee makes the following recommendations:

7. Although Competencies 1 and 3 should not be eliminated from the program, their wording should be less radical, and these changes should be clearly reflected in the other sections of the program. The wording of Competency 1 should indicate that both the past and the present can be used as the starting point for raising questions, depending on the situation, and that decisions in this regard should be left to the teacher’s discretion. The wording of Competency 3 should emphasize the potential for critical thinking inherent in the study of particular segments, without requiring a link to the present or to specific values.
8. It should be clearly stated that Competencies 1 and 3 will not be evaluated, and this change should also be clearly reflected in the way these competencies are represented in the other sections of the program.
9. The wording of Competency 2 and of all the preambles should explicitly promote a balance between competencies and knowledge, and state that the transmission of knowledge by teachers is an essential part of the learning process.
10. The wording of Competency 2 should include a proposed list of intellectual skills and appropriate activities. It should be clearly indicated that the purpose of these activities is to provide students with the best possible understanding of the program content and that the program content will include proposed activities specifically designed to help students understand the events studied.

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3.2.3 Replacing the Current Structure with a Continuous Two-Year Chronological Framework

The consultation participants were almost unanimous in wanting to eliminate the break between the Secondary III and Secondary IV programs, replacing it with a single narrative framework spread over two years. This change would solve the problems of duplication, fragmentation and saturation that undermine the current program, and would also clarify the status of narrative and chronology within the program structure. However, many participants also thought the new chronological framework should be adjusted by promoting a more flexible balance between practical learning situations and the direct transmission of knowledge so as to avoid reverting to an overly traditional form of narration.

Some participants claimed this balance could be fostered by continuing to structure the program around longer periods of time. The long-term view offers teachers the flexibility to combine aspects of narrative with operations focusing on contextualization, interpretation, theme-based analysis or the identification of political or social change, without precluding the use of shorter timeframes in the classroom where necessary. A continuous, two-year framework would also provide teachers with the leeway to regulate the pace of learning, to organize activities and to delve more deeply into subjects corresponding to the needs and interests of their students.

Of the participants who expressed an interest in this issue, a majority thought the year 1840 would be the most appropriate point at which to separate the Secondary III and Secondary IV programs. Historiographically speaking, this would be a good separation point in terms of both political and social history, and many teachers thought it would be equally suitable from the standpoint of narrative. Above all, it would ensure that certain topics that are more difficult for younger students to understand (e.g. responsible government, Confederation, the economic crash of 1929 and the emergence of the Welfare State) would be covered only in Secondary IV. This dividing line therefore allows for a reasonable progression of the learning expected of students.

A number of proposals were made with respect to this new chronological structure. Some participants would like the post-1980 period to be regarded as an actual historical period, with its own dedicated program content. This would be consistent with an approach focused on students' interests and the aim of understanding modern society. Other participants suggested that a theme-based segment summarizing the entire two-year narrative should be added at the very end of Secondary IV. Although it feels that this proposal is attractive and would undoubtedly garner support from some sectors of the education community, the committee is concerned that it would needlessly compress the new curriculum and re-create some of the faults of the current program. Out of respect for teachers' autonomy and given the variety of

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schools involved, it would not be advisable to use this theme-based approach throughout the system.

Lastly, a chronological framework spread over two years would pose a problem with regard to evaluation, and in particular with respect to the Secondary IV uniform examination. Participants proposed a number of solutions: two official exams (one per year), a reduction in the relative weighting of the examination, or a single examination covering only the material taught in Secondary IV. Although the question remains open, the vast majority of participants said it should not prevent the overhaul from moving forward, since it is urgently needed. Many participants also noted that the often mentioned problem of coordination with the vocational training sector affects only a small percentage of students and is not specific to the subject of history.

Taking into account the opinions expressed during the consultation, and with regard to the structure of the new program, the committee makes the following recommendations:

11. The current structure should be replaced with a single chronological framework spread over two years, with the year 1840 as the point of separation between Secondary III and Secondary IV.
12. The chronological framework should be structured around longer periods that would favour teachers' autonomy and would be conducive to the combination of social history and political history, theme-based analysis and the inclusion of various intellectual operations such as contextualization, the identification of change and the comparison of different interpretations of long-term phenomena.
13. The post-1980 period should be regarded as an actual historical period, with program content comparable to that of the other periods.
14. In view of the foregoing, the following periodization should be adopted over the two years: in Secondary III, *The First Occupants and Initial Contact (1500-1608)*, *The Emergence of a Society in New France (1608-1760)*, *The Conquest and Change of Empire (1760-1791)*, and *National Demands and Struggles in the British Colony (1791-1840)*; and in Secondary IV, *Industrialization and the Formation of the Canadian Federation (1840-1914)*, *The Modernization of Québec Society in a Time of World Unrest (1914-1945)*, *The Welfare State, from Duplessis to the Quiet Revolution (1945-1980)* and *Québec Since 1980*.
15. The scope of the Secondary IV examination and the issue of coordination with the educational path of vocational training students should be re-examined. The committee is firm in its belief that this question should not prevent the immediate implementation of a chronological framework spread over two years.

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3.2.4 Reformulating the Program Content

There are many challenges with regard to program content. First, if a better balance is to be achieved between competencies and knowledge, their respective contributions must be more clearly presented. In addition, the designated focuses must be refined and better explained. If the new program is to be based on a more continuous narrative framework and is to harmoniously combine both political and social history, then it will also need clearer narrative threads. As noted by a number of consultation participants, developing a chronological program spread over two years involves the challenge of including within a single framework all the different theme-based approaches currently studied in Secondary IV. Others underscored the importance of not overloading the program with compulsory content and of not transforming it into a mere encyclopedic list, which would undermine both teachers' autonomy and the contributions of the competency-based approach. With this in mind, the program should present instructional aims rather than detailed content, while clarifying the content to which students must be exposed.

In the 2006 program, the content is presented in a series of diagrams that present the following information for each course segment:

- the designated focus and its network of related concepts
- how the three competencies must be used
- lists of program content that could be used in the classroom
- a descriptive text presenting the type of narrative required

The committee, like many consultation participants, believes an adapted version of this formula should be used in the new program. However, a number of changes must be made (see Appendix 3) in order to achieve a more flexible balance between competencies and content, and a more continuous narrative framework.

Many participants were in favour of this more continuous narrative framework, which they felt would be more successful in bringing together the contributions of political and social history. A chronological program spread over two years would be conducive to such a model. However, to achieve this more coherent framework, the program content would have to be reorganized around the same small number of clearly identified narrative threads. The committee proposes three such threads, namely: "Public Life, Identities and Political Institutions," "Economy, Territory and Material Life" and "Social Classes, Groups and Movements." Teachers would be able to make connections between these threads in the classroom.

The charts presenting the program content should be reorganized around these narrative threads (see Appendix 3). The designated focuses should also be reworded to show how these threads are interrelated, to suggest general concepts connected with the socio-historical context

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of Québec and to suggest theme-based angles of analysis focused on change. The descriptive texts, like the designated focuses, should highlight the connections that could be made by teachers and explored by students in the classroom. Lastly, the required presentation of the competencies should include suggestions for teachers regarding skills and activities that would help students actively explore the material presented.

