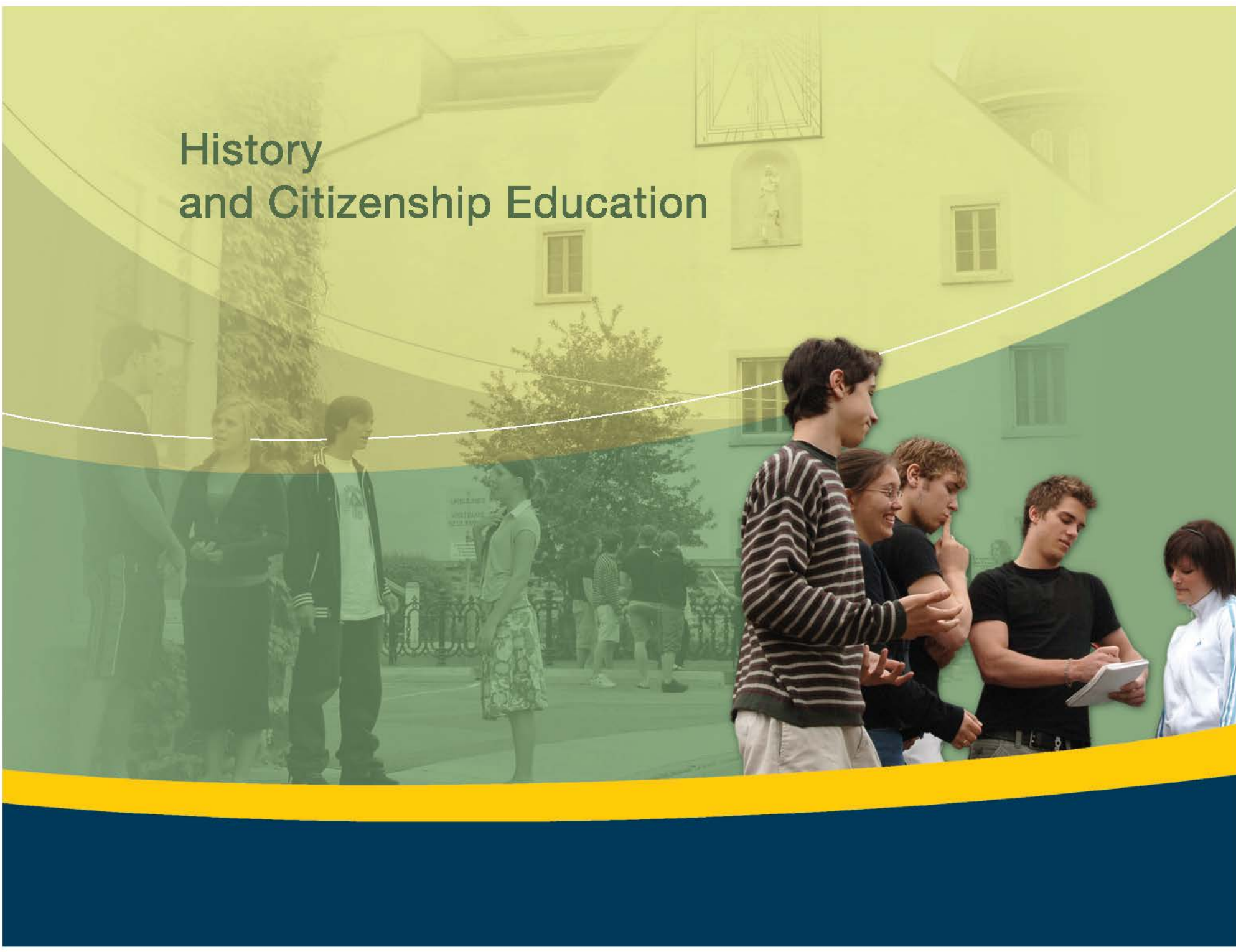


# History and Citizenship Education





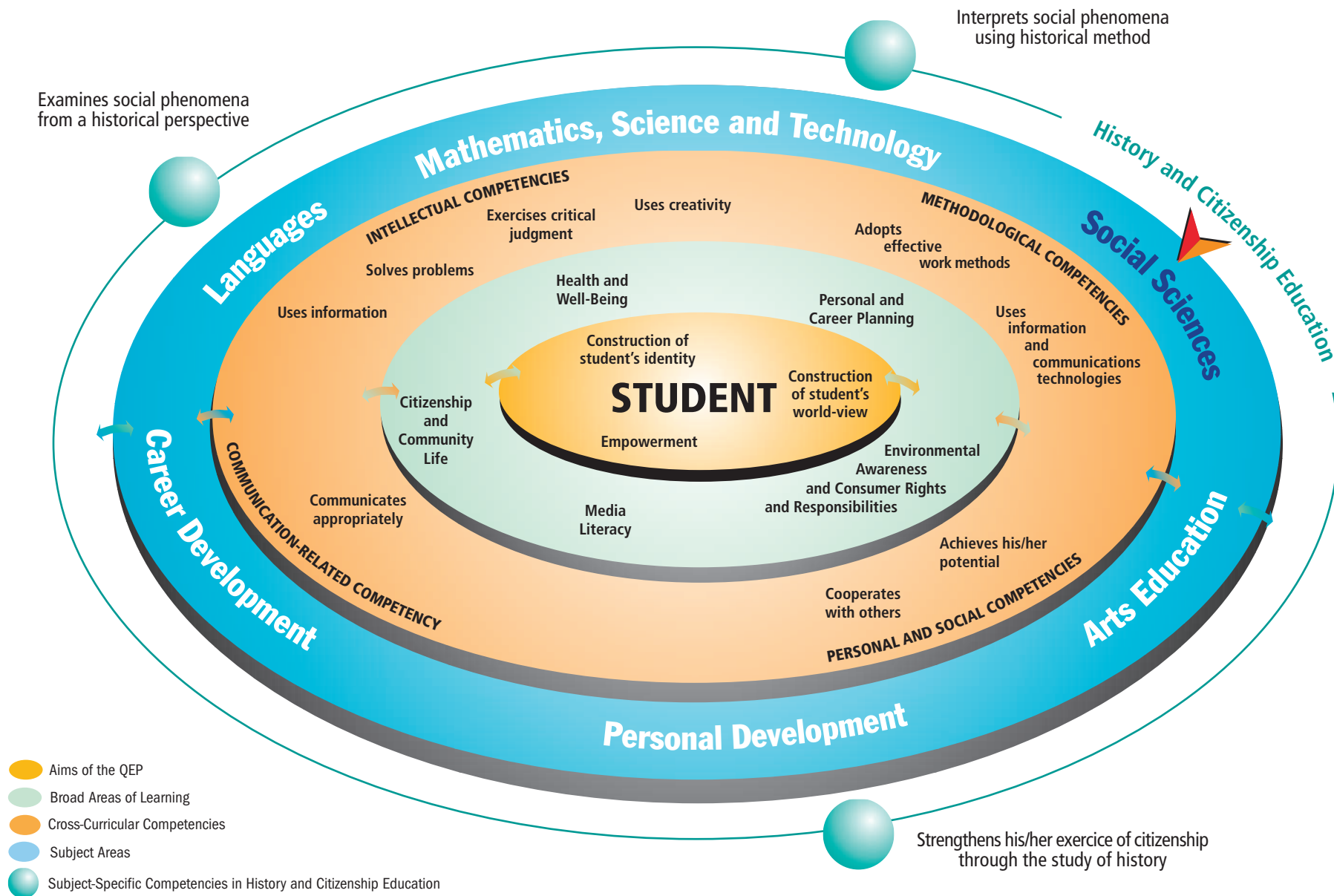
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# Making Connections: History and Citizenship Education and the Other Dimensions of the Québec Education Program (QEP)



- Aims of the QEP
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in History and Citizenship Education



# Introduction to the History and Citizenship Education Program

*History enables us to . . . see the world as it is . . . [and] as it might be.*  
**Ken Osborne**

In Cycle Two, the History and Citizenship Education program has the same two educational aims as in Cycle One:

- to help students to develop their understanding of the present in the light of the past
- to prepare students to participate as informed citizens in the discussion, choices and community life of a society that is democratic, pluralistic and open to a complex world.

## Contribution of the History and Citizenship Education Program to Students' Education

The History and Citizenship Education program contributes to students' general education in three ways. It allows them to see that the present is essentially a product of the past and to understand the present by approaching it from a historical perspective, which primarily involves taking duration and complexity into account. In terms of reasoning, history and citizenship education enables students to learn to seek information and analyze and interpret social phenomena.<sup>1</sup> It provides an opportunity for students to gradually enrich their knowledge base and the conceptual framework they use to understand the social world. Finally, it promotes the exercise of citizenship by helping students to grasp the impact of human actions on the course of history, and, by extension, the importance of fulfilling their responsibilities as citizens.

## Approach to the Study of History and Citizenship Education

The purpose of teaching history at school is to interest students in present-day social phenomena and help them develop the competencies and knowledge required to understand these phenomena in the light of the past

and assume their responsibilities as citizens capable of critical judgment and measured analysis. In addition, learning history enables students to gradually acquire the intellectual approach, language and attitudes on which historical thinking is based. They learn how to examine social phenomena from a historical perspective, to base their understanding of these phenomena on documentary sources and to use the historian's tools of reflection.

In the Western world, history education became a standard feature of the curriculum in public schools in the context of the rise of the nation-state in the nineteenth century. Its introduction reflected a concern for citizenship education; historical narratives could be used to instill a national identity and a belief in the validity of the existing social and political order. Today, citizenship education still plays a key role in the teaching of history. It seeks to prepare students for well-informed, open-minded social participation in the public sphere, in accordance with the principles and values of democracy. Along these lines, the History and Citizenship Education program should help students develop an ethic of citizenship with a focus on the social and political dimensions of citizenship.

## How the Subject-Specific Competencies Work Together

In the History and Citizenship Education program, students are expected to develop the following three competencies:

- Examines social phenomena from a historical perspective
- Interprets social phenomena using the historical method
- Strengthens his/her exercise of citizenship through the study of history

1. The term "social phenomena" refers to human action in societies of the past or the present. These phenomena encompass all aspects of the life of a society—the cultural, economic, political and territorial aspects—as well as the social aspect itself.

These closely connected competencies are of equal importance in students' education. As the diagram on the following page shows, these competencies

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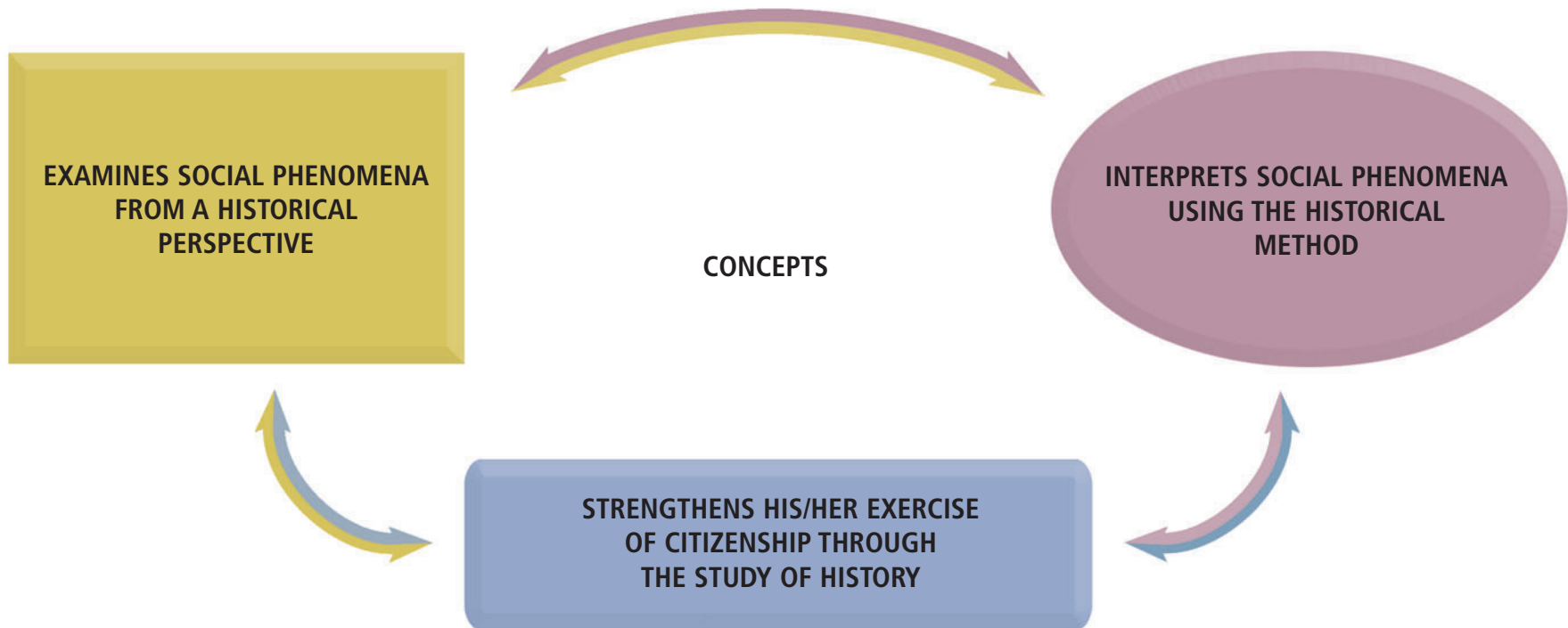
*The three competencies are developed together and in interaction, on the basis of the same program content.*

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are developed together and in interaction, on the basis of the same program content. The use of all three may be observed in a learning and evaluation situation. By considering social phenomena from a historical perspective, students develop attitudes that determine the way in which they will approach and interpret these phenomena; they form a personal representation of them. Using the historical method, they seek answers to their questions,

and the answers give rise to new questions. Through the frequent examination and interpretation of social phenomena, they establish the historical bases of their citizenship, which enables them to exercise it more effectively.

