

HISTORY OF QUÉBEC AND CANADA

FROM THE FIRST NATIONS TO THE UNION
OF UPPER AND LOWER CANADA

HST-4016-2

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

JULY 1998

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**DEFINITION OF THE DOMAIN
FOR
SUMMATIVE EVALUATION**

PROGRAM:

HISTORY OF QUÉBEC AND CANADA:

FROM THE FIRST NATIONS TO THE UNION OF UPPER AND LOWER CANADA

1. INTRODUCTION

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the *History of Québec and Canada* program and, more specifically, of module HST-4016-2: From the First Nations to the Union of Upper and Lower Canada. As such, it gives an overview of the program, but should by no means replace the program itself. The purpose of defining the domain is to ensure that all summative evaluation instruments are consistent with the overall program.

The goal of the definition of the domain for summative evaluation is to prepare examinations that are valid from one version to another, from year to year, and from one school board to another, taking into account the responsibilities shared by the Ministère de l'Éducation and the school boards.

2. PROGRAM ORIENTATIONS AND CONSEQUENCES FOR SUMMATIVE EVALUATION

Orientations

The program presents the key phases in the history of Québec and Canada with a view to helping the students understand the contemporary period.

The program requires that the students approach the study of history from a global perspective.

The program emphasizes a methodology based on the understanding of historical context and the ability to interpret historical phenomena objectively.

Students in this program are expected to understand the evolution of Québec society in the Canadian, North American and Western contexts.

The program also views the study of history as a way to develop the critical faculties of adult students, so that they can participate more fully in the important debates that characterize Québec today and take on their responsibilities as citizens. However, notwithstanding their undeniable importance, these general orientations will not be part of the summative evaluation of HST-4016-2.

Consequences

Only the key phases and major events of a period or society will be evaluated.

The questions used for evaluation will seek to present an overall view of the history of Québec and Canada.

Whenever possible, the questions will be based on historical documents.

Evaluation questions will ask the students to show the interdependence of the various aspects of society (territorial, economic, political, social or cultural).

3. CONTENT OF THE PROGRAM FOR PURPOSES OF SUMMATIVE EVALUATION

3.1 Themes

- **The First Nations of America before the Arrival of the Europeans**
 - Organization of the native societies
 - portrait of the Algonquian family
 - portrait of the Inuit family
 - portrait of the Iroquoian family

- **The French Empire in America**
 - The major European voyages of exploration
 - economic causes
 - European efforts
 - voyages of Cartier

 - Factors influencing French colonization
 - geographic
 - economic
 - social

 - Implications of the fur trade
 - mercantilism
 - trading companies
 - concepts of settlement
 - colonial policy
 - exploration and territorial expansion
 - impact on native populations

- **Canadian Society during the French Regime**
 - Conditions of settlement
 - failure of early efforts
 - reorientation of French policies
 - the seigneurie as a vehicle for settlement
 - settlement policy
 - demographic evolution
 - adaptation of French colonists to the milieu; contribution of Amerindians

 - Economic development and diversification
 - development policies
 - economic diversification

 - Sociopolitical organization
 - role and composition of the Royal Government
 - social groups
 - role of the Church

- **The Conquest and the Start of British Rule**
 - Causes of the Conquest
 - clashes between colonies and the stakes involved
 - defeat of France
 - Consequences of the change of empire
 - The Royal Proclamation
 - Problems applying the Royal Proclamation
 - Consequences of the Quebec Act
 - causes
 - content
 - reactions
 - Consequences of the American Revolution
 - loss of territory and displacement of the fur trade
 - arrival of the Loyalists

- **The Beginnings of Parliamentary Government**
 - Change of policy: the Constitutional Act
 - content
 - role of political institutions
 - weaknesses of the Constitutional Act
 - political climate of Lower Canada
 - Economic changes
 - timber replaces fur
 - agricultural crisis
 - reduction of Amerindians' hunting grounds
 - The Rebellion of 1837-38
 - causes and socioeconomic context
 - steps
 - The Durham Report and the Act of Union
 - Political and economic changes during the Union

3.2 Skills

- **Understanding**

Describing, as often as possible using historical documents, the characteristics of a historical fact in territorial, political, economic, social or cultural terms.