The narrative thread “Public Life, Identity and Political Institutions” should allow students to explore how the sense of political community and the idea of nation have evolved. Although this angle of analysis must not be allowed to overshadow the others, it raises the delicate question of how the national issue should be presented, and it therefore deserves some additional attention here. As the preceding sections showed, many participants asked for a better-defined approach to the national issue in the history program.

Most participants, including those who claim to have nationalist sympathies, wanted the national issue to be presented in the form of an open question, which they hoped would be addressed by examining the ambiguities and conflicts that have shaped the development of the political community. This approach appears to be consistent with the requirements of history as a discipline and with the emphasis placed by many participants on the role of inquiry in the study of history. The “head-on” examination of different interpretations of various sensitive episodes of history should alert students to the interpretative nature of history, to the distance between history and memory, and to the many different narratives that exist within this society. This emphasis on the interpretative nature of history reflects the fact that a wide range of participants would like a form of history that is both willing and able to take into account an essential aspect of Québec society. Several participants, notably from the English-speaking community, thought a program that respects teachers’ autonomy and provides enough flexibility to allow for the inclusion of local history would help strengthen the interest of both teachers and students in the history of the national issue.

The national issue must also be taken into consideration in the other narrative threads, which are associated with social history. In the history of Québec, there are many social phenomena (e.g. infant mortality, mass emigration to the United States) and social movements (e.g. feminism, trade unionism) that cannot be studied properly without taking the national dimension into account. The same applies to some of the darker or conflict-based episodes of history among the many events related to immigration and Canada’s national duality.

The study of the population and social groups should also highlight the contribution, diversity and development of the various ethnic and cultural groups. Some participants hoped social diversity would receive more than a superficial passing glance in the new program. Some said an inclusive narrative should cover the interactions between various groups, including those

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between minorities and the majority. They did not want this aspect to be reduced to a mere listing of differences that are often trivialized and poorly incorporated into the overall narrative. A program that takes a long-term view and recognizes the internal diversity of historical minorities would also help avoid the stereotypical representations that are often present in the current program. Lastly, participants from different sectors also mentioned the need for a more balanced view of the First Nations, which would cover all the periods studied and extend beyond the somewhat simplistic theme of spirituality.

Lastly, participants agreed on some elements of content that are absent from the current program. The first of these is geographical knowledge, which the students simply do not have. The general view was that their weakness in this area hinders their ability to learn history. A weak aspect of the social sciences curriculum, geography should be reviewed at different points in the program, perhaps at the beginning of each year. This could be done at the beginning of the segment on the First Occupants (Secondary III) and at the beginning of the segment on national duality and the construction of Canada (Secondary IV), two points in time when students would be dealing with considerably different maps. It would also seem natural to emphasize the elements of the existing program content that have a geographical component (such as colonization or urban sprawl).

Participants were also in agreement on the international context of history. Many thought the disparate “elsewhere” components of the current program should be replaced by a more focused study of the transnational contexts within which the major events in Québec’s history took place (major discoveries, Seven Years’ War, industrialization, world wars, the Great Depression, the Welfare State, decolonization, etc.).

There was also agreement on how the history of women and gender relationships in society should be studied. Although the subject was not discussed in detail during the consultation, the committee nevertheless believes the history of women and gender relationships should be featured more clearly and extensively in the new program’s framework and narrative threads. It seems only natural for the narrative threads to systematically address the social and political changes affecting more than half the population.

Clearly, the consultation participants, including those in favour of the competency-based approach, were very concerned about program content (i.e. the knowledge provided to students). Many thought this concern should be reflected in the development of a common core of knowledge that would be subject to evaluation. For example, most felt that a certain basic knowledge of geography or key events such as Confederation, which is clearly a prerequisite for other more complex tasks, must be made compulsory and subject to evaluation. And to cite one participant, this should be done “without going back to rote learning.” Some participants from

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the school system thought a common core of knowledge must be the basis for drawing up analysis questions for the uniform examination that are sufficiently related to history as a discipline and not merely “reading comprehension exercises.”

The new program should therefore include a common core of compulsory knowledge. This common core should be connected with specific narrative threads, which the participants considered essential (see Appendix 3). This compulsory knowledge should be derived from a predetermined narrative framework, which will serve as the structure around which this knowledge is organized. It should also be made clear that this core knowledge is by no means exhaustive and should not undermine the teachers’ autonomy (see Appendix 4).

Taking into account the opinions expressed during the consultation, and with regard to the reformulation of the program content, the committee makes the following recommendations:

16. On the basis of a model similar to that presented in Appendix 3, the program content should be reorganized around the same formally identified narrative threads, namely “Public Life, Identity and Political Institutions,” “Economy, Territory and Material Life” and “Social Classes, Groups and Movements.”
17. In line with the model presented in Appendix 3, the designated focuses should be reworded to show how the narrative threads are interrelated, to suggest general concepts connected with the socio-historical context of Québec and to suggest theme-based angles of analysis that emphasize change.
18. In line with the model presented in Appendix 3, the competencies should be reworded to reflect the changes in the preambles and take the form of suggested activities and intellectual skills that are likely to help students actively explore the program content.
19. In line with the model presented in Appendix 3, the descriptive texts should be reworded to highlight the connections that can be made by teachers and explored by the students in the classroom.
20. The program content associated with the narrative thread “Public Life, Identity and Political Institutions” should explicitly examine how the sense of political community and the concept of nation have changed within Québec. This would enable the program to take better account of the national issue in its approach to political history.
21. The different narrative threads should promote a combination of social history and political history, partly through the use of the national framework as a unifying or explanatory principle. This would enable the program to take better account of the national issue, among other factors, in its approach to social history.
22. The content associated with pluralism and social diversity should be based to a large extent on the study of interactions between different groups, including those between minorities and the majority, rather than on a mere listing of their respective differences.

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23. Time should be set aside at the beginning of each year of the history program to teach geography.
24. The program content should be organized so that transnational contexts and the development of gender relationships in society are featured consistently within the various narrative threads.
25. In line with the model presented in Appendix 4, the program should indicate, for each period, a limited common core of knowledge that students are assumed to have acquired and that will form the basis for drafting the analytical questions that should make up the uniform examination. This common core of knowledge should be determined on the basis of the narrative threads already recognized as essential in the program content.

3.2.5 Teacher Training

As the above recommendations clearly show, the consultation focused mainly on the structure and content of the Secondary III and Secondary IV history programs. However, the vast majority of participants also expressed opinions on two other very important points: teacher training and possible adjustments to the elementary-level history curriculum.

Although the issue of secondary-level teacher training exceeds the scope of its mandate, the committee nevertheless notes that virtually all the people it met, and many who submitted briefs, felt it necessary to express their concerns in this regard.

The general view was that the time devoted to history education in undergraduate teacher training programs for the secondary level is grossly insufficient. At the present time, many history teachers are forced to begin their careers with, at best, the equivalent of only a certificate in history. In addition, the curriculum leading to this certificate is poorly structured and consists almost exclusively of basic courses. Many teachers have taken only three or four courses in Québec history. This lack of subject-specific training has caused some justifiable concern regarding the quality of instruction that students receive.