**HOW THE SUBJECT-SPECIFIC COMPETENCIES WORK TOGETHER**  
**SOCIAL PHENOMENON**



## From the Elementary Level to Secondary Cycle Two

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At the elementary level, students were introduced to the Social Sciences subject area by the *Geography, History and Citizenship Education* program,<sup>2</sup> in which they considered the organization of societies and the issues raised by the use and development of their territory in space and time. They also learned to seek connections between the present and the past and to construct their own interpretation of various social phenomena, and they began to become familiar with concepts such as *territory, society, organization, change, diversity* and *duration*. Students focused on human action past and present, here and elsewhere, and they became aware of the diversity of societies.

In Secondary Cycle One, students are encouraged to broaden their horizons and see more clearly the importance of human action in social change.<sup>3</sup> Their learning gives rise to the construction of new knowledge and the development of competencies specific to geography and history and citizenship education. In the Geography program, students are expected to develop three competencies: *Understands the organization of a territory, Interprets a territorial issue* and *Constructs his/her global consciousness of citizenship*. The History and Citizenship Education program also targets three competencies: *Examines social phenomena from a historical perspective, Interprets social phenomena using the historical method*, and *Constructs his/her consciousness of citizenship through the study of history*.

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*Students are encouraged to take an interest in the issues facing Québec society.*

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In Secondary Cycle Two, these competencies become more complex. The students are expected to show more empathy with the actors and witnesses of a period in their examination of social phenomena and stronger analytic skills and finer reasoning power in their interpretation of these phenomena. They are also encouraged to take an interest in the issues facing Québec society, to understand and, if possible, to assume their responsibility as citizens to deliberate on these issues.

The students have the opportunity to apply the competencies they developed in the Secondary Cycle One geography program, especially when they use the language of maps (Geography program), evaluate suggestions for dealing with certain issues and examine the potential implications of human actions for the future. In addition, the concept of *territory*, as defined in the Geography program,<sup>4</sup> is part of the conceptual framework of the History and Citizenship Education program in Secondary Cycle Two.

In general, the students continue to use the concepts related to geography, history and citizenship education that were introduced at the elementary level and in Secondary Cycle One, but they also expand their knowledge base by developing new concepts and studying new social phenomena.<sup>5</sup>

The similarity of the space-time framework and some elements of the program content provide a certain continuity with the elementary-level program. Connections may also be established between social phenomena studied in the two cycles of secondary school. For example, studying *Demands and struggles in the British colony* enables students both to broaden the scope of their analysis and to apply in a new context knowledge constructed when they studied The American or French Revolution in Cycle One. Similarly, studying *The formation of the Canadian federation* provides an opportunity to use many concepts (capitalism, urbanization, etc.) introduced in Cycle One in *Industrialization: an economic and social revolution*.

2. See the diagram *Content of the Geography, History and Citizenship Education Program at the Elementary Level* on page 104.
3. See the diagram *Secondary Cycle One: Competencies – Social phenomena – Central concepts* on page 101.
4. Territory is defined as a social space that human beings occupy, modify, give meaning to and organize in a specific way.
5. See the diagram *Social phenomena, Secondary Cycle Two* on page 28.

## Making Connections: History and Citizenship Education and the Other Dimensions of the Québec Education Program

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Connections between the History and Citizenship Education program and other subjects are readily apparent, and the program was designed to facilitate the integration of the various dimensions of the Québec Education Program. Teachers are encouraged to follow suit by working together to develop an integrated learning approach.

### Connections With the Broad Areas of Learning

Young people naturally relate, either individually or collectively, to the major issues that affect different areas of their lives. The broad areas of learning address these issues and serve as anchor points for the development of the competencies. In this way, they help students connect school learning to their real, concrete concerns. In addition, learning about social phenomena in history and citizenship education encourages students to discuss social issues that call for the involvement of all members of the community and that are, by definition, included in the broad areas of learning.

The broad area of learning that has the greatest affinity with this program is *Citizenship and Community Life*. Its educational aim and focuses of development are consistent with one of the educational aims of the History and Citizenship Education program—that of preparing students to participate as informed citizens in the discussion, choices and community life of a society that is democratic, pluralistic and open to a complex world.

Studying social phenomena leads students to explain the present in light of the past and to view community life from a historical perspective. Adopting this perspective also helps them understand how, as a result of long-term social changes, they are able to exercise their citizenship today.

By studying the society in which they live, the students note the existence of cultural diversity and become familiar with the principles and values that characterize a democratic society. They can also learn about opportunities for taking part in community life—by discussing social issues, for example—and can consider the role of public institutions, learn how they operate and establish the role that individuals can play. They can observe that regardless of period or place, human beings everywhere always establish relationships—egalitarian or otherwise—among themselves and formulate rules governing life in society.

Some of the focuses of development of the broad area of learning *Environmental Awareness and Consumer Rights and Responsibilities* overlap in part with the competencies and elements of the program content of the History and Citizenship Education program. By studying trade and commerce over time, students can learn that production and consumption have greatly affected the relationships between societies, their territories and the environment. Becoming aware of the ongoing nature of these relationships encourages students to maintain a critical distance regarding development and consumption

One of the focuses of development of the broad area of learning *Health and Well-Being*, Awareness of the consequences of collective choices on individual well-being, calls for students to become aware of the political issues related to health and to be concerned for the collective well-being. In history and citizenship education, students who develop the subject-specific competency *Strengthens his/her exercise of citizenship through the study of history* learn to identify social issues, and to establish and defend their opinion. The broad area of learning *Health and Well-Being* can thus serve as a springboard for the development of this subject-specific competency. Furthermore, although these issues concern the students as

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*The broad areas of learning deal with major contemporary issues. Through their specific approaches to reality, the various subjects illuminate particular aspects of these issues and thus contribute to the development of a broader world-view.*

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individuals, they often originate in or affect aspects of life in society. For example, behaviours involving exclusion and discrimination—or aggression—have important repercussions on students’ physical and psychological health. By promoting openness toward a pluralistic society and the diversity of values, the History and Citizenship Education program can help counter this sort of behaviour. It also helps students to define their social identity and that of others, while respecting differences.

In addition, this program promotes students’ social literacy by helping them to acquire the body of knowledge shared by their community, without which citizens would be like foreigners in their own society. It thus contributes to students’ social integration and also overlaps in some measure with the educational aim of the broad area of learning *Career Planning and Entrepreneurship*. Similarly, developing the competency *Strengthens his/her exercise of citizenship through the study of history* should enhance students’ self-awareness and recognition of their potential, helping them realize that they can make a difference by participating actively in their society.

In the course of their research on social phenomena, the students must gather information from various documents, which may present opposing viewpoints or biased information. Students must then exercise judgment to distinguish between facts and opinions and construct a balanced representation of social phenomena. The competencies the program seeks to develop also contribute to the achievement of the educational aim of the broad area of learning *Media Literacy*, which is to help students develop critical and ethical judgment regarding the media.

### Connections With the Cross-Curricular Competencies

To varying degrees, the competencies in the History and Citizenship Education program all draw on the cross-curricular competencies and contribute to their development. Because documents are pivotal in history and citizenship education, students who develop their competencies in this subject have to learn to do research, selecting and using information systematically and critically. Their research is facilitated by the use of information and communications technology, which they can also use to communicate the results of their research. They must assimilate the language associated with the subject and use it to communicate their research results

in various ways. They often rely on their critical judgment—for example, when they evaluate the relevance of documents and take into consideration their own frame of reference and that of the authors they have consulted, adopt the perspective of actors or witnesses of the period they are studying, go beyond monocausal explanations or establish and express their opinion concerning a social issue.

To interpret social phenomena using the historical method and to analyze and adjust their approach as they construct their argument, the students must adopt effective work methods and use creativity when they formulate tentative explanations—hypotheses—or explore different ways of doing things. They must also use problem-solving strategies to define a social issue, evaluate possible solutions and express an opinion supported by facts.

History and citizenship education also helps students to achieve their potential, by encouraging them to discuss social issues, which gives them an opportunity to take positions while respecting the opinions of others. The study of social phenomena makes them aware of their perceptions and values, allowing them to discover the historical roots of their social identity, to recognize their place among others, and thus, to achieve a sense of belonging to society. Finally, the students can see that participation in social life and cooperation among individuals make social change possible.

### Connections With the Other Subject Areas

Students’ learning in different subject areas is complementary: what they learn in one subject contributes to their learning in other subjects.

Language is both a learning tool and the principal vehicle of oral and written communication in history. Using it properly is a sign of well-structured thinking. Thus, to construct and communicate their interpretation of social phenomena, the students must refer to texts describing the context of a period and use language competencies, such as the reading and writing strategies they developed

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*The cross-curricular competencies are not developed in a vacuum; they are rooted in specific learning contexts, which are usually related to the subjects.*

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*Reality can rarely be understood through the rigid logic of a single subject; rather, it is by bringing together several fields of knowledge that we are able to grasp its many facets.*

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in their language of instruction classes. At the same time, concepts constructed in History and Citizenship Education may help students understand texts in their language of instruction course. In addition, many of the cultural references in the History and Citizenship Education program concern Québec literary works of the past or present, which are also essential elements of some language programs.

Mathematical, arithmetical or statistical concepts such as number sense, graphs and the location of numbers on a number line underpin the effective use of certain techniques mentioned in the History and Citizenship Education program, which students will need in order to obtain information and communicate the results of their research.

The competency *Makes the most of his/her knowledge of science and technology*, in the Science and Technology and Applied Science and Technology programs, gives students a new perspective on the study of social phenomena. Conversely, contemplating the past in order to examine social phenomena from a historical perspective helps students see scientific and technological developments in their context and perceive that science and technology contribute to social change. In addition, to develop a well-informed opinion on a social issue, they sometimes have to draw on scientific and technological knowledge in order to analyze all dimensions of the issue. This is the case with regard to environmental or bioethical issues, for example.

Artistic expression, whatever form it may take (dance, visual arts, music, or drama) constitutes an essential frame of reference for examining and interpreting social phenomena. The arts bear witness to the history of a society, and works of art can be used to study social phenomena. The close relationship between the arts and the social sciences is particularly evident in the ease with which the arts can be used as cultural references in the classroom. This relationship is more important in Secondary Cycle Two, when

the students study the social phenomenon *Culture and currents of thought*, from aboriginal society around 1500, to the present.

The History and Citizenship Education program helps students to base their exercise of citizenship on the principles and values of democratic life. In this respect, it overlaps with the subjects in the Personal Development subject area, which likewise familiarize students with the values of community life. There are also connections between the History and Citizenship Education program and the Ethics and Religious Culture program, particularly with regard to deliberation on social issues. In addition, the cultural references in the History and Citizenship Education program share common ground with the different forms of expression, both religious and secular, studied in the Ethics and Religious Culture program, as both subjects cover Québec's religious heritage.

The Personal Orientation Project helps students to construct their career identity and view of the world of work. This program furnishes social and economic references that guide the students' process and reflection. Some of these references, whether they concern international or national contexts or the students' immediate context, are closely related to elements of the program content of the History and Citizenship Education program, such as regional economic development, new economic and political trends, migration, trade unions, pluriculturality and the falling birth rate. Particularly in the second year of the cycle, the History and Citizenship Education program highlights issues with implications for the future of society and thus for each student's personal future. By helping students see that they can make a difference in the world and recognize the importance of participating in debates on social issues, the program makes an important contribution to their personal and career plans.

### The Students' Role in the History and Citizenship Education Classroom

In history and citizenship education class, learning and evaluation situations must require that students approach social phenomena on the basis of the present—that is, of what they know, observe and perceive in the society in which they live. They raise questions about these phenomena, try to answer them by various means and test research strategies for improving their understanding. They must also be encouraged to establish connections between what they already know and what they discover.

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*Students must approach social phenomena on the basis of the present—that is, of what they know, observe and perceive in the society in which they live.*

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Students interact with their classmates and the teacher and share their discoveries and experiences. Working sometimes individually and sometimes in teams, they must take care to alternate between periods in which they pursue their research and periods in which they step back in order to view the facts, context, beliefs, attitudes and values in perspective.

Students do research and analyze different types of documents as part of their study of social phenomena.

They also communicate their questions and the results of their work. Whether they use oral or written means of communication, they must demonstrate clarity and rigour.

It is important for students to reflect on their process both while it is under way and upon its conclusion. They must examine the means and range of resources they have used, and the path they have followed in carrying out the proposed tasks. This reflection period and the adjustments to which it leads give the students greater awareness and control over their process. They record the details of their work process, illustrating the results of their research and the strategies and means employed. Recording this information helps them apply their learning in similar situations or other contexts.

