PROGRAM
HISTORY OF QUÉBEC AND CANADA

HST-4016-2 **FROM THE FIRST NATIONS TO THE UNION UPPER AND LOWER CANADA**

HST-4017-2 **FROM THE CONFEDERATION TO THE PRESENT**

NOVEMBER 1996

Québec

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Direction de la formation générale des adultes

**Gouvernement
du Québec**

La ministre de l'Éducation

Conformément aux dispositions de l'article 461 de la Loi sur l'Instruction publique (L.R.Q., c. I-13.3), j'approuve le nouveau programme d'*Histoire du Québec et du Canada* à l'éducation des adultes. Ce programme sera d'application obligatoire dans tous les centres d'éducation des adultes à compter du 1er juillet 1997.

PAULINE MAROIS

1035, rue de la Chevrotière
Québec (Quéec)   G1R 5A5

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Production Coordinators	Serge Leloup Direction de la formation générale des adultes (until 1996) Danielle Thibault Direction de la formation générale des adultes (since 1996)
Programme Coordinator	Marc Leduc Direction de la formation générale des adultes
Director	Alain Mercier Direction de la formation générale des adultes
Translation	Services à la communauté anglophone Direction de la production en langue anglaise Allan Van Meer
English Language Revision	Domenic Cusmano Commission scolaire Jérôme-Le Royer
Secretary	Huguette Frenette Commission des écoles catholiques de Québec Agathe Marcoux

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1. Introduction

1. Introduction

1.1 A New History Program

All peoples have written their history as soon as they acquired the art of writing.

Voltaire, *The Philosophical Dictionary*[1]

Information has changed so much since the days of Voltaire that we could paraphrase him by saying that all peoples learn their history as soon as they are able to read. Nevertheless, in order to read our own history, it must be available.

Until now the history program in adult education consisted only of optional courses is specialized subjects. This new program adds an essential component to the teaching of history—a program devoted specifically to the history of Québec and Canada.

Every Quebecer who earns a Secondary School Diploma (SSD) in future, whether in the youth sector or in the adult sector, will have successfully completed the History of Québec and Canada program, since the new Basic School Regulation designates this program as mandatory for certification purposes.

This program has been harmonized with the corresponding program in the youth sector. The adult education version of the program has been updated and a new module on the aboriginal nations has been added. This addition required the elimination of certain other topics. Therefore, the optional topics from the youth program have been omitted. Note also that the hierarchy of terminal and intermediate objectives has been revised.

The new program will serve as an excellent introduction to the optional courses in history, the political world, economics and geography currently offered adult education students at the Secondary IV and V levels.

History is the collective memory of a people.

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[1] This is a free translation.

1.2   Educators' Observations

In the autumn of 1988, representatives of the Ministère toured the province to provide information about social studies programs and to consult with school administrators, educational consultants and teachers. These people all formulated certain observations concerning the importance of studying history in general, which have implications for the teaching of the discipline at the secondary level in adult education. These observations are stated below :

− The study of history is essential to complete personal development and to a person's ability to fulfil the role of citizen.

- An understanding of history ensures continuity of thought and allows a person to take an informed position on political, economic, social, cultural, linguistic and other issues.

- History acquaints individuals with the evolution of their society, revealing its character and diversity.

- It is through history that we become aware of our collective past, understand the events of the present and foresee our future as a people.

The members of the editorial committee for this program subsequently analyzed these observations. Their analysis helped to determine the orientations of the program.

1.3   Organization of the History of Québec and Canada Program

The History of Québec and Canada program is divided into two courses :

– Course 1 : *From the First Nations to the Union of Upper and Lower Canada* (HIS-4016-2)
– Course 2 : *From Confederation to the Present* (HIS-4017-2)

Each course comprises modules containing orientations, objectives, skill indicators and related content. It is important to note that the courses are not sequential. Therefore summative evaluation is required at the end of each course. The Ministère has prepared definitions of the domain and examinations for the courses.

To fully attain its educational goals, the teaching of the history of Québec and Canada must be lively, flexible and adaptable to the conditions of different environments. It is the teacher's responsibility to foster in adult students an interest in research and discovery, which lie at the heart of the process of learning about history. The History of Québec and Canada program has been designed to assist teachers in this task.

The program is intended to facilitate andragogical approaches and encourage creativity, while enabling teachers to follow the adult learner's progress and to identify any difficulties encountered.

Using the program objectives, teachers can plan their courses according to the needs of their environment, and so enhance the impact of their efforts. The objectives of the program may be arranged in a different order and various andragogical procedures may be used to attain the goals of the program. Teachers have a great deal of latitude in this respect, since the objectives in no way dictate or specify which andragogical model must be used.

2. Orientations of the Program

2. Orientations of the Program

2.1 Adults, Society and the Discipline of History

2.1.1 Adult Students

Every day adults are obliged to meet challenges imposed by the society in which they live. Adults who decide to return to school tend to question daily realities. They attempt to exercise their critical faculties and analyze their perception of different facets of society.

Adults sometimes feel isolated and incapable of finding solutions on their own. They wish to learn how to examine critically the details of their political, economic, social, cultural and linguistic environment.

Education is a tool that can enable adults to acquire the general and specific skills necessary to fulfil different roles at work, in the family, and in the community, and to gauge their ability to act in their environment.

2.1.2 Society

Québec society, like other societies, is undergoing changes. Some of these changes can be seen in today's rapid development of technology, changes in lifestyle, and the presence of diverse ethnic, linguistic and religious groups.

It is essential that adult students understand the historical conditions from which their society has developed. They must also be able to look critically at this development in order to understand the influences acting on their environment, to become aware of societal values and to make lucid, concrete choices.

2.1.3 History

History provides answers to adult learners' questions concerning the development of their society. The Secondary IV program proposes a systematic examination of our society. This should give learners a deeper understanding of how the past evolved, and especially, provide them with a more analytical perspective on their current social environment.

2.2 Goals

The program focuses on the development of Québec society and will enable adult learners to :

- situate various events in time and space;

- understand the unique socio-economic and political contexts that have fostered the development of Québec and Canada;

- understand the development of Québec society within the Canadian, North American and Western contexts;

- reconsider their vision of history, based on an understanding of facts and events.

2.3   Guiding Principles

The course is based on the following guiding principles :

- To provide a knowledge of the main events in Québec and Canadian history so as to increase understanding of the contemporary period.

- To explain the elements of change and continuity that characterize Québec and Canadian society, stressing the interaction of territorial, demographic, economic, social, cultural and political aspects of society.

- To use examples from Québec's past to emphasize the contribution of the different groups that have helped shape Québec's collective history, especially the Native peoples, the French and the British.

- To communicate a global vision of history.

- To help students acquire the ability to interpret historical facts objectively.

- To foster an approach to the study of history that focuses on understanding the social environment.

2.4   Educational Objectives

The program is intended to foster the acquisition of knowledge, skills and attitudes. The educational objectives are the following :

- To find connections between the main political, economic, social, cultural and linguistic conditions that have shaped Québec in the Canadian context.

- To develop skills relevant to the historical approach, in order to be able to read and recognize the principles and limitations of historical analysis.

- To acquire the ability to analyze one's personal values and those of the social environment.

- To adopt an open and respectful attitude towards values that differ from one's own.

- To become aware of one's role as a citizen responsible for the future of the community.

However, it is the teacher's responsibility to use the available teaching materials to make students aware of the affective dimension of inherent to the development of a point of view. It is also the teacher's responsibility to situate the adult learners in a larger historical context so that they may grasp the relationships between the development of Québec society and that of North America and the Western World.

3. Table of Objectives

3.1   Objectives of Course 1

Title of Module	Terminal Objectives		Intermediate Objectives	
1. The First Nations of North America upon the Arrival of the Europeans	1.1	To understand the organization of Amerindian and Inuit societies of northeastern North America upon the Arrival of the Europeans.	1.1.1	To understand the socio-political and socio-economic organization of the Amerindian and Inuit societies of northeastern North America.
2. The French Empire in America (1492-1660)	2.1	To explain French exploration in North America in the context of the great European explorations of the fifteenth and sixteenth centuries.	2.1.1	To identify the main economic causes that motivated the great European explorations.
			2.1.2	To describe the main factors that shaped the first settlements in the St. Lawrence Valley.
	2.2	To explain the effects of the fur trade in building the French empire in North America.	2.2.1	To explain the effects of the colonial intentions of France on the settlement of New France.
			2.2.2	To explain the importance of the fur trade in the expansion of New France.
3. Canadian Society Under the French Regime (1660-1760)	3.1	To describe the organization of Canadian society under the French regime.	3.1.1	To describe the conditions of settlement.
			3.1.2	To explain the efforts made to achieve economic diversification in the colony.
			3.1.3	To describe the socio-political organization of the colony.
4. The Conquest and the Early British Regime (1760-1790)	4.1	To analyze the Conquest, its causes and its immediate effects.	4.1.1	To identify the main causes of the conflicts and the French defeat.
			4.1.2	To describe the consequences of the change of empire.