This observation was made by participants from different backgrounds. Historians thought it was unrealistic to promise a course rich in knowledge and consistent with the requirements of history as a discipline if young teachers are not given the “necessary tools” to complement their obvious passion and inventiveness. Teachers’ associations considered that insufficient subject-specific training makes history teachers less able to exercise autonomy and undermines the value of their expertise. Curriculum planners said that the competency-based approach makes it necessary to strengthen rather than water down subject-specific training. How can teachers be expected to introduce their students to complex skills, such as the ability to read period sources or analyze different interpretations, when they themselves never learned to do so in their own

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courses? When questioned on the obstacles to learning historical thinking, one influential curriculum planner spontaneously mentioned the lack of subject-specific training in an undergraduate teacher training program that had become “overly focused on pedagogy” and insensitive to the intellectual autonomy of teachers. To cite this participant, a review of teacher training has become “urgent” in order to give new teachers “freedom with regard to history.”

It is impossible to ignore such serious comments when they are repeated so many times by so many participants. A program with stronger content and that is more consistent with history as a discipline will require teachers who are up to the task of fulfilling its ambitions. This is why some teachers’ associations said they would like to see a greater focus on history courses in initial teacher training, improved professional development training in history as part of the implementation of the new program, and a more clearly articulated concern on the part of MELS and the school boards for the expertise required to teach history. Some participants proposed other potential solutions, which include giving those with a bachelor’s degree in history opportunities to teach their subject in secondary schools provided they receive supplementary teacher training. In the longer term, it would certainly be useful to consider exactly what balance there should be between subject-specific knowledge and pedagogical knowledge in a broader range of subjects in the teacher training program.

Taking into account the opinions expressed during the consultation, and with regard to training secondary school history teachers, the committee makes the following recommendations:

26. Various measures should be considered simultaneously to increase the time devoted to history education in the university teacher training curriculum. Potential solutions that should be considered include a reform of undergraduate programs in secondary school teaching and opportunities for those with a bachelor’s degree in history to teach their subject provided they receive supplementary teacher training.
27. Improved professional development training in history, especially for young teachers with a bachelor’s degree in secondary school teaching, should be part of the implementation of the new Secondary III and Secondary IV program.
28. MELS should ensure that secondary school history is taught by teachers with a proper background in this subject.

3.2.6 Teaching History in Elementary School

The second point raised by participants concerns the way Québec history is taught in elementary school. The participants who expressed opinions on this question were generally in agreement. Most felt the elementary school history program should be refocused on a small number of basic aims, such as concrete familiarization with the concepts of time, space and

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society. Taken into account in the current elementary school program, this aim would be better served by the use of narrative and more intuitive references to time and space. With regard to content, many participants thought the current program was overloaded and suggested that the knowledge covered be more suited to the age group in question, with less duplication of elements taught in secondary school. In this respect, they felt that the current program's detailed focus on political constitutions and the organization of Amerindian societies should be reviewed. Making more regular and considered reference to local history, for example through outings and the use of resources available within the community, would certainly be of greater help in achieving the goals of teaching history to younger children.

Overall, relatively little time was devoted to the elementary school program during the consultation process. Although interesting, these comments were made primarily by secondary-school teachers or participants who were mainly concerned with secondary-school education. As a result, they should not be regarded as the product of sustained, in-depth reflection on the specifics of the elementary school program. For these reasons, the committee suggests that they be regarded more as a call for further examination of the way history is taught in elementary schools.

Taking into account the opinions expressed during the consultation, and with regard to the teaching of Québec history in elementary school, the committee makes the following recommendation:

29. The teaching of history in elementary school should be re-examined. This effort should focus at least partly on the aims of the program, on the development of relevant program content tailored to the age group in question and better coordinated with the secondary school program, and on the possibility of making more regular use of local history and related resources.

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This entire process began with a single question: Why should history be taught? A community must refer to its highest values in answering this question, since it evokes the mystery of its origins and exhorts it to remember what used to be when giving meaning to the present. The dual aims of history are to understand and to transmit. The ultimate reason for teaching history is to disentangle the threads of a shared adventure and offer them to those who have recently decided to partake in it.

This initial question leads naturally to a second: How should history be taught? This report was intended to answer this question given that past agreement on this issue has long since disintegrated. Since the nation has ceased to be viewed as the only embodiment of togetherness, the very definition of the subject of history has been the focus of vigorous debate. Who makes history, and how legitimate are its different narratives? As the number of sources of meaning has increased, the very idea of a shared narrative seems to have become outdated. And yet, the consultation clearly revealed a need for a form of history that provides some kind of rallying point for the diverse elements of society. While not reflecting a universal consensus, which would be both unrealistic and contrary to the dynamics of our pluralistic societies, this form of history would make struggles, contradictions, disagreements and instances of solidarity intelligible and provide common ground for debate.

There is no direct connection between these uncertainties and the nature of the current history program. But is it not fair to assume that the debates on the subject of history, the place of minority narratives and the relativism of various interpretations have given rise to instructional approaches that are less content-oriented? If so, has the ability to navigate through uncertainty not taken precedence over the acquisition of knowledge that is considered valuable only if applied in the development of competencies regarded as useful? There is no definitive answer to these questions, but their emergence during this debate suggests a need for a better balance between what must be learned about the past and the intellectual skills that the teaching of history should develop.

The committee's work took place against this backdrop. The basic task was to reconcile what had been separated over time. It was not our intention to put the competency-based approach on trial, especially since we believe some of its aims should be maintained. However, we believe that these competencies would be better developed if history were taught in a way that is more in keeping with the nature of the subject itself.

We also had to respond to the constant demand for a narrative thread that would give meaning to the mass of historical facts. The basis for this narrative thread would seem to lie in the national framework, which has structured Québec's history and made it distinct from the

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earliest days, when the community was discovering its uniqueness, to modern times, which require it to deal with the complexities of the “national issue” as it currently defines our conflicts and agreements. The study of history approached in this way would not serve any partisan objective. But the nation, as an inclusive framework for collective action and the organization of a multiplicity of actors, still constitutes the most recognizable backdrop for understanding the dynamics of history.

Taken together, these reflections have generated some concrete proposals for the teaching of national history in secondary schools. This report has outlined these proposals. Although absolute unanimity is unlikely in this regard, the committee suggests that subsequent action should be based on the points of consensus that emerged during the consultation.

These points include:

- the need to develop a new Secondary III and Secondary IV history program
- the need for a better fit between the program content and competencies that are more in keeping with history as a discipline
- the need for a chronological framework spread over two years
- the need for program content to be restructured around clearer narrative threads and a more coherent consideration of the national issue, social diversity and the interaction between social history and political history
- the need for a common core of clearly identified required knowledge
- proper recognition of the specific expertise required to teach history

If properly structured around principles inherent to the discipline of history, the measures listed above should make it possible to offer history classes that provide a better balance between intellectual and pedagogical concerns and concerns regarding the need for a sense of shared memory.

Taking into account the opinions expressed during the consultation, the committee lists all the previously outlined recommendations starting on the next page.