### The Teacher: A Guide and Mediator

History and citizenship education teachers are professionals, learning specialists and, ideally, experts in the subject. They must help students to discover the pleasure of learning, and seek to share with them their own passion for the subject—their eagerness to learn, their curiosity about present-day social phenomena and their roots in the past. The teachers' role is primarily to guide the students in their examination and interpretation of social phenomena, and in the exercise of their citizenship. They supervise the students' research and provide them with a variety of resources, including primary resources and founding texts. They must help students to follow the various steps of the historical method and construct the knowledge and concepts associated with social phenomena. They must also emphasize the importance of rigour and coherence, and do everything possible to help them learn about history and citizenship education without doing their learning for them.

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*Teachers should communicate their eagerness to learn and their curiosity about present-day social phenomena and their roots in the past.*

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Teachers must present learning and evaluation situations (LES) that help the students deal appropriately with the objects of learning associated with the examination and interpretation of social phenomena and with citizenship. This means providing scenarios, tasks, and documents that enable students to examine the present, while at the same time, directing their questions toward the past.

The strategies and learning contexts teachers use must allow students to acquire the historian's main tools, such as the method and certain concepts (continuity, change, duration, periodization, etc.). The adaptation of the program for use in the classroom calls for diversified teaching practices and approaches that respect the various types of learners and learning styles.

Teachers must act as mediators between students and historical knowledge, helping students to undertake the process of constructing meaning by promoting discussion and the comparison of points of view and encouraging students to express their feelings. They help students to clarify their thinking, formulate ideas regarding the social phenomena studied and develop metacognitive strategies, using reflection to increase their awareness of the ways in which they draw on and construct knowledge. These practices promote intellectual activity and develop students' ability to think abstractly and transfer learning.

### A Large Variety of Resources

Teachers must also ensure that the classroom constitutes a rich and stimulating environment, which means that students must have access to a variety of resources. These resources may be part of their immediate surroundings—such as the library, the multimedia class and the community—or they may involve educational outings (museums, interpretation centres, businesses, etc.). In addition, the use of news items in learning and evaluation situations helps open up the classroom to current social phenomena. For this purpose, media messages may be a valuable resource, particularly for the purpose of examining current social phenomena.

The list of resources that may be useful for the development of competencies in history and citizenship education is thus extremely varied: maps, plans, media, firsthand accounts, pictures, artifacts and historical documents, audio-visual documents, and so on. In order to use some of these resources, students must have access to information and communications technologies that they can employ as research and production tools.

### Meaningful, Open and Complex Learning and Evaluation Situations

To promote the development of the competencies in history and citizenship education, learning and evaluation situations must be meaningful, open and complex, present challenges adapted to individual students' capacities and provide conditions that encourage students to critically assess their process and their work.

A learning or evaluation situation is meaningful when students perceive the connections between the learning they have acquired and possible future applications. The study of social phenomena becomes fully meaningful for students when they realize that it can give them a better understanding of the world today, including their immediate surroundings and their region. The situation will be all the more meaningful if it refers to issues associated with current events or the broad areas of learning.

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*The study of social phenomena becomes more meaningful for students when they realize that it can give them a better understanding of the world today.*

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The situation is open if it enables students to explore several avenues rather than only one, involves various tasks (selecting documents, evaluating the different viewpoints of actors or witnesses of a social phenomenon, comparing societies, determining causal links, etc.), favours the use of several different research and communication media and results in different types of student work.

A learning or evaluation situation is complex insofar as it requires the use of historical knowledge and several elements of program content (concepts, objects of learning and cultural references, for example) and allows students to interrelate the various elements. It makes use of the three subject-specific competencies, draws on various cross-curricular competencies and enables students to make connections with the broad areas of learning and with other subjects. The situation must require research (gathering, selecting and analyzing data), involve reasoning processes such as induction, deduction and analogy and draw on students' capacity to question, use critical judgment and synthesize.

Since students do not all learn in the same way or at the same pace, it is important to develop situations that are flexible enough to permit differentiated instruction. This can be achieved, for example, by adapting certain parameters concerning the context and procedure, or by adjusting the requirements concerning the documents used (number, ease of understanding and interpretation).

## Appropriate Evaluation

In keeping with the *Policy on the Evaluation of Learning* and the Secondary Cycle One program, evaluation must be seen above all as a tool for promoting learning.

During the year, it is intended to provide students with feedback on their approach, methods and work and contribute to their progress. The feedback may concern learning related to one key feature of the competency or the competency as a whole. Thus, for example, a teacher who observes that a student has difficulty taking into account duration in his or her examination of social phenomena might provide tasks that enable that student to do extra work on that key feature of the competency. If, however, during the interpretation of social phenomena, some students have difficulty consolidating their research results, the teacher may suggest a task involving the consolidation of a limited amount of data in the context of a learning and evaluation situation focusing on one of the key features of the competency, while at the same time helping the students to broaden and diversify their sources of information. Nonetheless, all the students must be involved, as soon as possible, in learning and evaluation situations that draw simultaneously on all three of the competencies in the program and their key features.

End-of-cycle evaluation is designed to recognize the competencies acquired. Although it must take into account ongoing evaluation and not be simply an accumulation of data, its role is to determine the extent to which a student has developed the subject-specific competencies. The scales of competency levels are tools that enable teachers to assess students' learning in the framework of the recognition of competencies at the end of the cycle. These evaluation tools must thus be based on the competencies and their key features. The teacher's observations must be made when a student has been placed in an evaluation situation requiring the use of the three competencies in the program. Carrying out the contextualized tasks in the situation must enable the students to demonstrate their ability to use resources, particularly historical knowledge (economic policies, relations with the Native peoples etc.), concepts (heritage, population, society, etc.) and techniques (creating a time line, interpreting a picture, etc.).

Whether evaluation is used to promote students' learning during the school year or to determine the level of development of their competencies at the end of a year or a cycle, teachers must base their judgment on the evaluation criteria and expected outcomes, which must be considered in the light of the key features of each competency.

## COMPETENCY 1 Examines social phenomena from a historical perspective

*... the past as a series of events is utterly gone ... some remnants remain like litter from a picnic, but these material remains never speak for themselves. In fact they are inert traces until someone asks a question that turns them into evidence ... We need to [understand] the vital connection of curiosity and inquiry in scholarship ...*

*Joyce Appleby*

### Focus of the Competency

Examining social phenomena from a historical perspective requires openness to everything that happens in society, be it events or social issues. This attitude, fueled by interest, intellectual curiosity and a concern for precision, is characterized by a particular way of viewing facts: the historical perspective, which allows students to be sensitive to social phenomena while maintaining their critical distance from them.

Examining social phenomena from a historical perspective is the historical way of considering them: in terms of duration and trying to grasp them in their full complexity. This approach goes beyond a superficial reading, and is essential, throughout life, for an understanding of social phenomena of the present and the past.

Adopting this perspective develops students' reflex to look to the past in order to understand the present. It is thus important to help them see that all social phenomena are complex, that they are rarely self-explanatory and that to understand them, students must see them as a whole, examining their various aspects as well as the interaction of the aspects. In the case of a social phenomenon of either the present or the past, students must learn to contemplate its origins and context and ask questions about the beliefs, attitudes and values of historical actors and witnesses. Students must try to understand the phenomenon in terms of duration, by looking for elements of continuity and change. This will bring home to them that the historical perspective precludes hasty conclusions.

The competency *Examines social phenomena from a historical perspective* thus has key features related to the past, duration and complexity. The development of the competency is based on the interaction of these key features, rather than their simple juxtaposition.

In addition, there is a key feature involving metacognition: the students are expected to reflect on their process, both during the actual learning process and on concluding their examination of a social phenomenon. This critical assessment gives them a chance to perceive the way they went about examining a social phenomenon—the processes they used—and the difficulties they experienced. It allows them to realize what they have learned and what they did well, and to consider possible solutions to their difficulties.

In Secondary Cycle Two, the competency becomes more complex. During the first year of the cycle, the students try to see through the eyes of historical actors and witnesses in order to understand their point of view. They must look at the social phenomenon from the inside, and try to grasp how people thought back then. To do this, they examine the motives, intentions, hopes, fears and interests of the actors and witnesses of a period.

Social phenomena, which are made up of economic, political, cultural and social factors, cannot be explained by a single cause. To take into account their complexity, students in Cycle Two must look beyond monocausal explanations. They must also take a greater interest, especially in the second year of the cycle, in diachrony (the temporal aspect of social phenomena) and changes in duration; showing a greater concern for what came before and what came after the phenomenon studied.

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*The competency Examines social phenomena from a historical perspective thus has key features related to the past, duration and complexity. The development of the competency is based on the interaction of these key features, rather than their simple juxtaposition.*

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By examining social phenomena from a historical perspective, students establish grounds for their interpretation and historical foundations for the exercise of their citizenship. They develop the ability to consider their community as informed citizens. Interpreting social phenomena and exercising their citizenship will lead them to formulate new questions, which will lead to new interpretations, which in turn will provide new material to help them strengthen their exercise of citizenship.

## Key Features of Competency 1

### **Explores social phenomena in the light of the past**

Considers the origin of social phenomena • Seeks information about their context • Asks questions about beliefs, attitudes and values • Tries to understand the point of view of actors and witnesses of the social phenomenon of the past

### **Considers social phenomena in terms of duration**

Reflects on social phenomena using chronological reference points (chronology, periodization, precedence, posteriority) • Takes into account the synchrony and diachrony of social phenomena • Looks for elements of continuity and change

### **Examines social phenomena from a historical perspective**

### **Critically assesses his/her process**

Identifies his/her learning • Recognizes his/her strengths • Evaluates the effectiveness of his/her strategies • Identifies difficulties he/she experienced • Identifies ways to improve his/her process

### **Looks at social phenomena in their complexity**

Finds out about the various aspects of social phenomena • Tries to see the phenomena in their totality • Looks beyond monocausal explanations

## End-of-Cycle Outcomes

The student takes into account the time perspective in his/her examination of social phenomena by:

- referring to chronological reference points
- considering synchrony and diachrony
- referring to the present

The student raises relevant questions by:

- taking into account the object of inquiry
- taking an interest in facts, actors and actions
- taking an interest in connections between different aspects of the social phenomenon
- using appropriate concepts

The student critically assesses his/her process by:

- identifying the learning achieved
- identifying the strategies and means used
- reviewing difficulties experienced
- indicating other contexts in which the learning could be applied

## Evaluation Criteria

- Consideration of the time perspective
- Relevance of the questions raised
- Critical analysis of his/her process

## Development of the Competency *Examines social phenomena from a historical perspective*

The competency *Examines social phenomena in a historical perspective* is developed in interaction with the two other competencies. Learning and evaluation situations (LES) must therefore be designed to draw on all three subject-specific competencies. In order to differentiate their teaching and help students develop the competency, teachers can adjust the level of complexity by varying the parameters of the context and means employed to carry out tasks in the situation, the program content to be drawn on and the approaches to be used by students. The suggestions listed below are designed to promote students' progress and facilitate differentiated instruction.

Parameters of the context and the procedures used	
At the beginning of the cycle	Near the end of the cycle
The teacher provides documents that are varied and relevant.	The teacher provides documents that are varied; they may or may not be relevant; it is up to the student to judge.
The documents include explicit interpretive keys such as titles.	The documents include implicit interpretive keys.
The documents cover all aspects of society regarding the phenomenon studied.	The documents do not cover all aspects of society regarding the phenomenon studied: the students must find relevant documents.
The students provide explicit evidence of their questions in the work they produce, in the form of formal statements.	The students provide implicit evidence of their questions in the work they produce; it is woven into their work without being stated formally.
The statements of the students' questions are organized in terms of the aspects of society.	The questions establish links among aspects of society.

Parameters of the program content to be used	
In the first year of the cycle	In the second year of the cycle
The social phenomena are studied in chronological order.	The social phenomena are studied by theme, over the long term.
The tasks require that students draw on knowledge and concepts studied in Cycle One and during the current school year.	The tasks require that students draw on knowledge and concepts studied in Cycle One, in the first year of Cycle Two and during the current school year.
The students examine a contemporary social phenomenon and a social phenomenon of the past, but not the viewpoints of historical actors and witnesses relating only to the past.	The students examine a contemporary social phenomenon.
The examination of the present leads explicitly to an examination of the past. The examination of the past leads explicitly to the object of interpretation.	The examination of the present leads implicitly to the object of interpretation.

Parameters of the student's reflection on his/her process	
At the beginning of the cycle	Near the end of the cycle
The teacher frequently asks the students to pause to reflect on their process.	→ The students decide when to pause to reflect on and describe their process.
The LES is divided into short, simple tasks.	→ The LES is divided into more comprehensive tasks.
The teacher provides students with tools for evaluating their process.	→ The students choose tools for evaluating their process from among those placed at their disposal, and justify their choice of tools.
The teacher helps the students identify and record their strengths and weaknesses and possible solutions to their difficulties.	→ The students, increasingly autonomous, identify and record their strengths and weaknesses and possible solutions to their difficulties.
The teacher helps the students try out the solutions identified.	→ The teacher determines whether the students have recorded their reflections and applied the solutions identified.

## COMPETENCY 2 Interprets social phenomena using the historical method

*History is not events. It is language describing and interpreting events.*  
**Neil Postman**

### Focus of the Competency

Interpreting social phenomena entails finding answers to the questions they raise, explaining them, making sense of them. In order to do this, students must adopt a rigorous intellectual approach: the historical method. To develop this competency, students must learn to reason on the basis of facts and defend their interpretations with sound arguments.