Title of Module	Terminal Objectives		Intermediate Objectives	
			4.1.3	To describe the difficulties in applying the Royal Proclamation.
	4.2	To analyze the consequences of the Quebec Act and the American Revolution for the Province of Quebec.	4.2.1	To analyze the Quebec Act in the context of the American Revolution.
			4.2.2	To analyze the consequences of the American Revolution for the Province of Quebec.
5. The Beginnings of the Parliamentary System (1790-1860)	5.1	To analyze political and economic changes in the society of Lower Canada.	5.1.1	To describe the political changes brought about by the Constitutional Act of 1791.
			5.1.2	To describe the economic changes in Lower Canada.
	5.2	To analyze the events of 1837-1838 and the beginnings of the Union of Upper and Lower Canada.	5.2.1	To describe the causes and the development of the Rebellion.
			5.2.2	To analyze the proposals of the Durham Report and the content of the Union Act.
			5.2.3	To analyze political and economic changes under the Union Act.

3.2 Objectives of Course 2

Title of Module	Terminal Objectives	Intermediate Objectives
1. Québec and Confederation (1860-1896)	1.1 To analyze the origins of the Canadian federation and the principal provisions of the British North America Act (BNA Act).	1.1.1 To explain the causes of the federation of the colonies of British North America. 1.1.2 To describe the main debates of the federation project. 1.1.3 To describe the main characteristics of the British North America Act.
	1.2 To analyze the evolution of Québec in the new Canadian context between 1867 and the end of the nineteenth century.	1.2.1 To identify the problems associated with the growth of the new Canadian federation. 1.2.2 To analyze the National Policy. 1.2.3 To describe economic and social changes in Québec after 1867.
2. Industrial Development (1896-1939)	2.1 To describe the political, economic and social contexts in Québec and Canada (1896-1929).	2.1.1 To explain the political situation. 2.1.2 To explain the influence of the second phase of industrialization on the economic development of Québec. 2.1.3 To explain the social repercussions of the second phase of industrialization.

2.	**Industrial Development (1896-1939)** *(Continued)*	2.2	To describe the context of the Great Depression in Canada and Québec (1929-1939).	2.2.1	To explain the main causes and consequences of the Depression.
				2.2.2	To describe the main reactions to the Depression.
3.	**Contemporary Québec (From 1939 to the Present)**	3.1	To analyze the political, economic and social consequences for Québec of the Second World War (1939-1945).	3.1.1	To identify the political, economic and social consequences for Québec of the Second World War.
		3.2	To analyze traditionalism and the transformation of Québec society during the Duplessis era (1945-1960).	3.2.1	To identify the traditionalist elements of Québec society.
				3.2.2	To identify the main policies of the Duplessis era.
				3.2.3	To explain the principal socio-economic changes.
		3.3	To describe the political, economic and social evolution of Québec society from 1960 to the present.	3.3.1	To explain the main changes in Québec society during the Quiet Revolution (1960-1966).
				3.3.2	To explain the main changes in Québec society during the period of consolidation (1966-1980).
				3.3.3	To explain the main changes in Québec society from 1980 to the present.

4. Modules of Course 1 :
From the First Nations to the Union of Upper and Lower Canada

Module 1

**The First Nations of North America
upon the Arrival of the Europeans**

Module 1

The First Nations of North America
upon the Arrival of the Europeans

General Objective

At the end of Module 1 the adult should understand the organization of the aboriginal societies of northeastern North America upon the Arrival of the Europeans.

Orientation of the Module

At the time of the arrival of Europeans, the present territories of eastern Canada were occupied by the Algonquian, Inuit and Iroquoian peoples. They comprised the three major aboriginal language groups and their social organization and culture were closely adapted to their environment. The Algonquian and Inuit populations subsisted primarily on hunting, while the Iroquoian populations cultivated the land. Depending on the environment, the cycle of seasonal activities varied, as did the division of labour. Likewise, the social and political organization of these groups differed. These organized societies traded with each other and formed alliances long before the arrival of the Europeans.

In terms of teaching approach, Module 1 will enable adults to understand that the territories of Québec and Canada were occupied from east to west by organized societies and lead them to compare the economic and political organization of these northeastern North American societies. Maps, organizational charts illustrating political structures and the division of labour, as well as examples of adaptation to the environment, will help the adults form an accurate picture of these societies at the time of European contact.

Terminal Objective	Intermediate Objective
1.1 To understand the organization of Amerindian and Inuit societies of northeastern North America upon the Arrival of the Europeans.	1.1.1 To understand the socio-political and socio-economic organization of the Amerindian and Inuit societies of northeastern North America.

1.1	To understand the organization of Amerindian and Inuit societies of northeastern North America upon the Arrival of the Europeans.
1.1.1	To understand the socio-political and socio-economic organization of the Amerindian and Inuit societies of northeastern North America.

Skill Indicators	Content
• Situating each northeastern North American aboriginal language group, namely, the Inuit, Algonquian and the Iroquoian, geographically. • Defining "nomadic" and "sedentary." • Describing their ways of life in terms of subsistence activities and division of labour. • Explaining the composition and function of the socio-political structure of each people. • Explaining the dynamics of the relationship between the Algonquians and Iroquoians in the St. Lawrence and Great Lakes Lowlands. • Describing the dynamics of the relationships between the Hurons and the Iroquois, both of the Iroquoian language group.	• Portrait of the Algonquian peoples : − Territory occupied − Way of life : nomadic − Cycle of subsistence activities : ∗ hunting, fishing, gathering ∗ division of labour − Social structure : patriarchy − Socio-political structure : ∗ family, band, tribe, nation • Portrait of the Inuit peoples : − Territory occupied − Way of life : nomadic − Cycle of subsistence activities : ∗ hunting, fishing ∗ division of labour − Social structure : patriarchy − Socio-political structure : ∗ family, band

- Portrait of the Iroquoian peoples :
    - Territory occupied
    - Way of life : sedentary
    - Cycle of subsistence activities :
        * agriculture
        * division of labour
    - Social structure : matriarchy
    - Socio-political structure :
        * clan, nation, confederation

- Trade and alliances :
    - Algonquian families
    - Iroquoian families

Module 2

**The French Empire
in America (1492-1660)**

Module 2

The French Empire in America
(1492-1660)

General Objective

At the end of Module 2, the adult should understand the foundations of the French empire in America.

Orientation of the Module

Module 2 places the adult at the heart of a basic element of the French regime. The module begins by focusing on the role of the fur trade in the building of the French empire in America, the subsequent need to expand the territory of the empire, and the resulting conflicts between the French and English colonies, which eventually led to the Conquest. The nature of this development is explained with reference to the features of the North American environment and French colonialism. The Amerindian peoples also played a role in the development of the colony. Module 2 deals with the complexity of the alliances and conflicts engendered by the coming together of such different cultures.

The instructional approach should draw the adult's attention to the materials of history and demonstrate the relation between time, space, events and different documents that form the basis of historical interpretation. Maps may also be used to trace the voyages of exploration, locate territories discovered and indicate the routes used for transportation in the fur trade. In particular, geopolitical maps, showing the positions of the different powers, will help to situate borders and illustrate socio-political and socio-economic relationships in the French empire in America. The adult learner will also be able to compare the different types of colonialism practised by the French and the English, which influenced both the fur trade and colonial development in North America.

Terminal Objectives	Intermediate Objectives
2.1 To explain the French exploration of North America in the context of the great European explorations of the fifteenth and sixteenth centuries.	2.1.1 To identify the main economic causes that motivated the great European explorations. 2.1.2 To describe the main factors that shaped the first settlements in the St. Lawrence Valley.
2.2 To explain the effects of the fur trade in building the French empire in North America.	2.2.1 To explain the effects of the colonial intentions of France on the settlement of New France. 2.2.2 To explain the importance of the fur trade in the expansion of New France.

2.1   To explain the French exploration of North America in the context of the great European explorations of the fifteenth and sixteenth centuries.