This skill is demonstrated by the following observable behaviours:

- A) Situating a historical fact in time by placing it on a time line or by placing several facts in chronological order;
- B) Situating a historical fact in space by locating it on a map or by establishing its boundaries;
- C) Describing a historical fact by considering a single aspect of society (territorial, political, economic, social or cultural).

- **Analyzing**

Establishing the relationships of causality, continuity or change between the elements of a major historical phase or of an aspect of society in a given phase usually by referring to historical documents.

This skill is demonstrated by the following observable behaviours:

- A) Indicating one or more causes of a historical fact or important phase;
- B) Indicating one or more consequences of a historical fact or important phase;
- C) Identifying one or more elements of continuity or change between the events in an important phase;
- D) Correlating the causes and the consequences of a historical fact or an important phase;
- E) Correlating two aspects of society during an important phase.

- **Synthesizing**

Uniting in a whole the principal components of a historical event (important phase or aspect of society) usually by referring to historical documents.

This skill is demonstrated by the following observable behaviours:

- A) Describing the evolution of an important phase by identifying its different steps;
- B) Describing the organization of society in a given period in spatio-temporal, political, economic, social or cultural terms;
- C) Describing the evolution of society in terms of one of these aspects during the same period.

4. TABLE OF DIMENSIONS

The content (themes and skills) has been described in the preceding pages. The table below presents specific associations between the themes and skills.

THEMES	THE FIRST NATIONS OF AMERICA	THE FRENCH EMPIRE IN AMERICA	CANADIAN SOCIETY DURING THE FRENCH REGIME	THE CONQUEST AND THE START OF BRITISH RULE	THE BEGINNINGS OF PARLIAMENTARY GOVERNMENT
SKILLS	5%	10%	25%	25%	35%
UNDERSTANDING 30%	D1 • Organization of the native societies	D2 • The major voyages of exploration • The fur trade • Factors influencing French colonization	D4 • Conditions of settlement • Economic development and diversification • Sociopolitical organization	D7 • The Royal Proclamation • The Quebec Act	D10 • The Constitutional Act • The Act of Union
ANALYZING 55%		D3 • The fur trade • Colonial policy	D5 • Conditions of settlement • Development and economic diversification	D8 • The War of the Conquest • Change of empire • The Quebec Act • Consequences of the American Revolution	D11 • The Constitutional Act • Economic and political changes • The Rebellion • The Act of Union
SYNTHESIZING 15%			D6 • Organization of Canadian society	D9 • Territorial, political and social evolution from the Royal Proclamation to the American Revolution	D12 • Organization of the British North American colony • Political, economic and social evolution from the Constitutional Act to the achievement of responsible government

5. OBSERVABLE BEHAVIOURS

Dimension 1 (understanding)

- Locating on a map the space occupied by the Algonquians, the Iroquoians and the Inuit
- Describing the way of life of the Algonquians, Iroquoians or Inuit, indicating their means of subsistence
- Describing the components of the sociopolitical organization of the Algonquians, Iroquoians or Inuit

Dimension 2 (understanding)

- Situating in time the beginning of the great European explorations in America
- Locating on a map the French explorations in North America in the context of the expansion of New France
- Describing the voyages of Cartier by indicating the result of each trip to New France
- Describing the geographic, economic or social factors that influenced the colonists to settle in the St. Lawrence Valley
- Describing the economic motives for the major European voyages of exploration in America

Dimension 3 (analyzing)

- Identifying the principal reason for the territorial expansion of New France
- Identifying one or more consequences of French colonial policy for the settlement of the colony
- Identifying one or more consequences for the native peoples of the development of the fur trade
- Identifying one of the causes of the European exploration of America.

Dimension 4 (understanding)

- Describing the components of the seigneurie as a vehicle for planning the settlement of New France
- Describing the settlement policies followed in New France
- Describing the adaptation of the French colonists and the contributions of the Amerindians
- Describing the efforts to achieve economic diversification during Talon's intendency
- Describing Royal Government by defining its components and the role of each component
- Describing the role of the Church in the colony

Dimension 5 (analyzing)

- Explaining the tie between the failure of the system based on trading companies and the development of the seigneurial system as a way to settle the colony
- Indicating one or more reasons for Talon's effort to diversify the economic development of the colony
- Indicating one or more reasons why Talon's effort to achieve economic diversification failed

Dimension 6 (synthesizing)