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On developing a new history program (pp. 29-30)

1. A new Secondary III and Secondary IV history program should be developed and implemented in the form of pilot projects beginning in the fall of 2014.
2. A provisional version of the program should be released in the spring of 2014 so that the main associations of teachers, historians, curriculum planners and school administrators can be consulted in this regard.
3. Consultation on pilot project outcomes and the adjustments required should be held in the spring of 2015 before launching the program throughout the school system.
4. The authorities responsible for student evaluation should be involved from the beginning of the process to avoid the adverse effects of having program development and evaluation teams working separately.
5. Teaching materials in both French and English, perhaps in the form of online tools, should be prepared to ensure that the new program can be implemented throughout the school system in the fall of 2015.
6. The new program should be renamed "History of Québec and Canada."

On rewording the program's preambles and competency definitions (pp. 30-31)

7. Although Competencies 1 and 3 should not be eliminated from the program, their wording should be less radical, and these changes should be clearly reflected in the other sections of the program. The wording of Competency 1 should indicate that both the past and the present can be used as the starting point for raising questions, depending on the situation, and that decisions in this regard should be left to the teacher's discretion. The wording of Competency 3 should emphasize the potential for critical thinking inherent in the study of particular segments, without requiring a link to the present or to specific values.
8. It should be clearly stated that Competencies 1 and 3 will not be evaluated, and this change should also be clearly reflected in the way these competencies are represented in the other sections of the program.
9. The wording of Competency 2 and of all the preambles should explicitly promote a balance between competencies and knowledge, and state that the transmission of knowledge by teachers is an essential part of the learning process.

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10. The wording of Competency 2 should include a proposed list of intellectual skills and appropriate activities. It should be clearly indicated that the purpose of these activities is to provide students with the best possible understanding of the program content and that the program content will include proposed activities specifically designed to help students understand the events studied.

On the structure of the new program (pp. 32-33)

11. The current structure should be replaced with a single chronological framework spread over two years, with the year 1840 as the point of separation between Secondary III and Secondary IV.
12. The chronological framework should be structured around longer periods that would favour teachers' autonomy and would be conducive to the combination of social history and political history, theme-based analysis and the inclusion of various intellectual operations such as contextualization, the identification of change and the comparison of different interpretations of long-term phenomena.
13. The post-1980 period should be regarded as an actual historical period, with program content comparable to that of the other periods.
14. In view of the foregoing, the following periodization should be adopted over the two years: in Secondary III, *The First Occupants and Initial Contact (1500-1608)*, *The Emergence of a Society in New France (1608-1760)*, *The Conquest and Change of Empire (1760-1791)*, and *National Demands and Struggles in the British Colony (1791-1840)*; and in Secondary IV, *Industrialization and the Formation of the Canadian Federation (1840-1914)*, *The Modernization of Québec Society in a Time of World Unrest (1914-1945)*, *The Welfare State, from Duplessis to the Quiet Revolution (1945-1980)* and *Québec Since 1980*.
15. The scope of the Secondary IV examination and its coordination with the educational path of vocational training students should be re-examined. The committee is firm in its belief that this issue should not prevent the immediate implementation of a chronological framework spread over two years.

On reformulating program content (pp. 34-38)

16. On the basis of a model similar to that presented in Appendix 3, the program content should be reorganized around the same formally identified narrative threads, namely "Public Life, Identity and Political Institutions," "Economy, Territory and Material Life" and "Social Classes, Groups and Movements."

For a Reinforcement of the Teaching of National History in Secondary School

17. In line with the model presented in Appendix 3, the designated focuses should be reworded to show how the narrative threads are interrelated, to suggest general concepts connected with the socio-historical context of Québec and to suggest theme-based angles of analysis that emphasize change.
18. In line with the model presented in Appendix 3, the competencies should be reworded to reflect the changes in the preambles and take the form of suggested activities and intellectual skills that are likely to help students actively explore the program content.
19. In line with the model presented in Appendix 3, the descriptive texts should be reworded to highlight the connections that can be made by teachers and explored by the students in the classroom.
20. The program content associated with the narrative thread “Public Life, Identity and Political Institutions” should explicitly examine how the sense of political community and the concept of nation have changed within Québec. This would enable the program to take better account of the national issue in its approach to political history.
21. The different narrative threads should promote a combination of social history and political history, partly through the use of the national framework as a unifying or explanatory principle. This would enable the program to take better account of the national issue, among other factors, in its approach to social history.
22. The content associated with pluralism and social diversity should be based to a large extent on the study of interactions between different groups, including those between minorities and the majority, rather than on a mere listing of their respective differences.
23. Time should be set aside at the beginning of each year of the history program to teach geography.
24. The program content should be organized so that transnational contexts and the development of gender relationships in society are featured consistently within the various narrative threads.
25. In line with the model presented in Appendix 4, the program should indicate, for each period, a limited common core of knowledge that students are assumed to have acquired and that will form the basis for drafting the analytical questions that should make up the uniform examination. This common core of knowledge should be determined on the basis of the narrative threads already recognized as essential in the program content.

For a Reinforcement of the Teaching of National History in Secondary School

On the training of secondary school history teachers

(pp. 38-39)

26. Various measures should be considered simultaneously to increase the time devoted to history education in the university teacher training curriculum. Potential solutions that should be considered include a reform of undergraduate programs in secondary school teaching and opportunities for those with a bachelor's degree in history to teach their subject provided they receive supplementary teacher training.
27. Improved professional development training in history, especially for young teachers with a bachelor's degree in secondary school teaching, should be part of the implementation of the new Secondary III and Secondary IV program.
28. MELS should ensure that secondary school history is taught by teachers with a proper background in this subject.

On the teaching of history in elementary school

(pp. 39-40)

29. The teaching of history in elementary school should be re-examined. This effort should focus at least partly on the aims of the program, on the development of relevant program content tailored to the age group in question and better coordinated with the secondary school program, and on the possibility of making more regular use of local history and related resources.

Appendix 1:

List of participants met, who also submitted briefs

1. Christian Laville, Université Laval
2. Françoise Mercure and Nicolas Giroux, Commission de la capitale nationale du Québec
3. Raymond Bédard and Félix Bouvier, Société des professeurs d'histoire du Québec
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6. Jack Jedwab and Julie Perrone, Association for Canadian Studies
7. Robert Comeau, Pierre Graveline, Gilles Laporte, Myriam D'Arcy and Félix Bouvier, Coalition pour l'histoire
8. Charles-Philippe Courtois, Royal Military College Saint-Jean
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11. Paul Zanazanian, McGill University
12. Luc Allaire, Sylvie Théberge and Martine Hébert, Centrale des syndicats du Québec
13. Matthew Russell, Western Québec School Board
14. Jacques Robitaille and Yvan Émond, Groupe des responsables de l'univers social
15. Éric Bédard, Télé-université (TELUQ)
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17. David D'Aoust and David Birnbaum, Québec English School Boards Association; and Ben Huot and Tino Bordonaro, Association of Directors General of English School Boards of Québec
18. Harold Bérubé and Jean-François Cantin, Institut d'histoire de l'Amérique française
19. Marie-France Charrette, Pierre-Louis Lapointe and Richard Smith, Fédération Histoire Québec
20. Caroline Quesnel, Fédération nationale des enseignantes et des enseignants du Québec
21. Nelson Bluteau, Patrick Gravel and Sylvie Perron, Commission scolaire des Premières-Seigneuries
22. Jimmy Grenier and Line Thériault, Commission scolaire des Navigateurs
23. Denis Vaugeois, Septentrion