To interpret a social phenomenon, students have to identify the circumstances that characterize it. To this end, they obtain information from documents they choose and analyze thoroughly, which enables them to determine the actions and people involved, including both historical actors and witnesses. Taking into consideration various aspects of society, they suggest factors that might explain the social phenomenon, and establish connections among them. They formulate hypotheses. They also try to ascertain long-term consequences of the social phenomenon. They develop an interpretation, which they adjust and qualify, avoiding hasty generalizations, and putting their own representations, values, beliefs and opinions into perspective. They establish, according to the designated focus, similarities and differences between the society they are studying and another society in the same period. In this way, they learn to appreciate the unique character of all social phenomena. They make a point of taking into account the origin and particular interests of the authors they consult and diversifying their sources of documentation.

The competency *Interprets social phenomena using the historical method* thus has key features related to establishing facts, to explaining social phenomena and to putting social phenomena in perspective. The development of the competency is based on the interaction of these key features, rather than their simple juxtaposition.

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*Establishing facts and explaining and putting social phenomena into perspective thus constitute key features of the competency Interprets social phenomena using the historical method. The development of the competency is based on the interaction of these key features, rather than their simple juxtaposition.*

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In addition, there is a key feature involving metacognition: the students are expected to reflect on their process, both during the actual learning process and on concluding their study of a social phenomenon. This critical assessment gives them a chance to perceive the way they went about interpreting a social phenomenon—the processes they used—and the difficulties they experienced. It allows them to realize what they have learned and what they did well, and to consider possible solutions to their difficulties.

In Secondary Cycle Two, the competency becomes more complex. The students must increase their ability to analyze and to establish a critical distance with regard to their representations and to those of various historical actors, witnesses and authors. They learn to display a healthy skepticism when they consider the different points of view of actors and witnesses and take into account their specific interests.

By interpreting a social phenomenon, students find answers to their questions. This leads, spiral-like, to new questions, whose answers will allow them to further qualify the meaning they attribute to this social phenomenon. This process also gives them tools with which to strengthen their exercise of citizenship because it leads them to examine the conditions that shaped the emergence and evolution of public institutions and discover the roots of their own social identity. They establish connections between human action and social change and become aware of the values at the origin of democracy and the principles it entails, which enable them to take positions on contemporary social issues.

## Key Features of Competency 2

### **Establishes the factual basis of social phenomena**

Finds information on facts • Selects relevant documents • Establishes the space-time framework • Identifies circumstances and actions • Identifies actors and witnesses • Determines their interests • Examines different points of view

### **Explains social phenomena**

Seeks explanatory factors • Establishes connections among these factors • Identifies long-term consequences

## **Interprets social phenomena using the historical method**

### **Critically assesses his/her process**

Identifies his/her learning  
• Recognizes his/her strengths  
• Evaluates the effectiveness of his/her strategies • Identifies difficulties he/she experienced  
• Identifies ways to improve his/her process

### **Puts his/her interpretation of social phenomena in perspective**

Identifies similarities and differences among societies, considered in terms of the designated focus

Takes into account his/her own representations • Takes into account the frame of reference of the authors consulted

## End-of-Cycle Outcomes

The student uses rigorous historical reasoning by:

- taking into account his/her original questions
- establishing facts
- making appropriate connections among concepts and facts
- arguing on the basis of facts
- drawing coherent conclusions

The student establishes a critical distance by:

- indicating similarities and differences among societies
- referring to elements of his/her own frame of reference
- basing his/her interpretation on various sources
- referring to the frame of reference of authors consulted

The student critically assesses his/her process by:

- identifying the learning achieved
- identifying the strategies and means used
- reviewing difficulties experienced
- indicating other contexts in which the learning could be applied

## Evaluation Criteria

- Rigour of his/her historical reasoning
- Critical distance
- Critical assessment of his/her process

## Development of the Competency *Interprets social phenomena using the historical method*

The competency *Interprets social phenomena in a historical perspective* is developed in interaction with the two other competencies. Learning and evaluation situations (LES) must therefore be designed to draw on all three subject-specific competencies. In order to differentiate their teaching and help students develop the competency, teachers can adjust the level of complexity by varying the parameters of the context and means employed to carry out tasks in the situation, the program content to be drawn on and the approaches to be used by students. The suggestions listed below are designed to promote students' progress and facilitate differentiated instruction.

Parameters of the context and the procedures used	
At the beginning of the cycle	Near the end of the cycle
The teacher provides documents that are varied; they may or may not be relevant.	
The teacher provides the students with considerable guidance in distinguishing relevant from irrelevant documents.	The teacher still provides some guidance, but the students need less help in choosing relevant documents.
The documents present viewpoints of various actors, witnesses and historians. The students can rely exclusively on these documents for the task.	The documents present only one viewpoint: the students must do some research to find documents representing the various viewpoints.
The students are expected to do an interpretation based on a simple conceptual framework.	The students are expected to do an interpretation based on a complex conceptual framework.
The students are expected to use two different techniques to communicate their research results.	The students are expected to use several different techniques to communicate their research results.

Parameters of the program content to be used	
In the first year of the cycle	In the second year of the cycle
The social phenomena are studied in chronological order.	The social phenomena are studied by theme, over the long term.
The tasks require that students draw on knowledge and concepts studied in Cycle One and during the current school year.	The tasks require that students draw on knowledge and concepts studied in Cycle One, in the first year of Cycle Two and during the current school year.
The problem posed by the object of interpretation concerns a historical conjuncture.	The problem posed by the object of interpretation concerns a theme considered over the long term.
The students are expected to establish, in terms of the designated focus, similarities and differences between Québec society and a society "elsewhere" in a period determined by the social phenomenon studied.	The students are expected to establish, in terms of the designated focus, similarities and differences between Québec society and a society "elsewhere," today.

<b>Parameters of the student's reflection on his/her process</b>	
<b>At the beginning of the cycle</b>	<b>Near the end of the cycle</b>
The teacher frequently asks the students to pause to reflect on their process.	The students decide when to pause to reflect on and describe their process.
The LES is divided into short, simple tasks.	The LES is divided into more comprehensive tasks.
The teacher provides students with tools for evaluating their process.	The students choose tools for evaluating their process from among those placed at their disposal, and justify their choice of tools.
The teacher helps the students identify and record their strengths and weaknesses and possible solutions to their difficulties.	The students, increasingly autonomous, identify and record their strengths and weaknesses and possible solutions to their difficulties.
The teacher helps the students try out the solutions identified.	The teacher determines whether the students have recorded their reflections and applied the solutions identified.

## COMPETENCY 3 Strengthens his/her exercise of citizenship through the study of history

*Historical awareness is important for the citizenry as a whole if they are to choose intelligently in a democracy . . . What history can give citizens . . . is a realistic perspective on the nature of their society, its problems, and the direction it is headed in.*

**Robert V. Daniels**

### Focus of the Competency

The exercise of citizenship constitutes the tangible expression of consciousness of citizenship. It is manifested in the principles that citizens adopt (such as the rule of law or universal suffrage), in their values (such as justice, freedom or equality) and in their behaviours (such as participation, involvement or taking positions). The exercise of citizenship is most clearly reflected in the framework of a society's institutions.

In Secondary Cycle Two, the program helps students to strengthen their exercise of citizenship through the study of history. The exercise of responsible citizenship depends greatly on a person's capacity to establish a critical distance regarding social phenomena. The History and Citizenship Education program is therefore designed to enable students to establish historical guidelines for their citizenship, and to develop an understanding of current issues, whose meaning can only be fully grasped from a historical perspective.

One of the challenges facing a pluralistic society like that of Québec is to reconcile the diversity of identities with shared membership in a community. All students must develop a sense of who they are relative to other individuals characterized by numerous differences and must define themselves in relation to others, by relating to others. Taking otherness into account is thus an essential element of identity development. This process enables students to observe that the diversity of identities is not incompatible with the sharing of values, such as those related to democracy.

Studying the social phenomena covered by the program is intended to help students understand that democracy is the result of a long process of

change in which each generation participates, and that they themselves are part of this historical continuum. They must learn that the values and principles associated with democracy evolved over time, taking the form of citizens' rights, and that they are exercised within the framework of public institutions—social structures established by usage, custom or law. The students must also understand that despite all the democratic and egalitarian rhetoric, serious inequities persist, on which they will inevitably have to take a position in their capacity as citizens.

Grasping the nature, origin and role of public institutions helps students see that social change depends on human action and that they must prepare to take on their responsibilities as citizens capable of participating in debates on social issues. As microsocieties, the classroom and the school provide concrete examples for purposes of discussion and teaching—students can focus on how they are organized and operate, or on the various civic problems that arise regularly. This opportunity to reflect and act in a spirit of responsible citizenship allows them to strengthen their exercise of citizenship.

The competency *Strengthens his/her exercise of citizenship through the study of history* thus has key features related to social identity, social participation, deliberation on issues, public institutions and democratic life. The development of the competency is based on the interaction of these key features, rather than their simple juxtaposition.

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*The competency Strengthens his/her exercise of citizenship through the study of history thus has key features related to social identity, social participation, deliberation on issues, public institutions and democratic life. The development of the competency is based on the interaction of these key features, rather than their simple juxtaposition.*

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In addition, there is a key feature involving metacognition: the students are expected to reflect on their process, both during the actual learning process and on concluding their study of a social phenomenon. This critical assessment gives them a chance to perceive the way they went about exercising their citizenship—the processes they used—and the difficulties they experienced. It allows them to realize what they have learned and what they did well, and to consider possible solutions to their difficulties.

In Secondary Cycle Two, students are called upon to become more aware of their responsibilities as citizens, and more involved, so as to strengthen the exercise of their citizenship. Recognizing that human action is the motor of social change and understanding the significance of the conquest of rights, particularly those related to democratic life, should empower the students. They are also expected to debate issues involving values and social relations; issues requiring careful reflection, as they entail choices of the utmost importance for the future of society. They must thus be able to recognize and analyze such issues, taking into consideration the proposals of the groups involved and their potential repercussions. They must also examine possible solutions in a spirit of deliberation and respect for diverse points of view. Finally, they must be capable of stating, explaining and defending their opinions, in order to participate in democratic life within the framework of public institutions such as the school, the media or the city council.

Students who examine and interpret social phenomena acquire many concepts. Applying these concepts properly to the present helps them strengthen the exercise of their citizenship. In addition, learning about the contribution of past social phenomena to democratic life today, will lead them to ask questions, which, in turn, will contribute to new interpretations of both contemporary and past social phenomena. Thus, using their competency in examining and interpreting social phenomena will help the students strengthen the exercise of their citizenship. Strengthens his/her exercise of citizenship through the study of history

## Key Features of Competency 3

### Seeks the foundations of his/her social identity

Identifies some aspects of his/her social identity • Makes connections between aspects of his/her identity and their origins • Recognizes the diversity of social identities • Explores other social identities • Respects differences in others

### Establishes the bases of social participation

Recognizes that human action is the motor of social change • Recognizes the role of speaking out • Identifies possible actions • Recognizes opportunities for social participation

### Discusses social issues

Defines social issues • Evaluates the balance of power • Considers possible solutions and their potential consequences • Establishes and expresses his/her opinion • Recognizes the right of others to hold different opinions

## Strengthens his/her exercise of citizenship through the study of history

### Critically assesses his/her process

Identifies his/her learning • Recognizes his/her strengths • Evaluates the effectiveness of his/her strategies • Identifies difficulties he/she experienced • Identifies ways to improve his/her process

### Establishes the contribution of social phenomena to democratic life

Identifies values and principles • Recognizes places and contexts for the exercise of the principles and values underlying democratic life • Identifies the significance of the winning of rights

### Understands the purpose of public institutions

Examines the nature and origin of public institutions • Grasps the role of these institutions • Identifies the role individuals can play in them • Knows what actions to take in the context of public institutions

## Evaluation Criteria

- Application of historical knowledge to different contexts
- Consideration of community life
- Consideration of the pluralistic nature of a society
- Discussion of social issues
- Critical assessment of his/her process

## End-of-Cycle Outcomes

The student applies his/her historical knowledge to different contexts by:

- using concepts related to the object of citizenship
- using his/her methodological skills
- establishing a link between past and present

The student considers community life by:

- making connections between human action and social change
- explaining the purpose of public institutions and the role citizens can play in them
- identifying some principles and values that underlie democratic life

The student considers the pluralistic nature of a society by:

- indicating some of the factors that contribute to people's identities
- recognizing elements of shared identity
- showing the diversity of social identities

The student discusses social issues by:

- establishing what they are about
- identifying the advantages and disadvantages of each position
- defending his/her opinion by referring to facts

The student critically assesses his/her process by:

- identifying the learning achieved
- identifying the strategies and means used
- reviewing the difficulties experienced
- indicating other contexts in which the learning could be applied

## Development of the Competency *Strengthens his/her exercise of citizenship through the study of history*

The competency *Strengthens his/her exercise of citizenship through the study of history* is developed in interaction with the two other competencies. Learning and evaluation situations (LES) must therefore be designed to draw on all three subject-specific competencies. In order to differentiate their teaching and help students develop the competency, teachers can adjust the level of complexity by varying the parameters of the context and the procedures employed to carry out tasks in the situation, the program content to be drawn on and the approaches to be used by students. The suggestions listed below are designed to promote students' progress and facilitate differentiated instruction.