2.1.1   To identify the main economic causes that motivated the great European explorations.

Skill Indicators	Content

• Being familiar with the map of the world before the explorations of America in the fifteenth and sixteenth centuries.
 	
• Explaining the need to acquire gold as currency to buy goods imported from Asia.
 	
• Understanding that the fall of Constantinople to the Turks gave rise to the necessity of finding a commercial route to the East by sea.
 	
• Tracing the itineraries of Columbus, Cabot, Magellan, Frobisher, Davis and Cartier; identifying the areas they explored.
 	
• Summarizing the voyages of Cartier and their results with regard to the search for a new commercial route and new sources of gold.
 	
• Understanding what the exploring countries had in common and finding a link between the economic reasons for European exploration and the rewards available on the American continent.
	• Economic causes :
	  − New commercial route
	  − New sources of gold
	
	• European exploration :
	  − Major powers involved :
	  − Portugal, Spain, England, France
	  − Places explored
	
	• Outcome of Cartier's voyages :
	  − Exploration and contact with the Amerindian peoples
	  − Map of the St. Lawrence River
	  − Failures

2.1 To explain the French exploration of North America in the context of the great European explorations of the fifteenth and sixteenth centuries.
2.1.2 To describe the main factors that shaped the first settlements in the Saint Lawrence Valley.

Skill Indicators	Content

• Situating the St. Lawrence lowlands and locating the settlements of Tadoussac and Québec.
 	
• Demonstrating the importance and the advantages of the St. Lawrence as a route into the interior of the continent.
 	
• Describing the main advantages of the landscape.
 	
• Explaining the consequences of the climate.
 	
• Indicating how the French colonists adapted to their new environment in New France with respect to food, clothing, housing and communications, emphasizing the exchanges between the Amerindians and the Europeans in this process.
 	
• Demonstrating how the interdependence of geographical, economic and human factors led to the establishment of the first settlements in the St. Lawrence Valley and how the fur trade played a primary role there.
	• Geographic factors :
	  − System of waterways
	  − Landscape
	  − Climate
	
	• Economic factor :
	  − Fur trade
	
	• Human factor :
	  − Formation of alliances between the French and Amerindian peoples
	
	• Adaptation of French colonists to new environment and Amerindian contributions :
	  − Food
	  − Clothing
	  − Housing
	  − Transportation

2.2	**To explain the effects of the fur trade in building the French empire in North America.**

2.2.1 To explain the effects of the colonial intentions of France on the settlement of New France

Skill Indicators	**Content**

• Defining the concept of mercantilism in the sixteenth and seventeenth centuries.
 	
• Identifying the differences between France's and Britain's concepts of settlement.
 	
• Finding a link between mercantilism, French colonialism, the role of the companies and the fur trade.
 	
• Demonstrating that companies preferred a "trading-post" colony over a settler's colony.
 	
• Explaining the causes and effects of the "trading-post" colony in the settlement of New France.
	• French colonialism :
	  − Concept of mercantilism
	  − French mercantilism and the fur trade
	  − Companies : their mandate
	
	• Effects of the colonial policies of France :
	  − "Trading-post" colonies (trade)
	  − Colonies of settlement (permanent occupation of a territory)
	  − Consequences for the development of settlement in New France : low rate of immigration

2.2	**To explain the effects of the fur trade in building the French empire in North America.**
2.2.2	To explain the importance of the fur trade in the expansion of New France.

Skill Indicators	**Content**
• Tracing geographically the great explorations to the Mississippi delta, the Rockies and Hudson Bay. • Describing the role of the fur trade as an economic motor. • Finding a link between the routes followed by the great explorers (missionaries and coureurs de bois), territorial expansion and the routes used for shipping furs to the St. Lawrence Valley. • Differentiating Amerindian and Inuit civilizations from European civilizations with respect to the following : ownership of land, concept of borders, concepts of trade and commerce. • Demonstrating links between the fur wars and Franco-Amerindian and Anglo-Amerindian alliances. • Showing the relations between the fur trade, territorial expansion and the destabilization of Amerindian societies. • Situating French and British territories in North America. • Finding connections between the fur trade, the larger area covered by the French empire in comparison to that of the British empire in America and sources of conflict.	• Exploration of new routes and territorial expansion : – Rocky Mountains, Mississippi River and Hudson Bay – Routes of the great explorers – Fur-transportation routes • Fur trade : – The economic motor of New France • Consequences among Amerindian peoples : – Clash between of two cultures – Fur wars : * Franco-Amerindian alliances * Anglo-Amerindian alliances – Depopulation and dismantling of political structures : * Dependence on European products * Attempts to convert the Amerindians * Epidemics • Characteristics of New France : – Immense and fragile – Inevitable conflicts

Module 3

Canadian Society Under the French Regime
(1660-1760)

Module 3

Canadian Society Under the French Regime
(1660-1760)

General Objective

At the end of Module 3 the adult should understand the development of the French colony on the St. Lawrence.

Orientation of the Module

The fur trade represents only one aspect of the French presence in North America and, in itself, does not explain why there is a French-speaking majority in present-day Québec. To understand this fact, one must consider the conditions of settlement and the economic development of the small French colony on the St. Lawrence River. The political structures and social organization of the period and the colonists' efforts to adapt to the environment are evidence of the French presence in North America. The French empire in America disappeared with the Conquest. However, in the seigneuries and communities on the shores of the river, there remained men and women who had adapted the French heritage to the conditions of the North American environment.

In terms of teaching approach, Module 3 lends itself well to the use of historical techniques. Images of the colonial context may be conveyed by a number of means : time lines visually representing the stages of settlement; charts of economic activities; maps locating French settlements and Amerindian nations. Charts of political and social structures can help to illustrate the social organization of the period. Module 3 enables teachers to draw a picture of the French colony of the St. Lawrence under the French regime, including its political, demographic, economic, social and territorial aspects. In addition, observation and analysis of evidence of the French regime in the adults' environment can also help to sensitize them to the unique nature of Québec's heritage and the need to preserve it. Teachers may explain the external conditions leading to the Conquest and the replacement of the French regime by British rule in both a European and a North American historical context.

Terminal Objectives	Intermediate Objectives
3.1 To describe the organization of Canadian society under the French regime.	3.1.1 To describe the conditions of settlement. 3.1.2 To explain the efforts made to achieve economic diversification in the colony. 3.1.3 To describe the socio-political organization of the colony.

3.1   To describe the organization of Canadian society under the French regime.
3.1.1   To describe the conditions of settlement.

Skill Indicators	**Content**

• Relating the companies' lack of interest in recruiting colonists to the failure of the first attempts at settlement.	• Failure of first attempts at settlement :
	  − Difficulties in recruiting colonists
	  − Role of the companies

• Describing the seignieurial system in terms of its role as a planning instrument in the establishment of a permanent French settlement in the St. Lawrence Valley.	• The seigneury as a planning instrument for settlement :
	  − Seigneurs and censitaires
	  − Division of land

• Analyzing the consequences of settlement policies in New France from the demographic point of view.	• Policies of settlement in New France :
	  − The system of engagés
	  − The filles du roi
	  − The Carignan-Salières regiment
	  − Talon's policies to encourage a high birth rate

• Explaining Talon's policies to encourage population growth : grants to large families, gifts and dowries for early marriages, taxes on bachelors.	
• Making connections between demographic development, policies of settlement and the development of the seignieurial system.	• Demographic evolution

3.1	**To describe the organization of Canadian society under the French regime.**

3.1.2   To explain the efforts made to achieve economic diversification in the colony.

Skill Indicators	Content

• Describing the attempts at economic diversification promoted in the following areas : agriculture and industrial crops; trades and manufacturing; exports to France; revival of triangular trade.
 	
• Showing how attempts at economic diversification were intended to ensure the development of the colony.
 	