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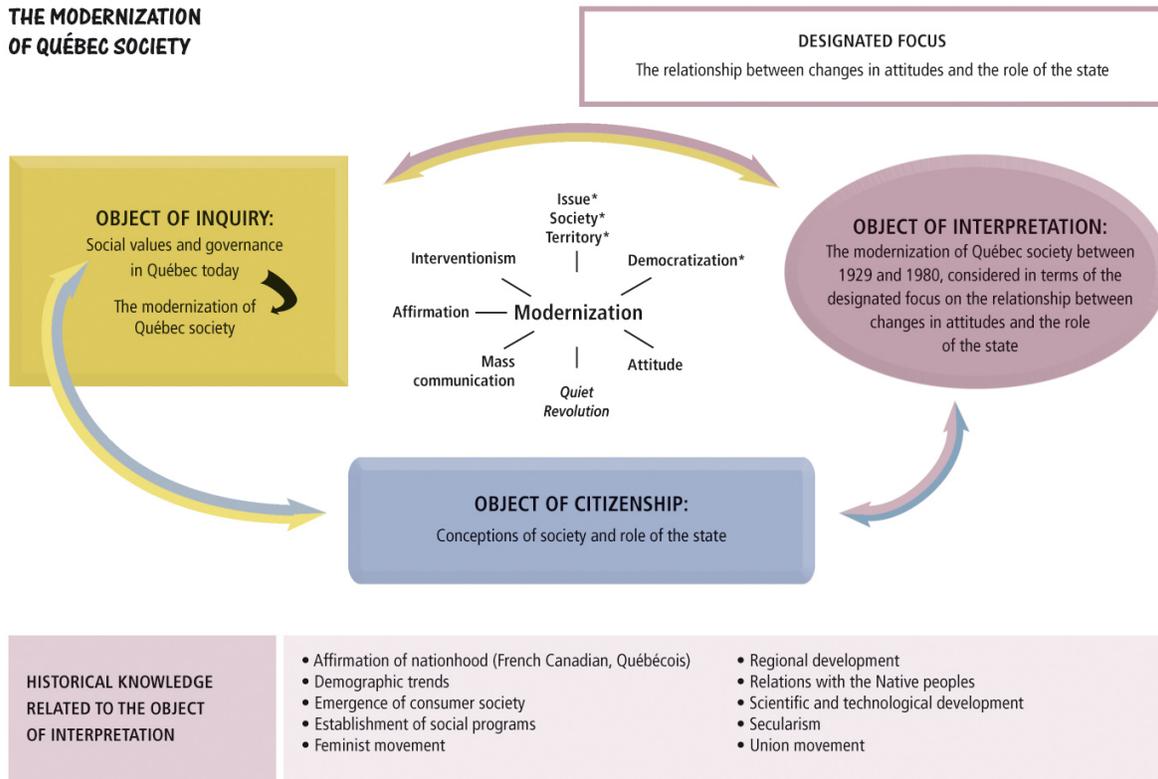
1. Micheline Dumont, Université de Sherbrooke
2. Luc Paquin, teacher
3. Collectif d'enseignants de la Commission scolaire de Portneuf
4. Fédération des commissions scolaires du Québec et Association des directions générales des commissions scolaires
5. Marie-Claude Larouche, Université du Québec à Trois-Rivières; and Julia Poyet, Université du Québec à Montréal
6. Service national du RECIT, domaine de l'univers social
7. Association montréalaise des directions d'établissement scolaire et Association québécoise du personnel de direction des écoles
8. Marie-Hélène Brunet, Université de Montréal and Université du Québec en Outaouais
9. Advisory Board on English Education
10. Martine Salesse, teacher
11. Geneviève Boivin, teacher
12. Collectif de conseillers pédagogiques, Montérégie
13. Véronique Charlebois, teacher
14. Marie-Christine Poisson, teacher and education consultant
15. Michael Gosselin, teacher
16. Fédération des comités de parents du Québec
17. Leadership Committee for English Education in Québec
18. Sharad Bhargava and Paul McAdams
19. John Commins, teacher
20. Tshakapesh Institute
21. Collectif d'enseignants de l'école Mont-de-La Salle (Laval)
22. Vincent Boutonnet, Université du Québec en Outaouais
23. Jean-Philippe Bourdeau
24. Collectif d'enseignants de la Commission scolaire de la Capitale
25. Stéphanie Demers, Université du Québec en Outaouais; and Charles-Antoine Bachand, Cégep de l'Outaouais
26. Sabrina Moisan, Université de Sherbrooke
27. Mattéo Picone, education consultant

28. Collectif d'enseignants de l'école Curé-Antoine-Labelle (Laval)
29. Collectif d'enseignants de l'école Horizon Jeunesse (Laval)
30. Quebec Anglophone Heritage Network
31. Quebec Provincial Association of Teachers
32. Collectif d'enseignants et de conseillers pédagogiques du secteur de l'éducation des adultes
33. Collectif d'enseignants de la Commission scolaire de l'Énergie
34. Group of teachers from Riverside School Board
35. Collectif de conseillers pédagogiques de la région de Laval-Laurentides-Lanaudière
36. Frédéric Yelle and Alexandre Joly-Lavoie, Université de Montréal; and Julia Poyet, Université du Québec à Montréal
37. Jacques Rouillard, Université de Montréal
38. Raphaël Gani, Université Laval
39. Collectif de géographes
40. Collectif d'enseignants du Collège Héritage (Châteauguay)
41. Todd S. Schneider
42. Allan G. Wong
43. Bram Frank
44. Benoît Gagné, teacher
45. Centre de recherche interuniversitaire sur la formation et la profession enseignante
46. Manon Racicot
47. Catherine Robichaud, teacher
48. Johanne Nobert
49. Bernard Roberge
50. Maxime Desmarais
51. Raquel Lobaton, teacher
52. Daniel Turmel, teacher
53. Donald William, teacher
54. Guy Sylvestre, teacher
55. Group of teachers from LaurenHill Academy (Ville-Saint-Laurent)
56. Hélène Marchand
57. Shirley Anto, teacher
58. Isabelle Paiement, teacher

59. Daniel B. Parkinson
60. Jill Robinson, education consultant
61. Jonathan Robinette, teacher
62. Gaëtane Breton
63. Jacques Jodoin
64. Charles F. Labrecque
65. Jean-Robert Primeau
66. Julie Gauthier, teacher
67. Anne-Marie Harvey, teacher
68. Véronique Patry, teacher
69. Josianne Lavallée, historian
70. Diane Gélinas
71. Émilie Lachance
72. Vincent Fontaine, teacher
73. David Lefrançois, Université du Québec en Outaouais
74. Catinca Adriana Stan, Université Laval
75. François Desmarais, teacher

Appendix 2: Current Program Content

THE MODERNIZATION OF QUÉBEC SOCIETY



Elsewhere: It is important for students to observe that, in about the same period, major changes in attitudes and in the role of the state occurred in other societies. Consider one of the following: Algeria, Cuba, India, the People's Republic of China or Sweden.