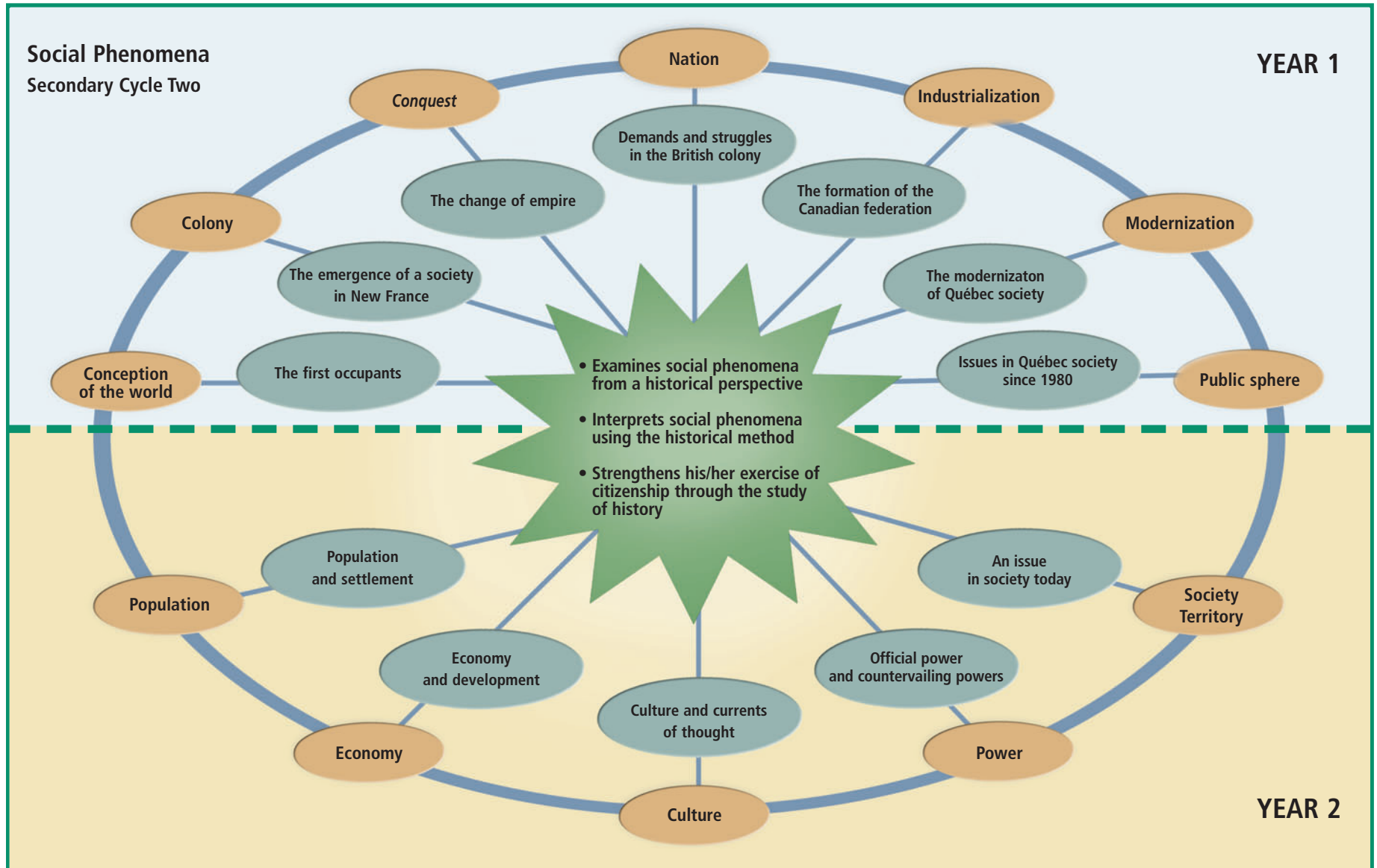
Parameters of the context and the procedures used	
At the beginning of the cycle	Near the end of the cycle
The teacher provides all the documents required.	The teacher does not provide all the documents required. The students, with the teacher's help, must find some of the documents they need.
In defending their opinion, the students refer to the documents provided.	In defending their opinion, the students refer to relevant documents they have selected themselves.
The students must present an opinion based on a relevant argument.	The students must present an opinion based on several relevant arguments that form a logical chain of reasoning.
The comparison of past and present describes simple connections.	The comparison of past and present is more elaborate and describes more complex connections.

Parameters of the program content to be used	
In the first year of the cycle	In the second year of the cycle
The social phenomena are studied in chronological order.	The social phenomena are studied by theme, over the long term.
The tasks enable students to use knowledge and concepts studied in Cycle One and during the current school year.	The tasks enable students to use knowledge and concepts studied in Cycle One, in the first year of Cycle Two and during the current school year.
The social relationships that the students identified while studying a social phenomenon in a historical situation are examined in contemporary society.	The social relationships that the students identified while studying a social phenomenon over several centuries are examined in contemporary society.
The students are expected to develop a plan of action reflecting their opinion(s), and measures to put the plan into action.	

<b>Parameters of the student's reflection on his/her process</b>	
<b>At the beginning of the cycle</b>	<b>Near the end of the cycle</b>
The teacher frequently asks the students to pause to reflect on their process.	The students decide when to pause to reflect on and describe their process.
The LES is divided into short, simple tasks.	The LES is divided into more comprehensive tasks.
The teacher provides students with tools for evaluating their process.	The students choose tools for evaluating their process from among those placed at their disposal, and justify their choice of tools.
The teacher helps the students to identify and record their strengths and weaknesses and possible solutions to their difficulties.	The students, increasingly autonomous, identify and record their strengths and weaknesses and possible solutions to their difficulties.
The teacher helps the students try out the solutions identified.	The teacher determines whether the students have recorded their reflections and applied the solutions identified.

# PROGRAM STRUCTURE

The following diagram shows the social phenomena on which the development of the subject-specific competencies is based in Secondary Cycle Two. It provides an overview of the program. The subject-specific competencies, in the centre of the diagram, constitute the core of the program, to which the social phenomena and the central concept associated with each phenomenon are linked. The program content is distributed over each of the two years of the cycle. In the first year, it is structured chronologically, presenting the history of Québec from the 16th century to the present. In the second year, the program content is considered by theme, over the long term, which gives students an opportunity to apply and consolidate what they have learned in the first year of Secondary Cycle Two. This distribution of the program content has the advantage of providing students who choose vocational training or who leave school after the third year of secondary school with an overall view of the history of Québec society.



## Program Content

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*... more and more, we speak in terms of learning history . . . we consider how students can learn history, rather than how it can be taught. This alters both the teacher's role and the objectives assigned to the teaching of history. One objective concerns the acquisition of a sense of history. History can claim to be the discipline best able to encompass the full sweep of human experience.*  
**Micheline Johnson [Translation]**

The subject-specific competencies students are expected to develop over the course of the program are based on a set of social phenomena. Each social phenomenon is introduced by a short text, which is followed by a diagram and tables indicating other resources that may be used to facilitate the development of the subject-specific competencies. This program content is designed for a two-year program representing 100 hours of instruction per year, as stipulated in the *Basic school regulation for preschool, elementary and secondary education*.

As noted earlier, the term “social phenomena” refers to human action in societies of the past or the present. A social phenomenon encompasses all aspects of the life of a society—the cultural, economic, political and territorial aspects—as well as the social aspect itself. In the first year of the cycle, the social phenomena are presented in chronological order. The first phenomenon studied is of an anthropological nature; it concerns the representations and conception of the world of the societies that first settled in the territory that is now Québec. All the social phenomena studied subsequently correspond to major social changes in Québec history, whose impact can still be felt today. In the second year of the cycle, social phenomena are considered in terms of diachronic themes that give students an opportunity to view history in the long term. This thematic approach to Québec history allows students to develop new knowledge and also to apply the program content of the first year of the cycle in new contexts.

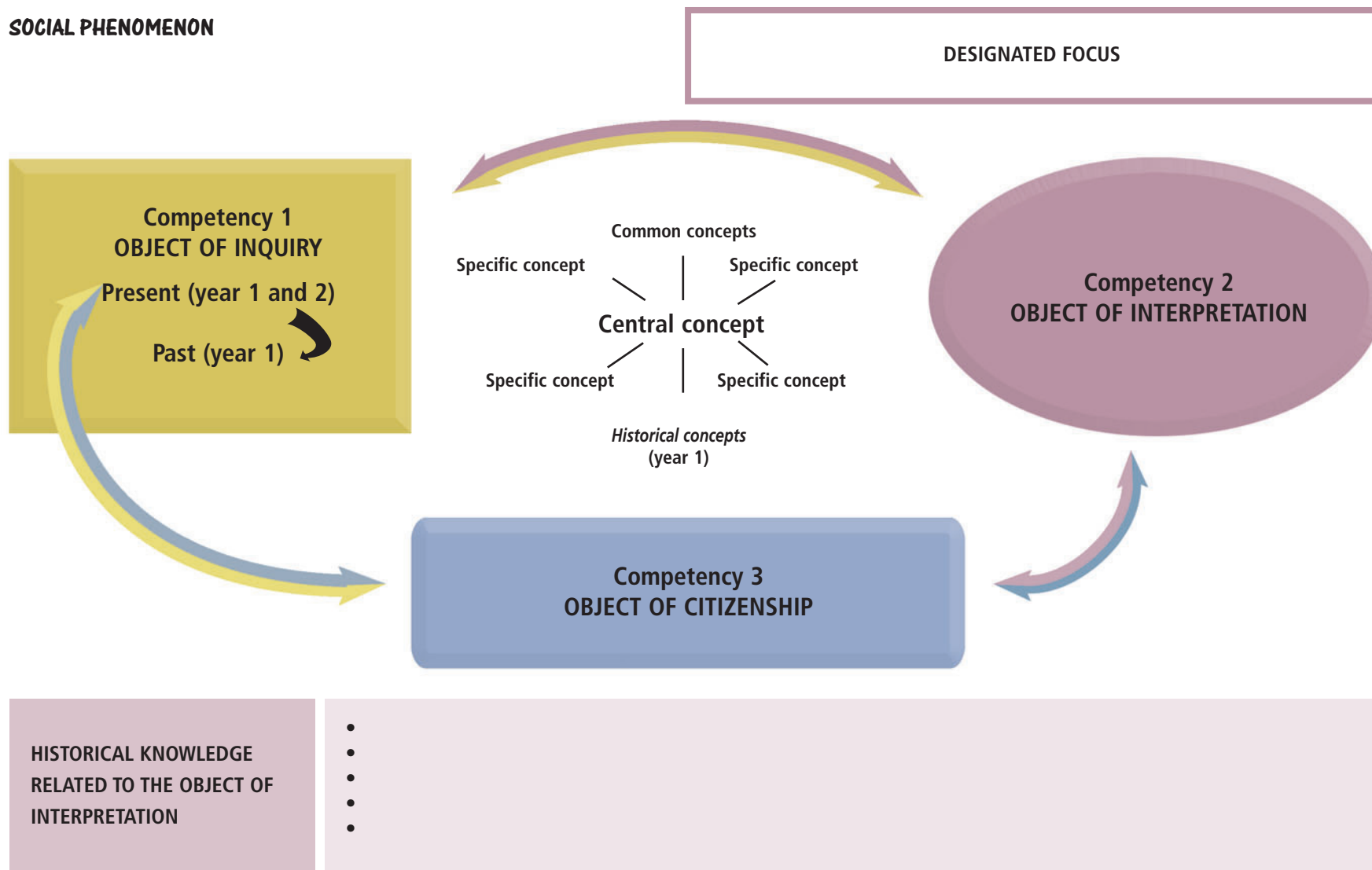
### Diagram

The diagram below illustrates the organization of the subject-specific competencies and the compulsory elements of the program content, and presents the connections to be established between:

- the designated focus
- the objects of learning
- the concepts
- historical knowledge related to the object of interpretation
- “Elsewhere”

## ORGANIZATION OF THE SUBJECT-SPECIFIC COMPETENCIES AND THE PRESCRIBED ELEMENTS OF THE PROGRAM CONTENT

### SOCIAL PHENOMENON



Elsewhere — year 1: around the same period

Elsewhere — year 2: today

## Designated focus

A designated focus establishes guidelines for the study of each social phenomenon. It highlights the dimension of the social phenomenon that teachers should take into account in order to develop learning and evaluation situations that do not overwhelm students with details. In the second year of the cycle, the social phenomena studied concern broad historical themes, related, as in the first year, to the history of Québec from its origins to the present. The designated focuses of these themes provide a different perspective on the program content, however.

## Objects of learning

Each social phenomenon studied has three objects of learning: an object of inquiry, an object of interpretation and an object of citizenship. Their purpose is to relate the subject-specific competencies to the program content. They also help teachers to adapt the program content for use in learning and evaluation situations.