• Explaining how the failure of economic diversification was mainly due to French mercantilism and the profitability of the fur trade.
	• Policies of colonial development and economic diversification under Talon and Hocquart :
	  − Main initiatives
	
	• Causes of the failure of economic diversification :
	  − French mercantilism
	  − Profitability of the fur trade

3.1	**To describe the organization of Canadian society under the French regime.**

3.1.3   To describe the socio-political organization of the colony.

Skill Indicators	Content
- Describing the role of royal government; defining the powers exercised by its constituents; showing that its goal was to take control of the colony. - Showing that there was a source of conflict between the roles of the governor, the intendant and the bishop. - Describing the makeup of Canadian society under the French regime and showing the relations between its constituents. - Showing the importance of the Church in the political and social organization of New France between 1660 and 1760, especially in social services, education and health care. - Situating French settlements in relation to territories occupied by Amerindian peoples and explaining the reasons for the creation of missions. - Finding connections between the "trading-post" colony, the failure of the company system, the establishment of royal government and the conditions of settlement in New France. - Drawing a picture of the French colony on the St. Lawrence River in terms of the following : - political factors (companies, royal government); - demographic factors (policy of settlement); - economic factors (trading-post colony, attempts at diversification); - social factors (increased role of the Church); - territorial factors (St. Lawrence Valley, Great Lakes, Mississippi).	- Role and composition of royal government : - Governor - Intendant - Sovereign Council - Social groups : - Nobles - Seigneurs - Merchants - Censitaires - Farmers - Tradesmen - Coureurs de bois - Military personnel - Role of the Church : - Evangelization : ∗ Exploration ∗ Reduction - Education - Care of the sick

Module 4

**The Conquest and the Early British Regime
(1760-1790)**

Module 4

The Conquest and the Early British Regime
(1760-1790)

General Objective

At the end of Module 4, the adult should understand the effects of the Conquest and the American Revolution on the St. Lawrence River colony.

Orientation of the Module

Beyond military events, the Conquest may be explained in terms of the structural differences between the two imperial and colonial systems that were then vying for control of North America. The result of the confrontation had a decisive effect on the development of the continent. It facilitated the independence of the American colonies, which reinforced the British character of the territories north of the United States. In the midst of this upheaval the St. Lawrence colony, definitively cut off from France, became the Province of Quebec, a territory of British colonization. However, the imminence of the American Revolution prompted the British to make certain strategic concessions to the new colony that favoured the preservation of a French-speaking society. One consequence of the creation of the United States—the arrival of the United Empire Loyalists—modified the demographic composition of the Province of Quebec and accentuated the difficulties inherent in the coexistence of two different societies within the same British colony.

In terms of teaching approach, the following items will be useful for analyzing the territorial, political, economic, demographic and social changes that occurred during the period under study : time lines, demographic data, maps showing the chronological evolution of the territory, comparative charts of treaties, and a summary table of the events surrounding the Conquest and the French defeat. Local history may also be a source of stimulating materials. Since 1950, the debate over the interpretation of the Conquest has been a central issue in Québec historiography. Module 4 offers a good opportunity to make adult learners aware of the various aspects of this controversy.

Terminal Objectives	Intermediate Objectives
4.1 To analyze the Conquest, its causes and its immediate effects.	4.1.1 To identify the main causes of the conflicts and the French defeat. 4.1.2 To describe the consequences of the change of empire. 4.1.3 To describe the difficulties in applying the Royal Proclamation.
4.2 To analyze the consequences of the Quebec Act and the American Revolution for the Province of Quebec.	4.2.1 To analyze the Quebec Act in the context of the American Revolution. 4.2.2 To analyze the consequences of the American Revolution for the Province of Quebec.

4.1	**To analyze the Conquest, its causes and its immediate effects.**

4.1.1 To identify the main causes of the conflicts and the French defeat.

Skill Indicators	**Content**

• Geographically situating the positions of the two colonies before the Conquest.
 	
• Indicating the main sources of confrontation, from the drawing of borders and territorial expansion to the control of the fur trade and the fisheries.
 	
• Comparing the English and French colonies in terms of : territory, population, military strength, political and economic ambitions in America and colonial model.
 	
• Finding connections between the sources of confrontation, the French defeat and the importance of the territorial and economic issues (e.g. furs, fisheries) that divided the North American colonies.
	• Sources of confrontation between the colonies :
	  − Furs
	  − Fisheries
	  − Territory
	
	• Causes of the French defeat :
	  − Vast extent of territory
	  − Low population and a small military force
	  − Colonial models of France and England

4.1	**To analyze the Conquest, its causes and its immediate effects.**
4.1.2	To describe the consequences of the change of empire.

Skill Indicators	Content

• Describing the uncertainty following the Conquest : economic instability, living conditions.
 	
• Situating French, English, Amerindian territories before and after the Royal Proclamation.
 	
• Explaining how the Treaty of Paris signified a change of empire : territory limited to the St. Lawrence Valley, emigration rights, subjection to the British crown.
 	
• Explaining the purpose and the political structure of the Royal Proclamation.
 	
• Showing that the Royal Proclamation formalized the change of empire : creation of the Province of Quebec, Test Act, imposition of English law.
 	
• Describing Anglo-Amerindian relations after the Conquest with reference to territorial rights and the fur trade.
	• Immediate effects of the Conquest
	
	• Treaty of Paris :
	  − Loss of New France and change of empire
	  − Emigration rights
	  − Subjection to British crown
	
	• Purpose of the Royal Proclamation and means used :
	  − Anglicization of French Canada
	  − Creation of the Province of Quebec, the Test Act, English civil and criminal law
	
	• Anglo-Amerindian relations :
	  − Circumscription of Amerindian territory
	  − The fur trade

4.1 To analyze the Conquest, its causes and its immediate effects.
4.1.3 To describe the difficulties in applying the Royal Proclamation.

Skill Indicators	Content

• Explaining how the demographic imbalance between French and English made application of the Royal Proclamation difficult.
 	
• Finding the connections between the Royal Proclamation, the difficulties encountered, the concessions made by Murray and Carleton, and Britain's strategy against the American independence movement.
 	
• Explaining the factors of change and continuity involved in the change of empire :
  − Change : territory, English law, type of government, English merchants
  − Continuity : the fur trade, religious practices, French civil law
	• Ratio of French to English and application of the Royal Proclamation.
	
	• Concessions of Murray and Carleton :
	  − To the Church :
	    ∗ Appointment of a bishop
	  − Legal :
	    ∗ Preservation of French laws and language
	  − Political :
	    ∗ Establishment of the Council

4.2	**To analyze the consequences of the Quebec Act and the American Revolution for the Province of Quebec.**

4.2.1   To analyze the Quebec Act in the context of the American Revolution.

Skill Indicators	**Content**

• Explaining the causes leading to the signing of the Quebec Act.
 	
• Situating the new territory as defined by the Quebec Act.
 	
• Explaining the content of the Quebec Act, referring to its territorial, political and religious implications.
 	
• Showing a connection between the objectives of the Quebec Act and the American Revolution—ensuring peace in the north and closing the west and the Great Lakes.
 	
• Explaining the main reactions to the Quebec Act.
	• Reasons for the Quebec Act :
	  − Difficulty of applying the Royal Proclamation
	  − Agitation in the Thirteen Colonies
	  − England's development of a strategy to deal with the *Canadiens*
	
	• Content of the Quebec Act :
	  − Annulment of the Royal Proclamation
	  − Abolition of the Test Act
	  − Granting of freedom of religion
	  − Expansion of borders from Labrador to the Mississippi
	
	• Reaction to the Quebec Act :
	  − In the Thirteen Colonies
	  − In the Province of Quebec
	  − Among the Native peoples

4.2	**To analyze the consequences of the Quebec Act and the American Revolution for the Province of Quebec.**
4.2.2	To analyze the consequences of the American Revolution for the Province of Quebec.

Skill Indicators	Content
• Explaining the connection between the loss of territory and the relocation of the fur trade. • Tracing geographically the migration of the Loyalists to Canada. • Showing connections between the Quebec Act, the American Revolution and the arrival of Loyalists in the Province of Quebec. • Explaining the claims of the Loyalists. • Explaining the effect of the arrival of the Loyalists. • Finding connections between the Royal Proclamation, the Quebec Act and the American Revolution in order to explain territorial, political, economic, demographic and social changes.	• Loss of territory and shift of the fur trade to the north-west. • Arrival of the Loyalists : − English language populations − The township system − Demand for a Legislative Assembly − Colonization of new territories

Module 5

The Beginnings of the Parliamentary System
(1790-1860)

Module 5

The Beginnings of the Parliamentary System
(1790-1860)

General Objective

At the end of Module 5 the adult should understand the socio-economic and political changes and the contrasting views that marked the beginning of the parliamentary system.

Orientation of the Module

In an effort to solve the problems posed by the integration of Loyalists into the colony, Britain sanctioned the existence of two majorities by dividing the territory of the Province of Quebec. Lower Canada adapted to economic changes by turning to forest industries, while the population became increasingly diversified due to the arrival of British immigrants. In the political sphere, Upper Canada and Lower Canada engaged in a struggle with the mother country for improvements to the parliamentary system of 1791. In Lower Canada the economic and social climate accentuated the conflict in a unique way. Britain attempted to solve the problem of the two colonies by uniting them. After this reform, Britain recognized the principle of responsible government, initiating a period of greater colonial autonomy.