Source: **Québec Education Program, Secondary Cycle Two, History and Citizenship Education, 2006, p. 57.**

Appendix 3: Recommended Program Content

Period Title	
Narrative Threads	Program Content
Public Life, Identity and Political Institutions	Main Narrative Thread <ul style="list-style-type: none"> • Related content considered important
Economy, Territory and Material Life	Main Narrative Thread <ul style="list-style-type: none"> • Related content considered important
Social Classes, Groups and Movements	Main Narrative Thread <ul style="list-style-type: none"> • Related content considered important



Theme-Based Designated Focuses

Concept	Theme-based inquiry
Concept	Theme-based inquiry



Proposed Activities Related to Competencies

Examines the past (Competency not evaluated)	Uses the historical method	Names topics to be critically examined (Competency not evaluated)
Example of inquiry using the past as the starting point	Example of a document analysis exercise	Example of a topic to be critically examined
Example of inquiry using the present as the starting point	Example of a comparison of different interpretations	
	Example of a comparison of events in two different places	
	Example of a comparison of events in two different periods (assess changes and continuities)	
	Example of an attempt to explain change by summarizing information (comparison of different phenomena)	

The First Occupants and Initial Contact, 1500-1608

Narrative Threads	Program Content
Elements of Geography	The arrival of the First Occupants and their distribution throughout North America (introduction to continental geography)
Public Life, Identity and Political Institutions	Division among three linguistic families <ul style="list-style-type: none"> • Holistic vision of the world and the logic of gift and counter-gift • The role of elders and the selection of chiefs • The role of war
Economy, Territory and Material Life	Differences between nomadic societies and sedentary societies <ul style="list-style-type: none"> • Differences in territorial organization, economic activity and lifestyle • Trade throughout the continent and the role of waterways • Early trade with the Europeans and its effects
Social Classes, Groups and Movements	Gender division of labour and family roles <ul style="list-style-type: none"> • Differences by type of society



Theme-Based Designated Focuses

Geographic environment and lifestyle	Is there a connection between the environments in which various groups lived and the development of different lifestyles?
Culture and political power	Did the cultural roles of elders and women influence the division of power?



Proposed Activities Related to Competences

Examines the past (competency not evaluated)	Uses the historical method	Names topics to be critically examined (competency not evaluated)
What is the meaning of the term “First Nations”?	Example of a document analysis exercise	What was the role of territory in the material and spiritual life of Aboriginal societies in the 16th century?
	Compare Jacques Cartier’s description of the Iroquois chiefs with our own understanding of Amerindian societies	
	Compare the Aboriginal societies of North America with those of Central America	
	Compare two different periods of territorial settlement (e.g. the disappearance of the Laurentian villages between 1534 and 1608)	
	Indicate the various effects of the fur trade on lifestyles and the division of labour	

The Emergence of a Society in New France, 1608-1760

Narrative Threads	Program Content
Public Life, Identity and Political Institutions	<p>Vain attempts to carry out a clear colonization program</p> <ul style="list-style-type: none"> • Mercantilism and absolutism: from <i>chartered companies</i> to Royal Government • Colonial rivalries: war and Aboriginal diplomacy (1701), evolution of the territory of New France (1713) • The Catholic Church: control over society and Aboriginal missions
Economy, Territory and Material Life	<p>Contradictions between fur trade and settlement of the territory</p> <ul style="list-style-type: none"> • Fur: territorial expansion over sparsely populated area, <i>engagés</i> and Aboriginal collaboration (unequal trade) • Agriculture: seigneurial system, working the land and family unit
Social Classes, Groups and Movements	<p>Emergence of a French and then <i>Canadien</i> settlement</p> <ul style="list-style-type: none"> • Encouragement of immigration and work for women (<i>Filles du Roy</i>), predominance of natural population increase • Adjustment of settlers to their environment, intermarriage and colonial identity • Collapse of the Aboriginal populations (diseases, wars)



Theme-Based Designated Focuses

Mother country and colony	What was the relationship between France and New France?
Society and diversity	Was New France a homogenous or diverse society? What was the basis of the new colonial identity?



Proposed Activities Related to the Competencies

Examines the past (competency not evaluated)	Uses the historical method	Names topics to be critically examined (competency not evaluated)
Did the changes brought about by the fur trade in the 16th century have significant consequences? Were its consequences more significant in the 17th century?	Read and interpret an excerpt from the Great Peace of Montréal, a treaty signed in 1701	Was the dependence of New France's settlers on their mother country comparable to the dependence of the Aboriginal people on the settlers?
Why is there a French-speaking community in North America today?	Compare different visions of New France: one focused on agriculture and one focused on the fur trade	
	Compare the demographic evolution of New France and New England	
	Compare the strategies of the chartered companies (1627-1662) and the Royal Government (1663-1760)	
	Explain the nature and effects of the dependence of the colony on the mother country	

The Conquest and Change of Empire, 1760-1791

Narrative Threads	Program Content
Public Life, Identity and Political Institutions	<p>War and the change of political power</p> <ul style="list-style-type: none"> • War: the international context and the development of the conflict (1754-1763) • Arbitration of governors from military rule to the Québec Act (1774): language, religion and civil rights as the main issues • A new colonial balance of power: smaller territory and the British policy regarding the Aboriginal people and New England
Economy, Territory and Material Life	<p>The shift to a new mother country</p> <ul style="list-style-type: none"> • Trade taken over by British companies and merchants • Fur trade realigned towards the northwest after 1776 • Two forms of land division: the seigneurial system and the English townships
Social Classes, Groups and Movements	<p>Social impact of the Conquest</p> <ul style="list-style-type: none"> • Strong demographic growth of the <i>Canadiens</i> and waves of British and Loyalist immigration • Departure of the French élites and the survival of Catholic social institutions (episcopacy, Ursulines)



Theme-Based Designated Focuses

War and its effects	What were the immediate effects of the war that took place in New France?
The Conquest and its meaning	What were the short- and medium-term consequences of the change of empire?