In the first year of the cycle, the social phenomena are presented chronologically. The object of inquiry has two parts. The first part introduces the social phenomenon of the present that the students are to examine from a historical perspective. This examination leads them to the second part of the object of inquiry: the social phenomenon of the past, which they must also examine. In the second year of the cycle, the program content takes the form of long-term themes covering the period from the 16th century to the present. That is why the object of inquiry concerns a social phenomenon of the present, which students can only understand by taking into account information about the past. The object of interpretation is determined by the social phenomenon studied, which is considered in terms of the designated focus. The object of citizenship concerns a social issue having to do with social relationships. The students identify social relationships in societies of the past (object of interpretation) and then examine the situation regarding these social relationships in society today (object of citizenship). This reflection should lead them to ask new questions about a given social phenomenon in the present.

## Concepts

Understanding social phenomena involves developing concepts and conceptual frameworks. A concept is a mental representation of a concrete or abstract object of knowledge. Since concepts are highly generalizable, students can apply them to phenomena other than those used to construct them. Becoming familiar with the concepts used in history and citizenship education will provide the students with valuable intellectual tools and foster their social literacy.

Concepts form a large part of a society's shared cultural baggage. Without them, it would be difficult to properly grasp social phenomena and share one's understanding of them with others. For example, citizens with no concept of democracy would be like foreigners in Québec society because they would lack an element of the body of knowledge shared by their community. In keeping with this perspective, historical concepts such as those of the *Conquest* and the *Quiet Revolution* have been created to refer to and facilitate understanding of particular moments or periods in Québec history.

Strategies for teaching and learning concepts must enable students to move from preconceptions to functional, formal concepts. Most students already have representations—even if they are mistaken or incomplete—of the concepts being discussed. The teacher can use a number of strategies to help the students develop a fuller understanding of these concepts. For example, the concept of democracy may be approached first of all in terms of *representation*, and then associated with the idea of a political system, a principle, a value, etc., with the help of one or several of the following strategies:

- Spiral: returning several times to the same concept, but elaborating more each time
- Analogy: Democracy is like . . .
- Comparison: What makes system X more democratic than . . . ?
- Counterexample: What makes this situation undemocratic?
- Induction: How would you describe a situation with the following characteristics . . . ?
- Deduction: This situation is democratic because . . .

For each social phenomenon studied, a central concept, indicated in boldface, is targeted. The central concept is supported by specific concepts that the students explore and draw on in their learning process. These specific concepts are distributed around the central concept in the diagram. In the first year of the cycle, historical concepts, reflecting historiographic practice, are also shown on the diagram. They appear in italics. The diagram also designates certain concepts as common, as they are used in the study of all the social phenomena. The concepts of issue, society and territory fit this description. The central concepts regarding the social phenomena studied in the second year of the cycle will all have been addressed, as specific concepts, during the first year.<sup>6</sup>

The list of concepts addressed in the Cycle Two program is not exhaustive. To it must be added, first, the concepts introduced in Cycle One,<sup>7</sup> and then all those that, without being part of the program, are likely to be useful in history and citizenship education. For example, to understand the concept of representation, students need the concepts of suffrage, vote and representative.

### Knowledge

Students who develop the subject-specific competencies acquire knowledge. The knowledge they acquire in developing the competencies *Examines social phenomena from a historical perspective* and *Strengthens his/her exercise of citizenship through the study of history* is determined by the key features of the competencies. In the case of the first competency, for example, the knowledge may concern the use of chronological reference points to examine a phenomenon, or ways to find out about historical actors or witnesses of a social phenomenon of the past. In the case of the competency *Strengthens his/her exercise of citizenship through the study of history*, the knowledge may be related to public institutions, the values and principles underlying democratic life or the recognition of individual and collective rights.

The students are also expected to acquire knowledge in developing the competency *Interprets social phenomena using the historical method*. This is historical knowledge related to the object of interpretation. This knowledge is presented in an overall manner, to respect teachers' professional autonomy—it is up to them to make their own decisions concerning the

number and nature of the facts to present in relation to these basic statements of knowledge. This approach also allows teachers to deal with content related to regional history. Finally, it enables teachers to respect the characteristics and needs of all their students, in a spirit of differentiated instruction.

How much knowledge students acquire, whether about the present or the past, depends on the number, value and variety of the documents they consult in carrying out the tasks in the learning and evaluation situations.

### “Elsewhere”

The examples suggested under this heading are intended to help students put their interpretation of social phenomena into perspective, as required in order to develop the second competency in the program. In learning and evaluation situations, the students consider a society elsewhere in the world from a comparative perspective so as to establish similarities or differences. In the first year of the cycle, they compare Québec society with another society in the same period, in terms of the designated focus. In the second year, when each social phenomenon is studied in the long term (five centuries), the designated focus also orients the comparison, but the latter bears exclusively on present-day societies. In both cases, the purpose of comparing is not only to enable students to put their interpretation of social phenomena into perspective, but also to broaden their cultural horizons and help them realize that there are other models of social organization. It also gives them an opportunity to use concepts they have studied in a different context.

6. The table on page 100 presents the prescribed concepts for Cycle Two. In this table and in the diagrams, concepts the students have already encountered in studying an earlier social phenomenon, whether in Cycle One or Two, are indicated by an asterisk (\*).

7. The tables on pages 102 and 103 present the prescribed concepts for Cycle One.

## Other resources for helping students develop the subject-specific competencies

Students need to draw on other resources, such as cultural references, and chronological reference points and techniques to develop the subject-specific competencies.<sup>8</sup> For each social phenomenon studied, tables present examples of cultural references and chronological reference points. These tables are intended to help teachers develop learning and evaluation situations.

### Cultural references

These tables provide examples of cultural references, which may concern the social phenomenon studied or societies elsewhere. They have been selected on the basis of the designated focus. Although the cultural references are not themselves specific objects of study or research, they must be used in class, as they can help students broaden their world-view and understanding of social phenomena. Cultural references may take different forms—an event, a media product, an object of everyday life—and concern historical actors, works of art, territories, literary works, scientific discoveries, ways of thinking and so on, as long as they have cultural significance. In history and citizenship education, the cultural references sometimes concern heritage items, which, in this context, serve as documents for students to refer to.

### Chronological reference points

These tables provide examples of chronological reference points, which help students to situate in time events related to the social phenomena they are studying. In the first year of the cycle, the first and last columns of the table locate social phenomena chronologically in relation to other social phenomena. In the second year, given that the social phenomena concern long-term themes, the chronological reference points follow the traditional periodization of the history of Québec.

Chronological reference points refer to historical phenomena such as events, source documents, the actions of people or groups. Many have a particular historical significance for Québec society, and, for this reason, it is important for students learning history to take them into account. Although these reference points are not specific objects of study, research or evaluation, teachers are expected to use them in classroom activities to improve students' understanding of key phases in Québec's history.

### Techniques

The study of the social phenomena in the History and Citizenship Education program requires the use of techniques, which are also resources for students to draw on in learning and evaluation situations.

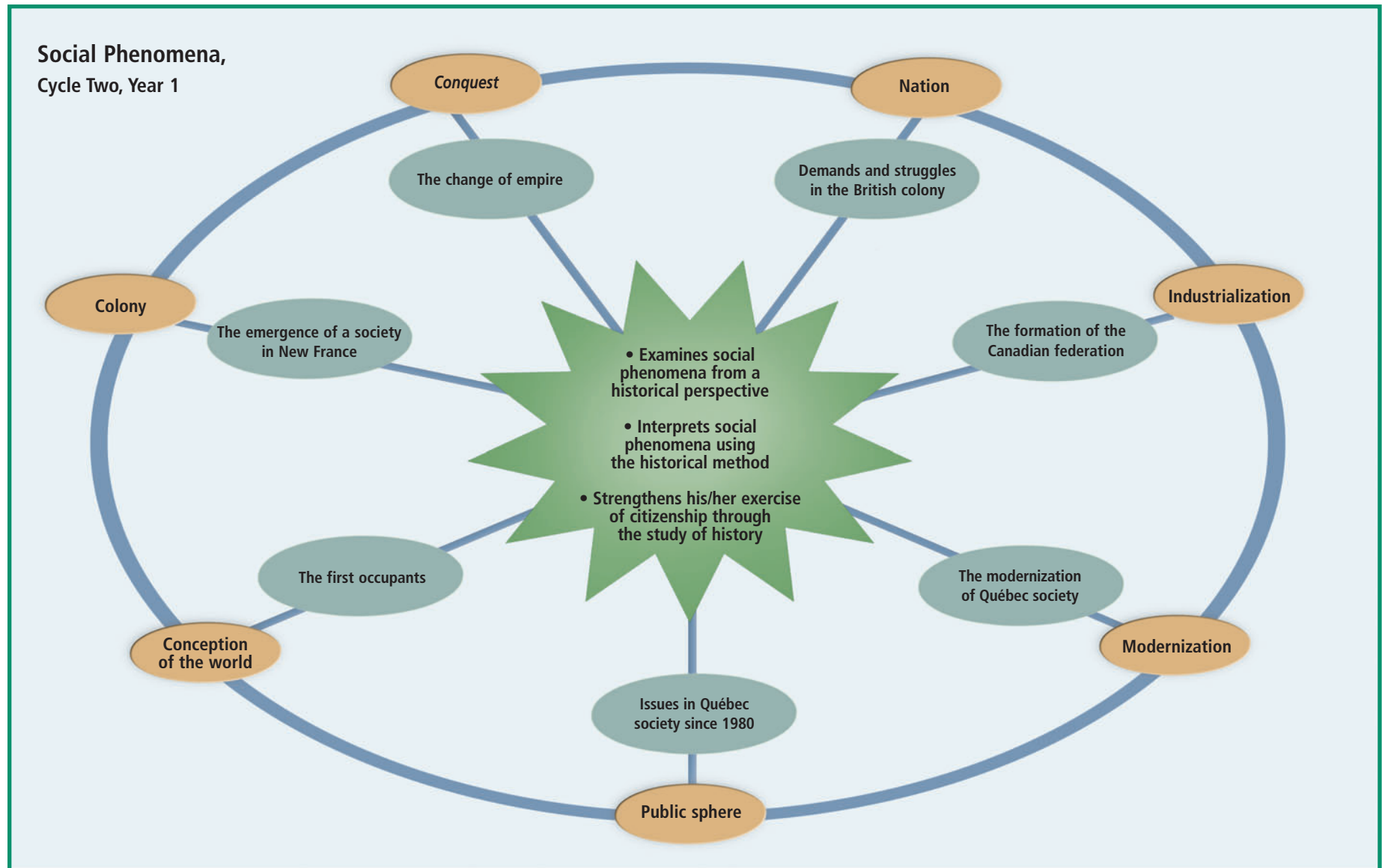
- Interpreting and creating a time line
- Interpreting and creating a map
- Interpreting a written document
- Interpreting an illustrated document
- Interpreting and creating a contingency table
- Interpreting and creating a diagram

These techniques give students access to information (interpretation) and enable them to communicate their research results (production).

8. The various techniques related to history and citizenship education are presented starting on page 87.

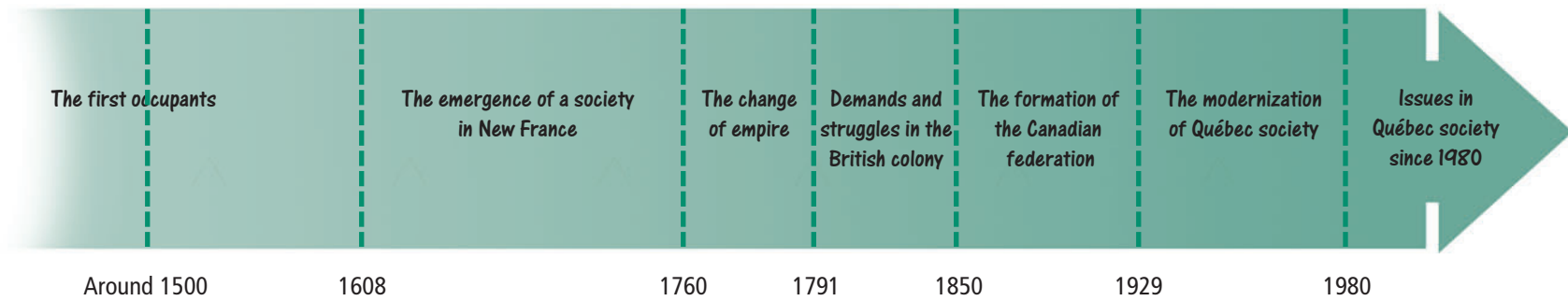
## Program Content, Cycle Two, Year 1

In the following diagram, the subject-specific competencies are located in the centre, with the social phenomena studied in the first year of the cycle and the central concept associated with each social phenomenon around them.



The time line below illustrates the chronology of the social phenomena studied in the first year of Cycle Two:

### First year of Cycle Two



## The first occupants

*This is a cold and windy place.  
The children living here need to learn  
how to live in and  
appreciate this place.  
Anurapaktaq elder*

The Native peoples have lived in America for thousands of years. According to the Asian migration theory, nomadic hunters migrated to America by crossing the Bering Strait at least 30 000 years ago via a land bridge that existed at the time. Successive waves of migration followed the first crossing.<sup>9</sup> According to recent research, the oldest human traces in Québec are approximately 12 000 years old.<sup>10</sup> Long before the arrival of the Europeans in the St. Lawrence Valley, Native peoples occupied a space organized in territories, in which they had introduced agriculture and complex trading networks.