In terms of teaching approach, Module 5 offers an opportunity to sensitize adults to the difficulties of historical interpretation by having them examine texts written by different witnesses to these especially controversial moments of Québec and Canadian history. In order to draw a portrait of the society of the time and describe its territorial, economic, political and social evolution, the following will be helpful : maps defining the new territory according to the Constitutional Act, organizational charts, a time line and demographic data on the composition and development of the population. In addition, a table showing the development of contrasting views, pictures of leaders, maps of territorial changes and transportation infrastructure, tables of economic development, public debates and comparison of texts on the political climate in Upper and Lower Canada, as well as in Europe, can help to explain the various kinds of change that characterized the society of the time. This will also help adults both to understand the context of the introduction of the parliamentary system, and to find connections with the present.

Terminal Objectives	Intermediate Objectives
5.1 To analyze political and economic changes in the society of Lower Canada.	5.1.1 To describe the political changes brought about by the Constitutional Act of 1791. 5.1.2 To describe the economic changes in Lower Canada.
5.2 To analyze the events of 1837-1838 and the beginnings of the Union of Upper and Lower Canada.	5.2.1 To describe the causes and the development of the Rebellion. 5.2.2 To analyze the proposals of the Durham Report and the content of the Union Act. 5.2.3 To analyze political and economic changes under the Union Act.

5.1	**To analyze political and economic changes in the society of Lower Canada.**

5.1.1   To describe the political changes brought about by the Constitutional Act of 1791.

Skill Indicators	Content
- Explaining the territorial and political implications of the Constitutional Act of 1791. - Describing the changes in political structure brought about by the creation of two provinces : Upper and Lower Canada. - Understanding the operation of the political system in the colony and the role of the different bodies. - Explaining the major weakness of the first Canadian parliamentary system, as evidence of the limits of colonial democracy. - Describing the political climate surrounding the quarrels over subsidies. - Establishing the links bettween the professional middle class, French Canadians and the Legislative Assembly on one hand, and the mercantile middle class, English Canadians, and the Executive Council and the Legislative Council on the other. - Demonstrating that the political climate in Lower Canada favoured the emergence of French-Canadian nationalism. - Explaining how the lack of responsible government intensified conflicts between the Legislative Assembly, the Governor and the Councils. - Comparing the political changes brought about by the Royal Proclamation, the Quebec Act and the Constitutional Act.	- Constitutional Act of 1791 : - Territorial division between Upper and Lower Canada - Addition of a Legislative Assembly - Organizational chart of government bodies - Suffrage - Role of political institutions : - Power of the Executive Council - Powers of the Legislative Council - Powers of the Legislative Assembly - Weakness of the Constitutional Act : - Responsible government - Political climate in Upper and Lower Canada : - Parliamentary struggles : subsidies - Relationships between social groups : professional middle class and mercantile middle class - Emergence of French-Canadian nationalism

5.1	**To analyze political and economic changes in the society of Lower Canada.**
5.1.2	To describe the economic changes in Lower Canada.

Skill Indicators	**Content**

• Demonstrating how European protectionism (French and British) and the Napoleonic blockade favoured the development of the lumber industry in Canada.
 	
• Describing the consequences of the development of the timber industry in transportation and immigration.
 	
• Explaining the causes of the agricultural crisis (overpopulation of seigneuries, outdated technologies) and its consequences (emigration to the United States, opening of new territories of colonization).
 	
• Explaining the socio-economic consequences for Amerindian peoples of the transition of an economy based on the fur trade to one based on the timber trade.
 	
• Explaining the repercussions of economic changes caused by the decline of the fur trade in favour of the timber industry.
	• Development of the timber industry and decline of the fur trade :
	 − Causes :
	  ∗ Protectionism
	  ∗ The Napoleonic blockade
	 − Consequences :
	  ∗ Development of transportation
	  ∗ Immigration
	
	• Agricultural crisis :
	 − Causes :
	  ∗ Overpopulation of seigneuries
	  ∗ Outdated technologies
	 − Consequences :
	  ∗ Emigration to the United States
	  ∗ Colonization of new territories
	
	• Situation of Amerindian peoples :
	 − Consequences :
	  ∗ Diminished hunting territories
	  ∗ Loss of income from the fur trade

5.2 To analyze the events of 1837-1838 and the beginnings of the Union of Upper and Lower Canada.	
5.2.1 To describe the causes and the development of the Rebellion.	
Skill Indicators	**Content**
• Showing how struggles between the Legislative Assembly, the governor and the councils for control of the government led to the Rebellion of 1837-1838. • Showing how the agricultural crisis and heavy British immigration contributed to the outbreak of the Rebellion. • Finding connections between the causes and the stages leading to the Rebellion. • Explaining the principal claims and reactions. • Explaining the Amerindian position with respect to the Rebellion.	• Main causes of the Rebellion—socio-political context : − Lack of responsible government − Control of revenue by the Legislative Assembly − Taxes on commerce − Control of subsidies • Socio-economic context : − Agricultural crisis − British immigration • Stages leading to the Rebellion : − Claims and reactions − Parliamentary disputes − Popular assemblies • The Amerindian peoples and the Rebellion : − The Anglo-Amerindian alliance

5.2	**To analyze the events of 1837-1838 and the beginnings of the Union of Upper and Lower Canada.**
5.2.2	To analyze the proposals of the Durham Report and the content of the Union Act.

Skill Indicators	**Content**

• Showing how the Durham Report was a consequence of the Rebellion.
 	
 • Finding connections between the problems revealed by the Rebellion and the recommendation of the report.
 	
 • Stating the provisions of the Union Act.
 	
 • Finding connections between the recommendations of the Durham report and the characteristics of the Union Act.
 	
 • Finding connections between the recommendations of the Durham report and the Union Act in order to demonstrate that the object of the recommendations was the gradual assimilation of the French-speaking population and greater control over the colony.
	• The Durham Report :
	   − Problems revealed :
	   − Presence of two nations
	   − Lack of responsible government
	 • Recommendations :
	   − Assimilation of French Canadians through the union of Upper and Lower Canada
	   − Granting of responsible government
	
	 • Characteristics of the Union Act :
	 • Union of Upper and Lower Canada
	 • A single government
	 • A single Legislative Assembly
	 • Proclamation of English as the official language

5.2	**To analyze the events of 1837-1838 and the beginnings of the Union of Upper and Lower Canada.**

5.2.3   To analyze political and economic changes under the Union Act.

Skill Indicators	**Content**

• Understanding that the Union Act left intact the old inner workings of the political apparatus.
 	
 • Explaining the importance of the Alliance of Reformers in attaining responsible government.
 	
 • Specifying the changes brought about by the granting of responsible government.
 	
 • Explaining the reasons for the creation of reservations : to recognize Amerindian status; to abolish land-use rights; to grant Amerindian peoples small parcels of land.
 	
 • Understanding the consequences of the Union Act on political development : coalition governments; continual negotiations between the two principal ethnic groups.
 	
 • Establishing links between the end of British protectionism, the signing of the Reciprocity Treaty with the United States and free trade.
 	
 • Establishing links between the achievement of responsible government and the end of British protectionism.
 	
 • Analyzing the main events marking the political, economic and social evolution of the colony, from the introduction of the parliamentary system to the achievement of responsible government.
	• Political changes :
	   – Alliance of Reformers
	   – Responsible government
	   – Creation of reservations
	
	 • Economic changes :
	   – Cessation of protectionism
	   – Signing of the Reciprocity Treaty with the United States

5. Modules of Course 2 :
From Confederation to the Present

Module 1

Québec and Confederation
(1860-1896)

Module 1

Québec and Confederation
(1860-1896)

General Objective

At the end of Module 1 the adult student should have an understanding of the new situation prevailing in Québec and Canada in the second half of the nineteenth century.

Orientation of the Module

The gradual loosening of ties with Great Britain, the increasing power of the United States and the political and economic difficulties of the united Canadas created a favourable situation for an association of British North American colonies. Confederation laid the foundations for a broader-based Canada that would subsequently embark on a project of continental expansion. The landscape of Québec, as we recognize it today, began to take shape during the many changes of this period. As the effects of industrialization began to be felt, cities took on greater importance and the patterns of settlement became more clearly defined. Urban and rural populations often experienced difficult social conditions, which marked the mental outlook of the people until the middle of the twentieth century.