Proposed Activities Related to the Competencies

Examines the past (competency not evaluated)	Uses the historical method	Names topics to be critically examined (competency not evaluated)
Was the occupation of a vast but sparsely populated territory viable in the long term?	Read and interpret accounts of the siege of Québec or the deportation of the Acadians	How could the British governors arbitrate between the differing interests in the Province of Québec?
What are the reasons for the linguistic duality of modern Québec institutions?	Compare the Montréal School and Laval School interpretations of the effects of the Conquest	
	Compare territorial occupation in the seigneuries and in the townships	
	Compare the situation with regard to the fur trade and territorial exploration in 1754 with the situation in 1791	
	Connect and explain the various consequences of the change of empire	

National Demands and Struggles in the British Colony, 1791-1840

Narrative Threads	Program Content
Public Life, Identity and Political Institutions	<p>Demands connecting parliamentary rights and national emancipation</p> <ul style="list-style-type: none"> • International context: Connection between liberalism and national identity • Parliamentary rights and territorial division in 1791 • Polarization of national parties, uprisings of 1837-1838 and proclamation of the Act of Union
Economy, Territory and Material Life	<p>Continuity and change in the colonial economy</p> <ul style="list-style-type: none"> • Strengthening of protectionist laws, thereby connecting the colony to the mother country • The shift from the fur trade to the timber trade and its effects on the workforce and the location of economic activities • Increase in population for different reasons in Upper Canada and Lower Canada
Social Classes, Groups and Movements	<p>Emergence of separate English- and French-speaking middle classes</p> <ul style="list-style-type: none"> • French-speaking professional bourgeoisie and English-speaking business class, with different interests (canals, schools) • Partial access to parliamentary rights for different groups (women, Jews) • The role of the Catholic Church in the <i>Patriotes</i> uprisings



Theme-Based Designated Focuses

Liberalism and the emergence of nations	Did the relationship between liberalism and national sentiment develop in the same way in Upper Canada and Lower Canada?
Political struggles and economic interests	Did the separate interests of the French- and English-speaking middle classes in Lower Canada have a political impact?



Proposed Activities Related to the Competencies

Examines the past (competency not evaluated)	Uses the historical method	Names topics to be critically examined (competency not evaluated)
How can the shift from linguistic and religious duality to national duality in the early 19th century be explained?	Read and interpret excerpts from the 92 Resolutions	What factors might explain the fact that different groups hold different views of the nation?
Is the sometimes tense co-existence of different visions of the nation a constant factor in Québec and Canadian history?	Compare different interpretations of the Church's influence in 1837-1838	
	Compare similarities and differences between the revolts in Upper and Lower Canada	
	Compare the impact of the fur trade in 1791 with the impact of the timber trade in 1840	
	Identify the combination of causes of the uprisings of 1837-1838	

Industrialization and the Formation of the Canadian Federation, 1840-1914

Narrative Threads	Program Content
Elements of Geography	British North America Before 1867
Public Life, Identity and Political Institutions	Causes and consequences of Confederation <ul style="list-style-type: none"> • From Durham to responsible government, then paralysis of the Union • From the end of protectionism to the federal project • Territorial expansion and national tensions (Riel, schools) • The key role of the Catholic Church in French Canadian identity and the gradual but difficult reconciliation of liberals in Québec
Economy, Territory and Material Life	Industry and city <ul style="list-style-type: none"> • Industrial capitalism and the two phases of industrialization • Urbanization: Rural exodus and French Canadian emigration • Proletarianization: living conditions, birth of international and Catholic trade unionism
Social Classes, Groups and Movements	The explosion of the Canadian population <ul style="list-style-type: none"> • Large-scale immigration: the migrant experience, the Anglicization of Montréal and ethnic tensions • Territory and rights lost by the Métis and Amerindians (1869) • Restriction of roles assigned to women and women's movements



Theme-Based Designated Focuses

Industrialization and its effects	What were the many consequences of the economic transformation that began in the mid-19th century?
Co-existence of two main national communities	How did the two major national communities develop within Canada?



Proposed Activities Related to the Competencies

Examines the past (competency not evaluated)	Uses the historical method	Names topics to be critically examined (competency not evaluated)
On what basis was the co-existence of the English and the French Canadians reorganized after the dramatic events of 1837-1840?	Read and interpret speeches by Wilfrid Laurier (vision of an industrial Canada, balance between liberalism and Catholicism in Québec)	Explain the impact of the major economic changes on social and political life
How can the existence of the Canadian federation be explained?	Compare the different interpretations of the "Pact" or "Act" of 1867	
	Compare the immigrant experience of the Irish arriving in the East and the Chinese arriving in the West	
	Compare the situation regarding Canada's national duality as it existed in 1848 and in 1914	
	Connect the various social effects of industrialization with the responses of different social actors	

The Modernization of Québec Society in a Time of World Unrest, 1914-1945

Narrative Threads	Program Content
Public Life, Identity and Political Institutions	<p>Domestic politics and the world situation</p> <ul style="list-style-type: none"> Context: the First World War, the Depression and the Second World War Simultaneous rise of British imperialism and conservative French Canadian nationalism related to the Church (conscription, Duplessis) The political effects of the Depression: weakened governments, new parties and currents of thought (social Catholicism, socialism, fascism) Wartime government and social intervention by the state after 1939
Economy, Territory and Material Life	<p>The ups and downs of an industrial and urban economy</p> <ul style="list-style-type: none"> Industrialization focused on natural resources and affecting the regions Transformation of cities: technology, mass media, public health Experiences during the Depression (hardship, drop in birth and immigration rates) and during the war (on the military front and the home front)
Social Classes, Groups and Movements	<p>Social groups in difficult times</p> <ul style="list-style-type: none"> Generalization of industrial work: consolidation of unions and women in the workplace Women's movements and right to vote for women Misgivings regarding immigration: Jewish, Eastern European and Japanese-Canadian experiences



Theme-Based Designated Focuses

Crises and political community	How was the political community affected by successive crises during the period 1914-1945?
Urban civilization and social life	What impact did the urban concentration of population have on the development of lifestyles and political ideas?



Proposed Activities Related to the Competencies

Examines the past (competency not evaluated)	Uses the historical method	Names topics to be critically examined (competency not evaluated)
How did the industrial society that emerged from the 19th century overcome crises?	Read and interpret the programs put forward by the Cooperative Commonwealth Federation and the social Catholicism movement to deal with the Depression	What impact might a world crisis have on the political community?
Why has the economic liberalism that emerged from the 19th century changed significantly since that time?	Compare different interpretations of why French Canadians refused conscription	
	Compare the way the Depression was experienced in rural and urban communities	
	Compare how the 1914-1918 war was experienced with how the 1939-1945 war was experienced	
	Explain the roots of survivalist nationalism associated with social and religious conservatism	

The Welfare State, From Duplessis to the Quiet Revolution, 1945-1980

Narrative Threads	Program Content
Public Life, Identity and Political Institutions	<p>The Welfare State and Québec nationalism</p> <ul style="list-style-type: none"> • Welfare State and competition between Québec and Canadian nationalism; from French Canadian autonomy to Québec neo-nationalism • The Quiet Revolution and the desire to “catch up:” government control of services and economic intervention • Growing constitutional tensions and the emergence of separatism
Economy, Territory and Material Life	<p>From an industrial economy to a service-based economy</p> <ul style="list-style-type: none"> • Democratization of education and influx of French speakers into the service economy • Family and demography: from the baby boom to declining birth rates • Land use: the state, rurality and Aboriginal groups
Social Classes, Groups and Movements	<p>The new “civil society”</p> <ul style="list-style-type: none"> • Civil society: “Québec Inc.,” unions and the rise of feminism • From government control of social institutions to their secularization • Resumption of immigration: birth rates and the language debate



Theme-Based Designated Focuses

Welfare state and nationalism	Is the rate at which the Welfare State emerged in Québec related to the evolution of nationalism?
The post-war society	What were the social and economic demands that justified the increase in state intervention?