- Describing the territorial, political, economic, social or demographic organization of Canadian society during the French Regime

Dimension 7 (understanding)

- Indicating the boundaries of the Province of Quebec after the Royal Proclamation
- Situating the Quebec Act in time
- Indicating the boundaries of the Province of Quebec according to the Quebec Act
- Describing the Royal Proclamation
- Describing the Quebec Act

Dimension 8 (analyzing)

- Indicating one or more reasons for clashes between New France and New England
- Indicating one or more reasons for France's defeat
- Identifying elements of continuity and change between the end of the French Regime and the start of British Rule
- Indicating one or more links between the concessions made by Murray and Carleton and the adoption of the Quebec Act
- Explaining one or more consequences of the arrival of the Loyalists
- Identifying the elements of continuity and change between the Royal Proclamation and the Quebec Act

Dimension 9 (synthesizing)

- Describing the territorial, political or social evolution of the colony from the Royal Proclamation to the American Revolution

Dimension 10 (understanding)

- Situating the Constitutional Act in time
- Delimiting the respective territories of Lower and Upper Canada
- Describing the Constitutional Act
- Situating the Act of Union in time
- Delimiting the territory of the United Province of Canada
- Describing the Act of Union

Dimension 11 (analyzing)

- Indicating the principal political and economic changes that followed the Constitutional Act
- Indicating one or more causes or consequences of the agricultural crisis in Lower Canada
- Indicating one or more causes of the Rebellion of 1837-38
- Indicating the links between the problems described by Durham and the recommendations he made
- Identifying political or economic changes that followed the Act of Union

Dimension 12 (synthesizing)

- Describing the organization of society under the Act of Union
- Describing the political, economic and social evolution of the colony from the Constitutional Act to the achievement of responsible government

Note: No one examination necessarily covers all observable behaviours.

6. EXPLANATION OF CONTENT AND WEIGHTING

The objectives, orientations, and guiding principles of the program enable adult students to study history, not by memorizing a series of dates and events, but by achieving an understanding of the evolution of Québec and Canadian society through a focus on their key historical phases.

This approach associates the knowledge to be acquired with the intellectual skills to be developed, and it is for this reason that the themes and skills are presented in a single table in this definition of the domain.

6.1 Themes

The themes are organized in terms of certain key phases in the history of Québec and Canada from the First Nations of America to the beginnings of parliamentary government.

These phases are weighted as follows:

- | | |
|--|-----|
| - The First Nations of America | 5% |
| - The French Empire in America | 10% |
| - Canadian Society during the French Regime | 25% |
| - The Conquest and the Start of British Rule | 25% |
| - The Beginnings of Parliamentary Government | 35% |

6.2 Skills

There are three levels of intellectual skills: understanding, analyzing and synthesizing.

Students who understand should be able to situate in time and space and to describe the events and key phases in the history of Québec and Canada.

Students who can analyze should be able to infer from causes, consequences and elements of continuity and change, the interdependence of different aspects of society and the evolution of society.

Students who can synthesize should be able to weave together the components of society as it evolves through its key phases.

The skills are weighted as follows:

UNDERSTANDING	30%
ANALYZING	55%
SYNTHESIZING	15%

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

The summative evaluation will involve a written examination, which will take place in a single sitting of 90 minutes. Students should not be allowed to use course notes, textbooks or other reference materials.

The examination will include two types of questions:

- multiple-choice questions
- free-response questions

Performance standards have been set for certain questions.

7.2 Table of Skills and Themes

The two tables below illustrate the number and percentage of questions for each skill and each theme.

PERCENTAGE AND NUMBER OF QUESTIONS FOR EACH SKILL		
SKILL	PERCENTAGE OF QUESTIONS	NUMBER OF QUESTIONS
UNDERSTANDING	30%	6
ANALYZING	55%	11
SYNTHESIZING	15%	3

PERCENTAGE AND NUMBER OF QUESTIONS FOR EACH THEME		
THEME	PERCENTAGE OF QUESTIONS	NUMBER OF QUESTIONS
The First Nations of America	5%	1
The French Empire in America	10%	2
Canadian Society during the French regime	25%	5
The Conquest and the Start of British Rule	25%	5
The Beginnings of Parliamentary Government	35%	7

7.3 Pass Mark

To pass the course, students must obtain 60 out of 100 on the examination.