A number of teaching aids may be used to enable the adult student to better understand the origins of the Canadian federation : time lines, charts on the points of view of the provinces, summary tables of the different provinces' claims, arguments and fields of interest. Also, tables of industrial development and demographic data on immigration and emigration will convey further information about Québec and Canada. Maps tracing the development of the railway, documents on urban living conditions, pictures of major figures associated with important events, debates and learning contexts will all help adults make their own analysis of the territorial, economic, demographic, political and social evolution of Québec within the Canadian context. Module 1 should permit a better understanding of the breadth and complexity of our political history. The analysis of documents concerning the constitutions and the federal system will also demonstrate how a knowledge of the past can contribute to an understanding of the problems of the present.

Terminal Objectives	Intermediate Objectives
1.1　To analyze the origins of the Canadian federation and the principal provisions of the British North America Act (BNA Act).	1.1.1　To explain the causes of the federation of the colonies of British North America. 1.1.2　To describe the main debates that characterized the federation project. 1.1.3　To describe the main characteristics of the British North America Act.
1.2　To analyze the evolution of Québec in the new Canadian context between 1867 and the end of the nineteenth century.	1.2.1　To identify the problems associated with the growth of the new Canadian federation. 1.2.2　To analyze National Policy. 1.2.3　To describe economic and social changes in Québec after 1867.

1.1	**To analyze the origins of the Canadian federation and the principal provisions of the British North America Act (BNAct).**

1.1.1   To explain the causes of the federation of the colonies of British North America.

Skill Indicators	**Content**

• Showing how political instability related to a double majority and the question of proportional representation favoured the creation of a Canadian federation.
 	
• Explaining the economic reasons for the Canadian union of 1867 in terms of the loosening of ties with Great Britain, the non-renewal of the Reciprocity Treaty with the United States, the lack of buyers for Canadian products and the need to create a domestic market.
 	
• Demonstrating how the American threat favoured the federation of the British North American colonies.
 	
• Drawing up a list of causes that lie at the basis of the Canadian federation.
	• Political deadlock :
	  − Double majority
	  − Proportional representation
	
	• Economic problems :
	  − Loosening of ties with England
	  − End of the Reciprocity Treaty with the United States
	  − Lack of markets for Canadian products
	  − Weakness of Canadian domestic market
	
	• The American threat :
	  − American Civil War
	  − Territorial expansion :
	    ∗ The Fenian raids

1.1 To analyze the origins of the Canadian federation and the principal provisions of the British North America Act (BNAct).
1.1.2   To describe the main debates of the federation project.

Skill Indicators	Content

• Explaining the major issues at stake in the constitutional conferences.	• Issues of the three constitutional conferences :
	  − Rep by pop
	  − Development of east-west trade
	  − Construction of the transcontinental railway
	  − Division of powers

• Describing the main reactions of the British North American colonies to the federation project.	

• Establishing links between the reaction of Canada East and French-Canadian nationalism on the one hand, and the reaction of Canada West and English-Canadian nationalism on the other.	• Reaction to the federation project and to French-Canadian and English-Canadian nationalism :
	  − Mistrust
	  − Enthusiasm

1.1	To analyze the origins of the Canadian federation and the principal provisions of the British North America Act (BNA Act).

1.1.3   To describe the main characteristics of the British North America Act.

Skill Indicators	Content
- Stating the characteristics of the federal union of 1867 : - type of government, levels of government, divided and shared powers. - Indicating the jurisdiction for each level of government : − Federal : powers of taxation, Indian affairs; − Provincial : education, health. - Comparing the powers of the central government with those of the provincial governments. - Explaining the changes made by the BNA Act regarding the Amerindian and Inuit nations. - Showing how the BNA Act, by means of a centralization of power, provided a solution to the political and economic problems of the British colonies of North America.	- Characteristics of the federal union : − Parliamentary system − Levels of government − Centralization of powers − Divided powers and shared powers - Division of powers and areas of jurisdiction : − Federal government − Provincial governments - Effect on the Amerindian and Inuit peoples : − Federal jurisdiction − Indian Act

1.2	**To analyze the evolution of Québec in the new Canadian context between 1867 and the end of the nineteenth century.**

1.2.1   To identify the problems associated with the growth of the new Canadian federation.

Skill Indicators	**Content**

• Describing the main economic problems of Canada in the context of a worldwide economic recession.
 	
• Finding connections between territorial expansion, the construction of the railway and the Métis uprisings.
 	
• Showing how the issue of provincial autonomy became the main issue of conflict between the two levels of government.
 	
• Identifying the problems raised by the issue of schools in the context of federal-provincial relations of the time.
 	
• Analyzing the difficulties encountered during the growth of the new Canadian federation between 1867 and the end of the nineteenth century.
	• Worldwide economic recession :
	 − Consequences for Canada
	   ∗ Industrial bankruptcies
	   ∗ Lowering of wages
	   ∗ Increased unemployment
	   ∗ Difficulties encountered by banks
	
	• Territorial expansion :
	 − Creation of new provinces :
	   ∗ Alberta and Manitoba
	 − Métis uprising :
	   ∗ Construction of the railway
	
	• Federal-provincial relations :
	 − Disputes over autonomy
	 − The school question

1.2	**To analyze the evolution of Québec in the new Canadian context between 1867 and the end of the nineteenth century.**
1.2.2	To analyze National Policy.

Skill Indicators	Content
• Stating the components of the National Policy. • Describing the relationship between the raising of tariffs, the construction of the railroad, migrations, the opening of new land, and the creation of a domestic market. • Explaining how protectionism favours the development of industrialization. • Finding connections between the economic recession, problems of growth and the National Policy. • Stating the consequences of the National Policy for Québec.	• National Policy : − Raising of tariffs − Completion of the transcontinental railway − Settlement of the Canadian West • Consequences : − Westward expansion − Creation of a domestic market − Industrialization

1.2	To analyze the evolution of Québec in the new Canadian context between 1867 and the end of the nineteenth century.

1.2.3	To describe economic and social changes in Québec after 1867.

Skill Indicators	Content
- Describing the first phase of industrialization in Québec : sectors affected, working conditions, sources of capital. - Explaining the consequences of the first phase of industrialization : growth of cities, living conditions. - Demonstrating how different migrations are related to the economic situation. - Understanding the role and the motivations of the clergy in colonizing new regions. - Describing the development of Canadian and Québec society between 1867 and the end of the nineteenth century in terms of economic, demographic, political and social factors.	- First phase of industrialization : - Sectors : - Textiles - Shoes - Dairy industry - Working conditions - British capital - Urbanization : - Growth of cities - Living conditions - Important migrations : - Emigration of French Canadians to the United States - European immigration - Colonization of new regions : - Role and motivations of the clergy - Saguenay—Lac-Saint-Jean, Laurentians

Module 2

Industrial Development
(1896-1939)

Module 2

Industrial Development
(1896-1939)

General Objective

At the end of Module 2 the adult should understand the main economic, political and social factors that marked the second phase of industrialization in Québec.

Orientation of the Module

At the beginning of the twentieth century Canada entered a period of economic prosperity that spurred its growth. The First World War accelerated its industrialization and enabled it to attain full status as an autonomous state. This was also a period of renewed nationalism.

As a result of its natural resources, especially its potential for hydroelectric energy, Québec participated in the prosperity of the time. Industrialization spread to new regions and flourished in Montréal. The job market was changing and the first labour unions appeared. The majority of the population of Québec became urban and had to learn to cope with the social problems caused by such a rapid transformation. Eventually people's faith in continuous progress was severely shaken by the Great Depression, which ushered in new ideas that placed Québec at the crossroads of modernism and tradition.

In terms of teaching approach, Module 2 lends itself well to the use of the methods of historical research. By interviewing people in their milieu who lived through the period and by consulting newspapers, adult students may become familiar with techniques of oral history and gain an appreciation of its richness and its limitations. Time lines and maps of natural resources will allow them to situate events in time and space. Graphs of population distribution, and tables illustrating economic development, the extent of the Depression and industrial development in the regions may also be used to help adults describe the evolution of Québec and Canada from a rural to an urban society. Also, adult learners may analyze these changes in their political, economic and social contexts from the second phase of industrialization to the end of the 1930s. This activity will enable them to understand the consequences of American economic growth for Québec and Canada in the past and the present.