Although the first Algonquian and Iroquoian societies differed from each other, they had developed a set of shared representations that constituted their conception of the world. The latter was of a holistic nature: subsistence, way of life, beliefs and traditions were closely intertwined in it, and inseparable from the natural environment. There was a reciprocal relationship among all beings, based on the obligation to give, to give back and to receive: the gift and the counter-gift.

This conception of the world was represented by the image of a great circle, which symbolized the interdependence of the different aspects of life and the fundamental interconnectedness of all beings, animate and inanimate and was expressed in traditions, ceremonies, customs, social behaviour, values, myths and stories. For example, Native societies have an origins story that places the aboriginal presence in America at the time of the creation of the world. In fact, their conception of the world influenced every aspect of their social organization: way of life, trade, social roles, decision-making structure, etc. In each community, the conception of the world was transmitted by means of a chain of living memory, within which the *Elders* played an important role. Successive generations perpetuated the legends,

especially the story of the origin of each Native people. Oral tradition and the persistence of social patterns thus played a major role in keeping this conception of the world alive.

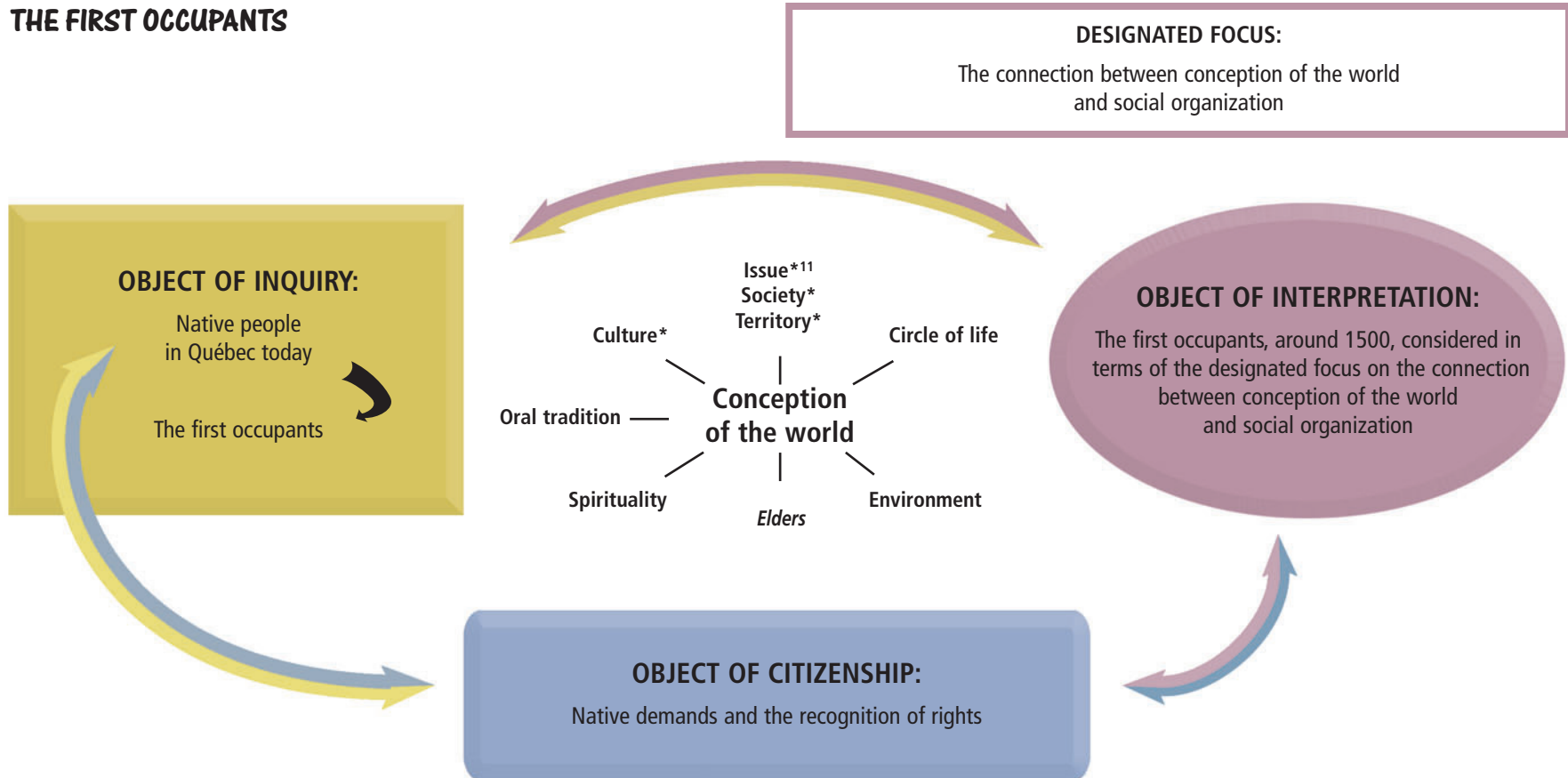
Around 1500, before the arrival of the first European colonists, although the Native societies differed in terms of social organization and culture, their respective conceptions of the world reflected a similar relationship to the Universe. For the social phenomenon *The first occupants*, the designated focus is thus the connection between conception of the world and social organization. This focus also introduces the students to social and cultural anthropology.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Adopting a historical perspective, students begin by formulating questions about the Amerindians and Inuit in Québec today, and then consider the first occupants of the territory, around 1500. Then, using the historical method and relying on current knowledge, they interpret the social phenomenon in terms of the designated focus. Their examination of the present and the past and their interpretation of the past should enable them to grasp the cultural bases of present-day Native demands. It is thus an exercise in citizenship.

9. According to the current state of knowledge.

10. According to archeological research by the l'École de fouilles of the Université de Montréal's anthropology department, the human presence in the Lake Mégantic area dates from the early Paleo-Indian period.

## THE FIRST OCCUPANTS



### HISTORICAL KNOWLEDGE RELATED TO THE OBJECT OF INTERPRETATION

- Economic activities
- Expression of the sacred
- Migration flows
- Relationship to the Universe
- Social relationships

**Elsewhere:** It is important for students to recognize that many conceptions of the world coexisted in about the same period. Consider one of the following: the Aztec in Mexico, the Haida in British Columbia or the Maori in New Zealand.

11. In the diagrams, any concepts the students have already considered while studying a social phenomenon, whether in the first or second year of the cycle, are followed by an asterisk (\*).

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

CULTURAL REFERENCES	HERE	ELSEWHERE		
	<p><b>The first occupants</b></p> <ul style="list-style-type: none"> <li>• Representations of plants and animals</li> <li>• Representations of death</li> <li>• Representations of the seasons</li> </ul>	<p><b>Aztec of Mexico</b></p> <ul style="list-style-type: none"> <li>• Tenochtitlan</li> <li>• La Piedra del Sol</li> <li>• Quetzalcoatl</li> </ul>	<p><b>Haida of Canada</b></p> <ul style="list-style-type: none"> <li>• The potlatch</li> <li>• The totem pole</li> <li>• Dugout canoes</li> </ul>	<p><b>Maori of New Zealand</b></p> <ul style="list-style-type: none"> <li>• Rangī and Papa</li> <li>• The tapu (tabou)</li> <li>• The mountains of Tongariro National Park</li> </ul>

AROUND 1500			
CHRONOLOGICAL REFERENCE POINTS	<ul style="list-style-type: none"> <li>• -30 000: migrations via the Bering Strait <sup>12</sup></li> <li>• -10 000: oldest evidence of human presence in Québec <sup>13</sup></li> </ul>	<ul style="list-style-type: none"> <li>• European fishing grounds</li> <li>• 1492: Columbus in America</li> <li>• 1497: Cabot in America</li> </ul>	<ul style="list-style-type: none"> <li>• 1524: Verrazano in America</li> <li>• 1534: Cartier at Gaspé</li> <li>• 1536: Cartier at Cap-Rouge</li> <li>• 1541: Cartier and Roberval at Cap-Rouge</li> </ul>

12. According to the current state of knowledge.

13. According to the current state of knowledge.

## The emergence of a society in New France

*So many voyages and discoveries without result,  
and attended with so much hardship and expense,  
have caused us French in late years  
to attempt a permanent settlement  
in those lands which we call New France.*

**Samuel de Champlain**

In the early 16th century, Bretons and Basques came to fish off the Grand Bank and in the Gulf of St. Lawrence. There they encountered the first occupants of the shores of the St. Lawrence. This part of the American continent had thus been visited before the arrival of Jacques Cartier. Verrazano had already explored the coasts of North America for France and Cabot had done so for England.

Although the Renaissance was the heyday of the great voyages of exploration, France, unlike other European powers such as England, Spain and Portugal, could not openly lay claim to territory in America. Only in 1534, at Gaspé, did Jacques Cartier officially take possession of the territory in the name of François I. Colonization efforts were unsuccessful during the following decade.<sup>14</sup>

During the second half of the 16th century, European efforts to establish permanent bases north of Florida came to nothing. The 16th century was primarily devoted to exploration motivated by the search for a westward route to Asia. It was also a century of map-making: the great strides made in this area were to prove very helpful to explorers in the subsequent period.

French colonization efforts began again in the early 17th century in Acadia, with De Monts, and in the St. Lawrence Valley. The government, the *chartered companies* and the Church had the same intention: to colonize. In practice, however, their particular interests differed, and sometimes their colonization programs even competed against each other.

The relationship between New France and France was clearly defined. In keeping with the mercantilist economic policy of the period, the development of the colony was subordinated to the interests of the mother country. Along these lines, Champlain, the colony's second-in-command, suggested to the French king Louis XIII that a lucrative colonization program could be based

on the exploitation of New France's natural resources. The main resource was beaver. The fur trade was to influence not only political and commercial relations between the Native peoples and the French, but also relations among the Native societies themselves. These new relationships had a lasting impact on the culture and living conditions of both the Native peoples and the newcomers.

The fur trade led to the territorial expansion of New France. At its largest, in 1712, New France included Hudson Bay, Labrador, Newfoundland, Acadia, Canada and Louisiana. As the English colonies targeted the same resource and part of the same territory, there were many conflicts and wars involving French, Amerindian and English interests.

Although the Native population remained much larger, a new society of European origin was taking root in the St. Lawrence Valley. Gradually, but more rapidly after 1663, New France was settled by colonists, *engagés*, Filles du Roy, missionaries, soldiers, administrators and merchants. A particular set of social relationships emerged. During its 150 years as a French colony, this society developed original characteristics with regard to language, culture and territorial organization, which are still present today. In the course of time, the descendants of the French settlers became *Canadiens*.<sup>15</sup> The colony's *habitants* adapted their way of life to their new physical environment, in which bodies of water, climate and resources played key roles. The Native peoples influenced this adaptation in various ways, contributing to the colonists' survival.

Colonization programs were set up to serve the needs of various interest groups. These groups' different interpretations of colonial development reflect their respective views of New France: in terms of expanding France's empire, accumulating wealth, settling the land or evangelizing. For the social phenomenon *The emergence of a society in New France*, the designated focus is thus the impact of the colonization programs on the organization of the society and the territory.

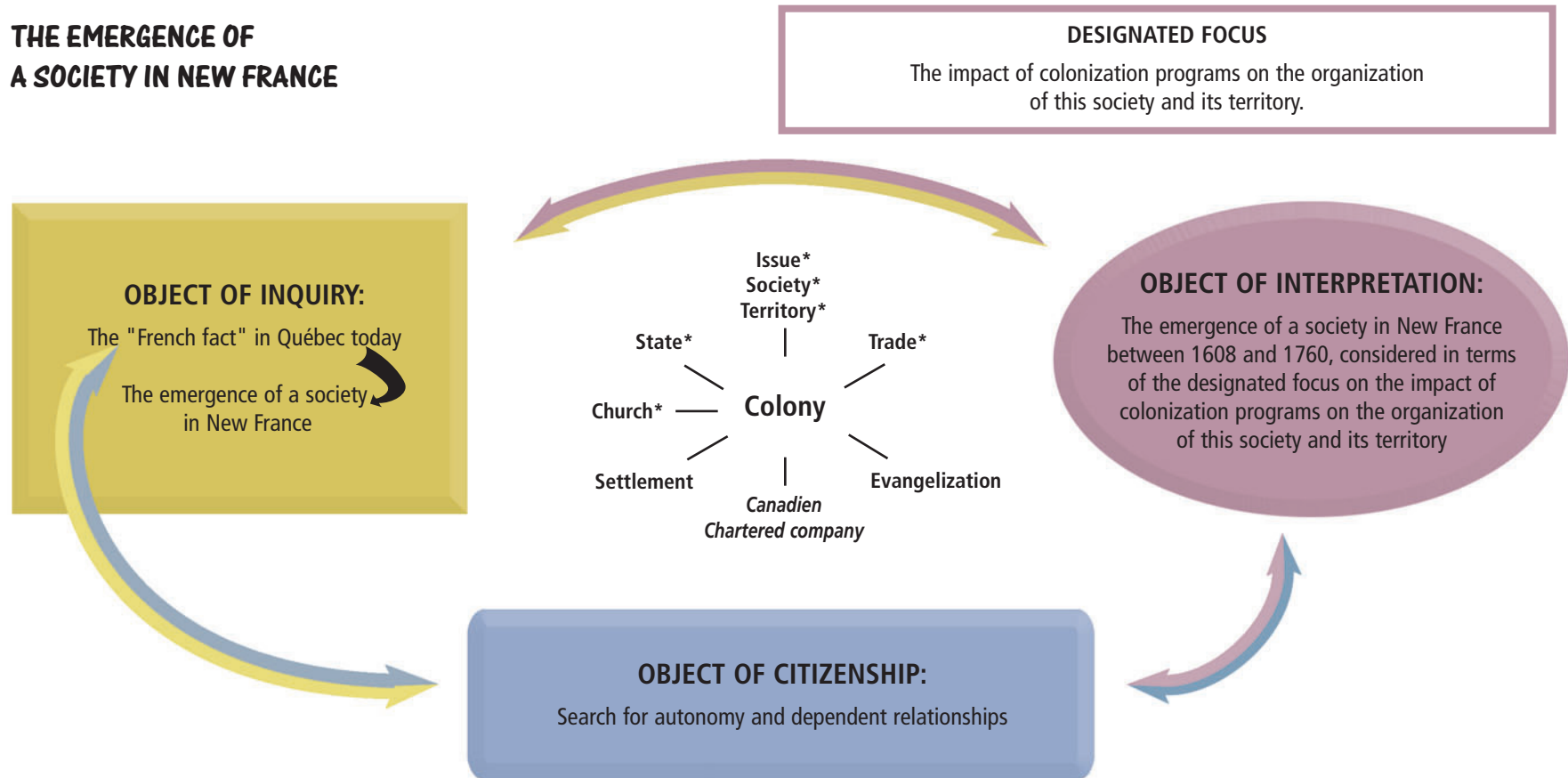
14. Cartier and Roberval did build two forts at Cap-Rouge, however, between 1541 and 1543. Archeological digs have found vestiges of these forts.