Proposed Activities Related to the Competencies

Examines the past (competency not evaluated)	Uses the historical method	Names topics to be critically examined (competency not evaluated)
Did the enhanced role played by the state during the war continue after 1945?	Listen to the 1962 debate between J. Lesage and D. Johnson and interpret it	Why have ideas concerning the role of the state changed since the 1930s? Are Québec and Canadian national identities based on a specific relationship that people have with the state?
Why do we now talk about a “Welfare State” and conflicts between Québec and Ottawa regarding social programs?	Compare different interpretations of the role of nationalism (Trudeau compared with Lévesque)	
	Compare the public reforms in Québec and in Ontario	
	Compare the attitudes of the state toward education under Duplessis and under Lesage	
	Identify and connect post-war changes that inspired the idea of a more active government	

Québec Since 1980

Narrative Threads	Program Content
Public Life, Identity and Political Institutions	<p>Debates on the role of the state in promoting social policies and national identity</p> <ul style="list-style-type: none"> • Federalist/sovereignist polarization (1980-1995 referendum cycle) • Increased importance of individual rights (1982 Constitution) • Questioning of the Welfare State (privatization), but a new generation of social programs (publically funded daycare); renewal of left-right tensions (Québec City protests in 2001, 2012 student strike)
Economy, Territory and Material Life	<p>Structural changes in the economy</p> <ul style="list-style-type: none"> • End of the post-World War II economic expansion and assertion of neoliberalism • Globalization and changes in the workplace (job insecurity, technology) • New relationship between land use and ecology (urban sprawl, natural resource exploitation)
Social Classes, Groups and Movements	<p>A wider variety of social demands</p> <ul style="list-style-type: none"> • Political struggles for women’s rights (abortion, pay equity) • Diversification of immigration, multiculturalism and public debates • National dialogue with the First Nations



Theme-Based Designated Focuses

Public space	What are the main focuses of the debate within the public space and how do they relate to the state?
Identity and identities	How have debates on the existence of a national community, and those on diversity within that community, changed over the years?



Proposed Activities Related to the Competencies

Examines the past (competency not evaluated)	Uses the historical method	Names topics to be critically examined (competency not evaluated)
Did the role assigned to the state between 1945 and 1980 continue after that date?	Read and interpret editorials on Québec’s language laws	Example of a topic to be chosen for critical examination
To what extent are today’s public debates part of an ongoing, long-term discussion?	Compare different interpretations of the role of Québec nationalism in the struggle for social equality	
	Compare social and ethno-linguistic diversity in different regions of Québec	
	Compare the level of importance of environmental issues in 1980 and in 2010	
	Determine how national duality affects a debate on a social or cultural issue	

Appendix 4: Common Core of Required Knowledge

General remarks:

- A common core of required knowledge would not be exhaustive list of items, but would be a logical extension of the narrative threads that the consultation participants regard as essential aspects of the program content.
- The compulsory content could take a variety of forms:
 - ▶ the name of a person, group or work (e.g. Thérèse Casgrain, the *Parti patriote*, The Jesuit Relations)
 - ▶ an event that took place on a specific date (e.g. the founding of Québec City in 1608)
 - ▶ a description of a more extensive historical phenomenon (e.g. definition of capitalism)
- The compulsory content could be evaluated in different ways:
 - ▶ Students could be asked to answer a direct question on a specific item of content.
 - ▶ Students could be asked to answer an essay-type question whose wording is based on the assumption that they are familiar with the related content.
 - ▶ Students could be given a document whose proper interpretation requires knowledge of the related content.

Secondary III

Period 1: The First Occupants and Initial Contact (1500-1608)

Name the three linguistic families and distinguish between the nomadic and sedentary groups	Name relevant geographic elements: Gulf of St. Lawrence and the St. Lawrence River, the Great Lakes, the Laurentian Valley and the Canadian Shield Jacques Cartier's voyages of 1534, 1535-1536 and 1541-1542
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Period 2: The Emergence of a Society in New France (1608-1760)

Define mercantilism and the triangular trade Define the seigneurial system Locate the Thirteen Colonies	Founding of Québec City by Samuel de Champlain (1608) Jeanne Mance <i>Filles du Roy</i> Great Peace of Montréal (1701) Treaty of Utrecht (1713)
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Period 3: The Conquest and Change of Empire (1760-1791)

Identify the main features of the Royal Proclamation (1763) and the Québec Act (1774) The American Revolution (1776-1783)	The Seven Years' War (1754-1763) and the Battle of the Plains of Abraham (1759) James Murray Msgr. Jean-Olivier Briand Pontiac
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Period 4: National Demands and Struggles in the British Colony (1791-1840)

Identify the main features of the Constitutional Act (1791) and the Act of Union (1840) Define liberalism and nationalism	Key events in the <i>Patriotes</i> uprisings (1837-1838) Louis-Joseph Papineau Lord Durham Ezekiel Hart (1807 election) and An Act to Grant Equal Rights and Privileges to Persons of the Jewish Religion (1832) F.-X. Garneau's <i>History of Canada</i> (1845)
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Secondary IV

Period 5: Industrialization and the Formation of the Canadian Federation (1840-1914)

<i>Define responsible government</i>	<i>Name British North America's main geographic regions</i>
<i>Identify the main features of the British North America Act (1867) and define the National Policy (1878)</i>	<i>Louis-Hippolyte La Fontaine and Robert Baldwin</i>
<i>Define industrialization</i>	<i>Msgr. Ignace Bourget</i>
<i>Define ultramontanistism</i>	<i>Legalization of trade unions (1872)</i>
	<i>Louis Riel</i>
	<i>Montréal Local Council of Women (1893)</i>

Period 6: The Modernization of Québec in a Time of World Unrest (1914-1945)

<i>First World War, Great Depression and Second World War</i>	<i>Henri Bourassa and Lionel Groulx</i>
<i>Define British imperialism and French Canadian nationalism</i>	<i>La Bolduc</i>
<i>Define social Catholicism</i>	<i>Act respecting Compulsory School Attendance (1943)</i>
	<i>Marie Gérin-Lajoie, Thérèse Casgrain and Carrie Derrick</i>

Period 7: The Welfare State, from Duplessis to the Quiet Revolution (1945-1980)

<i>Define the Welfare State</i>	<i>The Manifeste du Refus global (1948)</i>
<i>Identify the main achievements of the Quiet Revolution</i>	<i>The October Crisis (1970)</i>
<i>Define feminism</i>	<i>The Charter of the French Language (1977)</i>
<i>Define secularism</i>	<i>Maurice Duplessis</i>
	<i>René Lévesque</i>
	<i>Claire Kirkland-Casgrain</i>
	<i>Jeanne Lapointe</i>

Period 8: Québec Since 1980

<i>Identify the main features of the 1982 Constitution</i>	<i>Pierre Elliott Trudeau</i>
<i>Identify the main stages of the 1980-1995 referendum cycle</i>	<i>The Fonds de solidarité FTQ (1983)</i>
<i>Define neo-liberalism and altermondialism</i>	<i>Morgentaler judgment (1988)</i>
	<i>North American Free Trade Agreement (1993)</i>
	<i>Oka Crisis (1990) and Agreement Respecting a New Relationship Between the Cree Nation and the Government of Québec [Paix des Braves] (2002)</i>

**Éducation,
Loisir et Sport**

Québec