Terminal Objectives	Intermediate Objectives
2.1 To describe the political, economic and social contexts in Québec and Canada (1896-1929).	2.1.1 To explain the political situation. 2.1.2 To explain the influence of the second phase of industrialization on the economic development of Québec. 2.1.3 To explain the social repercussions of the second phase of industrialization.
2.2 To describe the context of the Great Depression in Canada and Québec (1929-1939).	2.2.1 To explain the main causes and consequences of the Depression. 2.2.2 To describe the main reactions to the Depression.

2.1 To describe the political, economic and social contexts in Québec and Canada (1896-1929).
2.1.1 To explain the political situation.

Skill Indicators	**Content**

• Explaining the main differences between British imperialism and Canadian nationalism.
 	
• Indicating the position of the British imperialists and the nationalists on the Boer war, the imperial navy and the First World War.
 	
• Describing the different stages of Canada's achievement of political autonomy : responsible government, the BNA Act, the Treaty of Versailles, the Statute of Westminster.
 	
• Demonstrating that conscription favoured the renewal of French-Canadian and English-Canadian nationalism.
 	
• Explaining how the First World War led women to demand the right to vote.
 	
• Demonstrating that the First World War helped the Canadian and Québec economies recover.
	• Achievement of political autonomy :
	  − British imperialism and Canadian nationalism
	  − Conflicts on various issues :
	    ∗ The Boer War
	    ∗ The imperial navy
	    ∗ The First World War
	  − Treaty of Versailles and the Statute of Westminster
	
	• World War I and its political repercussions on Canada and Québec :
	  − Nationalism and conscription
	  − Women's right to vote in federal elections
	
	• World War I and its economic repercussions

2.1	**To describe the political, economic and social contexts in Québec and Canada (1896-1929).**
2.1.2	To explain the influence of the second phase of industrialization on the economic development of Québec.

Skill Indicators	**Content**
• Describing the second phase of industrialization in terms of natural resources, sectors being developed, energy used, sources of capital and intended markets. • Showing how the second phase of industrialization was especially oriented to wards the extraction of raw materials. • Finding a connection between the development of natural resources and the opening of new regions. • Showing how the Canadian and Québec economies became increasingly dependent on the American economy. • Comparing the first and second phases of industrialization.	• Features of the second phase of industrialization : − Exploitation of natural resources − Sectors being developed : ∗ Aluminium ∗ Pulp and paper ∗ Mines, petrochemicals − Energy sources : ∗ Hydroelectricity − American capital − American foreign market • Consequences : − Development of new industrial regions ∗ Mauricie ∗ Saguenay—Lac-Saint-Jean − Increasing dependence on the United States

2.1	**To describe the political, economic and social contexts in Québec and Canada (1896-1929).**

2.1.3 To explain the social repercussions of the second phase of industrialization.

Skill Indicators	**Content**
- Describing the typical working conditions of the day and relating these conditions to the beginnings of labour organizations. - Showing the preponderant influence of religion in the first labour unions. - Establishing links between industrialization and rapid urbanization. - Describing working conditions in the cities and in the new industrial regions. - Relating the political and social contexts of Québec and Canada to the economic context during the second phase of industrialization.	- Working conditions − Wages − Work week − Job security - Unionization − Catholic unions - Rapid urbanization and industrialization − Living conditions : ∗ Urban environment ∗ New industrial regions

2.2	**To describe the context of the Great Depression in Canada and Québec (1929-1939).**
2.2.1	To explain the main causes and consequences of the Depression.

Skill Indicators	**Content**

• Finding connections between the various causes of the Depression and indicating that the main cause was overproduction.
 	
• Describing the effects of the Depression : collapse of the stock market, closing of factories, bankruptcies, unemployment, loss of purchasing power, loss of sales, loss of exports.
 	
• Explaining the measures introduced by the state to absorb the effects of the Depression.
	• Causes of the Depression :
	  − Overproduction
	  − Protectionism
	  − Withdrawal of European capital from the United States
	  − Closing of the American market
	
	• The stock market crash and the effects of the Depression :
	  − Collapse of stock values
	  − Closing of factories, bankruptcies
	  − Unemployment
	  − Loss of purchasing power
	  − Loss of sales
	  − Loss of exports
	
	• Measures introduced by the state :
	  − Direct social assistance and Mothers' Assistance Act
	  − Colonization policies
	  − Public works

2.2   To describe the context of the Great Depression in Canada and Québec (1929-1939).

2.2.2   To describe the main reactions to the Depression.

Skill Indicators	**Content**

• Explaining the relation between the Depression, distrust of capitalism, changes in the role of the state, and the creation of new political parties.
 	
• Stating the characteristics of Québec and Canadian society during the Depression : economic aspects (unemployment, bankruptcy); social aspects (social assistance); political aspects (government intervention, the role of the state).
 	
• Describing the development of Québec and Canadian society during the second phase of industrialization, until the end of the 1930s, in terms of economic, political and social factors.
	• Distrust of capitalism :
	  − Bad management
	  − Liberal ideology
	
	• Redefinition of the role of the state :
	  − State intervention
	
	• Creation of new political parties :
	  − Cooperative Commonwealth Federation
	  − Social Credit
	  − Action libérale nationale
	  − Union nationale

Module 3

Contemporary Québec
(from 1939 to the Present)

Module 3

Contemporary Québec
(from 1939 to the Present)

General Objective

At the end of Module 3, students should understand the main changes in Québec society from 1939 to the present.

Orientation of the Module

Canada took part in the Second World War, but a movement of resistance to conscription swept Québec, as it had in 1917. The war overshadowed the social debates raised by the Great Depression. In the period of prosperity that followed the end of the war, the development of communications technology opened Québec to a wider range of outside influences, especially from the United States. Immigration and urbanization accelerated. The period was marked by the dominance of Duplessis, but different groups increasingly began to question the traditional values of Québec society. The Quiet Revolution consolidated this movement and accelerated change by defining the characteristics of a contemporary society. In becoming aware of the richness and cultural diversity of today's Québec, adult students may acquire a better understanding of the importance of the major debates at the heart of current preoccupations.

One objective of the entire program is to give students a picture of their social environment and this third and final module lends itself especially well to the analysis of newspapers and oral accounts, as well as to the study of local history. In the process of synthesizing the skills they have acquired in the course, adults will experience firsthand the difficulties involved in interpreting the recent past. In terms of teaching approach, it would be useful to discuss the opposing opinions on different issues of the past and compare these with opinions today, leading the adults to develop their own points of view on issues. Tables, time lines, maps, texts on clerical and state involvement in social questions, statistical data on immigration, birthrates and the economy may all be used. These will help create a picture of Québec society, enabling adults to grasp the main territorial, economic, demographic, political and social phases of the evolution of Québec society in relation to Canadian society, from the Confederation to the present. Various issues may be debated in the classroom : the right to strike in the public sector, the demands of native peoples, political evolution since the Quiet Revolution or any other subject dealing with the future of Québec society.

Terminal Objectives	Intermediate Objectives
3.1 To analyze the political, economic and social consequences for Québec of the Second World War (1939-1945).	3.1.1 To identify the political, economic and social consequences for Québec of the Second World War
3.2 To analyze traditionalism and the transformation of Québec society during the Duplessis era (1945-1960).	3.2.1 To identify the traditionalist elements of Québec society. 3.2.2 To identify the main policies of the Duplessis era. 3.2.3 To explain the principal socio-economic changes.
3.3 To describe the political, economic and social evolution of Québec society from 1960 to the present.	3.3.1 To explain the main changes in Québec society during the Quiet Revolution (1960-1966). 3.3.2 To explain the main changes in Québec society during the period of consolidation (1966-1980). 3.3.3 To explain the main changes in Québec society from 1980 to the present.

3.1	**To analyze the political, economic and social consequences for Québec of the Second World War (1939-1945).**

3.1.1   To identify the political, economic and social consequences for Québec of the Second World War.

Skill Indicators	**Content**

• Describing Canadian participation (including that of Québec) in the war effort, in human, financial and material terms.
 	
• Showing connections between conscription and Québec nationalism.
 	
• Finding connections between the Second World War, emergency powers granted by the BNA Act and the centralization of power in Ottawa.
 	
• Demonstrating the effects of the Second World War on the economies of Québec and Canada.
 	
• Explaining the consequences of women's arrival in the labour market and how it changed traditional roles—opening of daycare centres, decline of birth rate, access to higher education, financial autonomy and a second salary, liberation from household tasks, the right to vote.
 	
• Analyzing political, economic and social changes in Québec after the Second World War.
	• Participation in the war effort :
	 – In human terms :
	   * Numbers of soldiers
	   * Women in the workplace
	 – In financial terms :
	   * Victory bonds
	   * Rationing
	 – In material terms :
	   * Arms manufacture
	
	• Political consequences :
	 – Expropriation of powers by Ottawa
	 – Conscription crisis
	 – Heightening of Québec nationalism
	
	• Economic consequences :
	 – Return of prosperity
	 – Full employment
	 – Federal government in debt
	 – Canadian participation in the reconstruction of Europe
	
	• Social consequences :
	 – Changed role of women
	 – Lower birth rate
	 – Women at work outside the home, liberated from household tasks
	 – Right to vote in provincial elections granted to women

3.2	**To analyze traditionalism and the transformation of Québec society during the Duplessis era (1945-1960).**

3.2.1   To identify the traditionalist elements of Québec society.

Skill Indicators	**Content**

• Showing how the Church asserted its dominance in Québec society during this period.
 	
• Stating the characteristics of the traditional elements of Québec society during the Duplessis era.
 	
• Showing how the Church and State favoured the maintaining of traditional values.
	• Continued dominance of the Church :
	  − Socially :
	    ∗ Health
	    ∗ Education
	    ∗ Social assistance
	  − Morally :
	    ∗ Religious values
	
	• Maintaining or preservation of traditional values :
	  − Large families
	  − Women in the home
	
	• Role of the state :
	  − Preservation of the status quo

3.2 To analyze traditionalism and the transformation of Québec society during the Duplessis era (1945-1960).	
3.2.2 To identify the main policies of the Duplessis era.	
Skill Indicators	**Content**

• Finding a connection between provincial autonomy and the adoption of the Québec flag, the refusal of federal subsidies and the introduction of income tax.
 	
• Summarizing the principal policies of Duplessis from 1945 to 1960 and distinguishing the most traditional policies (favouritism, anti-union measures, influence peddling) from the most innovative policies (income tax, road-building programs, building infrastructure for electricity, agricultural credit).
 	
• Explaining the consequences of the principal policies of Duplessis for unions and employers.
	• Provincial autonomy :
	  − Introduction of income tax
	  − Refusal of federal subsidies
	  − Adoption of the fleur-de-lys flag
	
	• Principal policies of Duplessis :
	  − Road-building programs, rural electricity programs, agricultural credit
	  − Leasing of mineral deposits on the Côte-Nord
	  − Favouritism endemic to the system
	  − Repression of unions

3.2	**To analyze traditionalism and the transformation of Québec society during the Duplessis era (1945-1960).**

3.2.3   To explain the principal socio-economic changes.

Skill Indicators	**Content**

• Summarizing the economic situation of Québec after the Second World War in the primary and secondary sectors and the importance of the St. Lawrence Seaway.
 	
• Comparing traditional agriculture with post-war industrial agriculture.
 	
• Finding a connection between economic growth and mass consumption.
 	
• Demonstrating American influences on Québec and changes in consumer habits.
 	
• Finding connections between economic growth, the baby boom, and rapid immigration and urbanization.
 	
• Describing the development of the union movement during the Duplessis era.
 	
• Describing state intervention in the education and health sectors.
 	
• Describing the factors of change in Québec society between 1945 and 1960, as they affected the economy (economic growth, industrial development), agriculture (mechanization, higher productivity, links with other sectors of the economy), the social environment (immigration, urbanization, unions, social legislation) and consumer patterns (increased consumption and American influence).
	• Economic situation after 1945 :
	  − Strong economic growth
	  − Industrial development :
	    ∗ Non-ferrous metal products
	    ∗ Coal and petroleum derivatives
	    ∗ Home appliances
	  − Decline of traditional industries
	  − St. Lawrence Seaway
	
	• Modernization of agriculture :
	  − Increased mechanization
	  − General increase in productivity
	
	• Consumer society and increasing influence of the American model
	
	• Social development after 1945
	  − Baby boom
	  − Massive immigration
	  − Rapid urbanization
	
	• Development of union movement and new debates :
	  − Union tactics and combativeness
	
	• Social policies
	  − Education
	  − Health

3.3	**To describe the political, economic and social evolution of Québec society from 1960 to the present.**

| 3.3.1   To explain the main changes in Québec society during the Quiet Revolution (1960-1966). ||

Skill Indicators	**Content**

• Describing the main political, economic and social changes.
 	
 • Explaining the effects of state intervention in the economy during the Quiet Revolution.
 	
 • Finding connections between changes in attitudes, the establishment of the welfare state, and the main social transformations in Québec society during the Quiet Revolution.
 	
 • Analyzing the main changes that occurred in Québec society during the Quiet Revolution—state intervention, the questioning of the role of the Church and the secularisation of institutions, the influence of unions, the rise of nationalism and debates on the French language.
	• Political changes :
	 − Establishment of the welfare state
	 − Polarization around nationalism
	 − Beginning of debate on the French language
	
	 • Economic changes :
	 − State involvement :
	    ∗ Nationalization of electricity
	    ∗ Creation of the Société générale de financement
	    ∗ Creation of the Caisse de dépôt et placement
	 − Economic growth
	
	 • Social changes :
	 − Roles of the Church and secularization
	 − Reform in the health care sector
	 − Education reform
	 − Beginning of a decline in the birth rate

3.3	**To describe the political, economic and social evolution of Québec society from 1960 to the present.**

3.3.2   To explain the main changes in Québec society during the period of consolidation (1966-1980).

Skill Indicators	**Content**

• Describing the main political, economic and social changes.
 	
• Describing Québec and Canadian nationalism.
 	
• Indicating similarities and differences between the Quiet Revolution and the period of consolidation in politics, economics and social policy.
	• Political changes :
	  – Rise of nationalism
	  – Debate over language of instruction
	  – Adoption of law regulating the financing of political parties
	  – James Bay agreement
	
	• Economic changes :
	  – Emergence of a Québec business class
	  – Protection of agricultural land
	  – Development of James Bay
	
	• Social changes :
	  – Continued reforms in education and the health care sector
	  – Radicalization of the union movement
	  – Sharp decline in the birth rate and immigration
	  – Rise of the feminist movement

3.3	To describe the political, economic and social evolution of Québec society from 1960 to the present.

3.3.3   To explain the main changes in Québec society from 1980 to the present.

Skill Indicators	Content
• Describing the main political, economic and social changes. • Indicating similarities and differences between the period of consolidation and the period from 1980 to the present in politics, economics and social policy. • Stating the factors of continuity and change from the Quiet Revolution (1960-1966), through the period of consolidation (1966-1980), to the period from 1980 to the present in politics, economics and social policy.	• Political changes : − Questioning of the role of the state : privatization − Nationalism and constitutional debates − Resurgence of demands by native peoples − Charter of Human Rights and Freedoms • Economic changes : − Recession − Globalization of the economy − Transformation of the labour market • Social changes : − Declining confidence in the labour movement − Questioning of social policies − Immigration

6. Evaluation

6. EVALUATION

Evaluation of learning is a process in which the teacher judges the student's attainment of the objectives of the program, according to specified criteria. Two complementary forms of evaluation are of primary importance : formative evaluation and summative evaluation.

6.1 Formative Evaluation

Formative evaluation is an ongoing process designed to give teachers and students feedback on the progress of the learning process. It is an essential component of the learning process. Since all objectives are clearly stated in the program, the teacher can use them to accompany each adult through his or her learning experience, identify difficulties and offer immediate assistance when necessary. This type of evaluation is to be used constantly in the classroom.

6.2 Summative Evaluation

Summative evaluation is used to verify the attainment of objectives at the end of a learning session. It provides a final result. The definition of the domain serves as a basic document for summative evaluation. It is used to prepare an examination that takes into account the components of the program and to interpret each adult's results according to specific criteria.

An examination for the purposes of summative evaluation is prepared by the Ministère at the end of each course of the History of Québec and Canada program. It is designed to measure comprehension and the ability to analyze and synthesize.

Understand

The term "understand" means that the adult must be able to describe or characterize a historical phenomenon, define its components (i.e. places, participants, actions, phases, duration), situate it in time, arrange it in chronological order and locate it in space.

Analyze

The term "analyze" means that the adult must be able to explain and specify the causes and consequences of historical phenomenon and its influences, identify its factors of continuity and change, its similarities to other phenomena and different interpretations of it, and define its context and the interaction of various components.

Synthesize

The term "synthesize" means that the adult must be able to describe various aspects of the organization of society in a given period, and characterize the evolution of an historical phenomenon.

6.3   Complementarity

The two types of evaluation are complementary, since the results obtained in a summative evaluation bear a direct relationship to the quality and continuous application of formative evaluation.