15. Canada was the region of New France with the largest population. The French colonists living in the St. Lawrence Valley called themselves *Canadiens* or *Habitants*. A large proportion of francophones living in Québec are direct descendants of the colonists who came from France in the 17th and 18th centuries.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Adopting a historical perspective, the students begin by formulating questions about the "French fact" in Québec today,<sup>16</sup> which should lead them to consider the emergence of a society in New France. Then, using the historical method, they interpret the social phenomenon in terms of the designated focus. Their examination of the present and the past and their interpretation of the past should enable them to understand that a society—Québec today or New France, for example—is characterized by dependent relationships between social groups, levels of government, institutions, etc. Seeking to determine what can make such relationships compatible or incompatible with the search for autonomy is an exercise in citizenship.

16. The documents provided by the teacher may also lead the students to consider the influence of the French presence on Canada or America today.

## THE EMERGENCE OF A SOCIETY IN NEW FRANCE



### HISTORICAL KNOWLEDGE RELATED TO THE OBJECT OF INTERPRETATION

- Economic activities
- Effects of settlement policies
- Influence of the Church
- Internal administration of the colony
- Relations between New France and the Anglo-American colonies

- Relations with the mother country
- Relations with the Native peoples
- The seigneurial system
- Territorial expansion

**Elsewhere:** It is important for students to observe that colonization programs were established in another colony, in about the same period. Consider one of the following: Brazil, French India, the Moluccas or Virginia.

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

CULTURAL REFERENCES	HERE	ELSEWHERE			
	<p><b>The emergence of a society in New France</b></p> <ul style="list-style-type: none"> <li>• Tadoussac</li> <li>• <i>Mémoire à Louis XIII</i> and <i>Mémoire à la Chambre de Commerce</i> by Champlain</li> <li>• The Ursuline Chapel, Québec</li> <li>• <i>The Jesuit Relations</i></li> <li>• Colbert</li> <li>• The maison Saint-Gabriel</li> <li>• The seigneurie</li> <li>• Hudson Bay</li> <li>• The West India Company</li> </ul>	<p><b>Brazil</b></p> <ul style="list-style-type: none"> <li>• Brazilwood and Pernambuco</li> <li>• The captains-donatory system</li> <li>• The Company of Jesus</li> </ul>	<p><b>French India</b></p> <ul style="list-style-type: none"> <li>• Pondichery</li> <li>• Colbert</li> <li>• The Company of Jesus</li> </ul>	<p><b>Moluccas</b></p> <ul style="list-style-type: none"> <li>• Nutmeg and cloves</li> <li>• The Dutch East India Company (V.O.C.)</li> <li>• Les Iles Moluques, tres exactemant represen- tees selon les plus nouvelles observations des meilleurs geographes</li> </ul>	<p><b>Virginia</b></p> <ul style="list-style-type: none"> <li>• Virginia Company of London</li> <li>• Jamestown and John Smith</li> <li>• Tobacco</li> </ul>

CHRONOLOGICAL REFERENCE POINTS	1608	1663	1760
	<ul style="list-style-type: none"> <li>• 1534: Cartier at Gaspé</li> <li>• Early 17th century: first French settlements in Acadia</li> </ul>	<ul style="list-style-type: none"> <li>• 1608: founding of Québec</li> <li>• 1615: arrival of the Récollets</li> <li>• 1625: arrival of the Jesuits</li> <li>• 1627: The Company of One Hundred Associates</li> <li>• 1634: founding of Trois-Rivières</li> <li>• 1639: arrival of the Ursulines and the Hospitalières</li> <li>• 1642: founding of Ville-Marie</li> </ul>	<ul style="list-style-type: none"> <li>• 1663: Royal Government</li> <li>• 1665: Talon, intendant</li> <li>• 1672: Frontenac, governor</li> <li>• 1674: Mgr. de Laval, bishop</li> <li>• 1672-1682: exploration of the Mississippi</li> <li>• 1689: Frontenac, governor</li> <li>• 1701: Great Peace of Montréal</li> <li>• 1713: Treaty of Utrecht</li> <li>• 1713: Hocquart, intendant</li> <li>• 1759: Battle of the Plains of Abraham</li> <li>• 1760: Capitulation of Montréal</li> </ul>

## The change of empire

*. . . that in all civil Causes or Actions between British born Subjects and British born Subjects, the Juries . . . are to be composed of British born Subjects only; and that in all Causes or Actions between Canadians and Canadians, the Juries are to be composed of Canadians only; and that in all Causes or Actions between British born Subjects and Canadians, the Juries are to be composed of an equal Number of each, if it be required by either of the Parties . . .*

***Instruction to the governor, 1766***

New France was dependent on its mother country, which had an absolute monarchy based on the doctrine of the divine right of kings. The colony was thus administered by Crown appointees. French civil and criminal law prevailed. Most inhabitants of Canada were descendants of French immigrants and lived by farming. The representatives of political, commercial and religious authority in the colony were generally French, although there were a few *Canadiens*, especially in the 18th century.

In Europe, the Seven Years' War, an armed conflict involving several empires, including those of France and Great Britain, was under way. The Franco-British conflict was fought primarily at sea and in the colonies. In the North American colonies, conflict, known as the War of the Conquest, had broken out as early as 1754. The stakes of this war concerned control of the fur trade and the Atlantic fishing grounds and occupation of territory beyond the Appalachian Mountains.

In New France, the war concluded with a British victory following the siege of Québec in 1759 and the Capitulation of Montréal in 1760. In Europe and elsewhere in the world, however the war continued. Pending the conclusion of a peace treaty, a military government administered the colony. In 1763, with the signing of the Treaty of Paris, France ceded to Britain its North American colonies and Great Britain granted France the islands of Saint-Pierre and Miquelon. After 150 years of French rule, New France became a British colony, and the *Canadiens* had to adapt to a change of empire. The *Conquest* affected the colony's territory, settlement patterns, culture and institutions.

The Royal Proclamation of 1763 gave old and new subjects in the colony their first glimpse of their new mother country's intentions. The colony's territory was reduced to the St. Lawrence Valley, and it became the Province of Quebec. A large area south of the Great Lakes was reserved for the Amerindians.<sup>17</sup> A few years later a new form of land division, the "township," was introduced. On the political front, a governor representing the king was to appoint a council, but an elected legislative assembly was supposed to be established as soon as conditions made it possible. British civil and criminal law were to be applied.

The Conquest brought economic change as well, as the fur trade gradually came under the control of British merchants. Meanwhile, on the demographic front, French immigration ceased, and the new administration authorized those who wished to return to France to do so. The new mother country was counting on heavy immigration to make the colony more British.

Under the military government, the *Canadiens* had to swear an oath of allegiance and loyalty to the king. Beginning in 1764, the British authorities also required that all persons wishing to hold public office comply with the Test Act, which required that they disavow certain precepts of the Catholic Church. This rule thus excluded virtually all *Canadiens* from political or administrative office. In addition, the British government did not recognize the authority of Rome regarding the appointment of bishops.

Murray, the first governor of the Province of Quebec, opted for a flexible application of Britain's intentions. Along these lines, instead of an elected legislative assembly in which no *Canadien* could sit, he established a council made up of men who were open to compromise. Two law courts coexisted: one for civil causes, judged according to the Custom of Paris, the other, for criminal causes, which were judged according to British law. The British minority, however, angered by this decision, sought to forbid the use of the French language, customs and laws in the administration of justice, which led ninety-five prominent *Canadiens* to petition George III to maintain French civil law.

17. The Royal Proclamation of 1763 constitutes the legal basis for the recognition of Native rights in Canada.

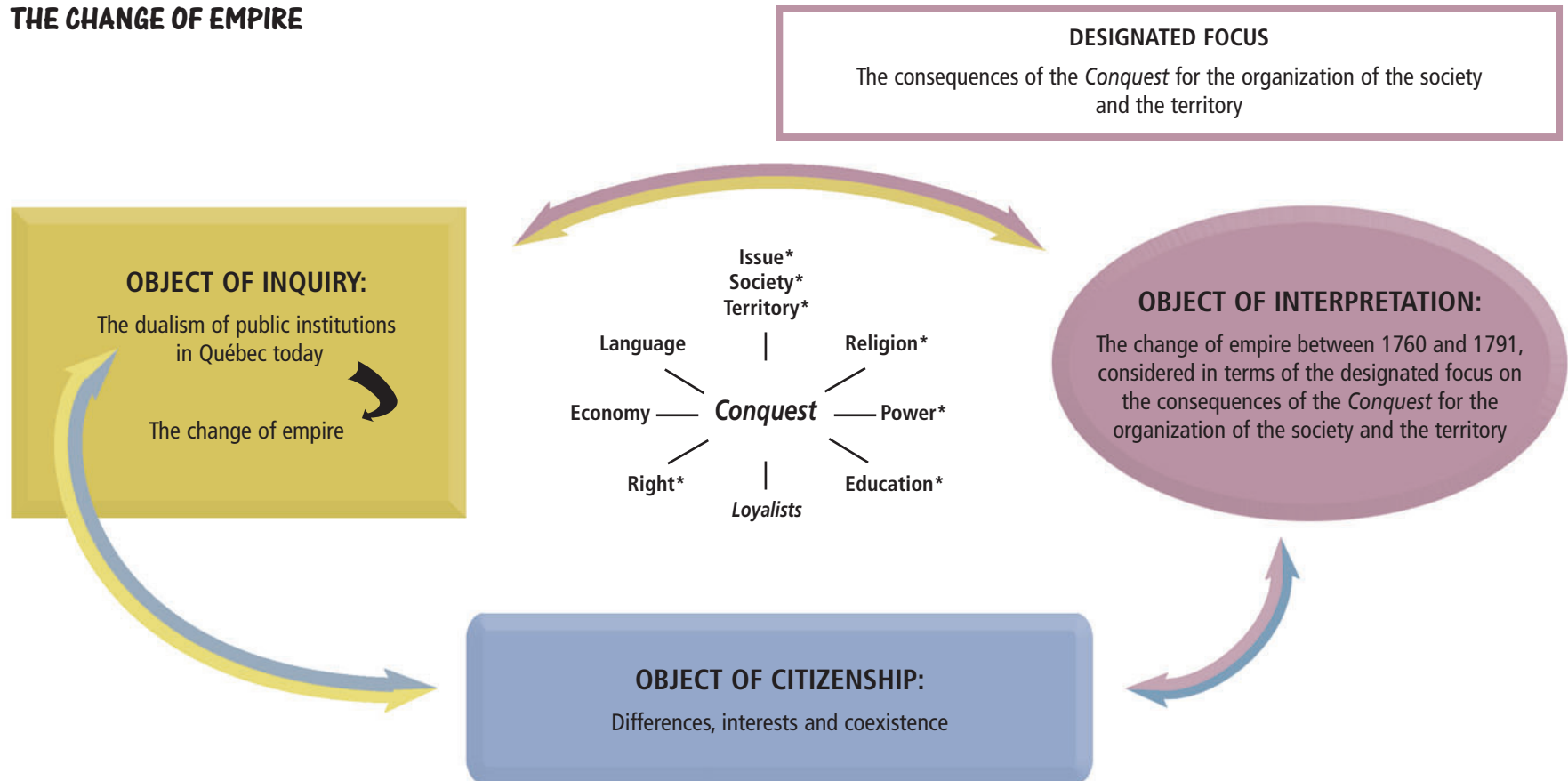
The integration of the former French colony into the British Empire in America did not go smoothly. The British merchants, angered by the conciliatory approach of the first British governors, demanded an elective legislative assembly. The *Canadiens* demanded more power: access to administrative and military positions, the official reestablishment of French laws and of the tithe, the abolition of the Test Act and a return to the colony's former borders.

In 1774, the British Parliament enacted the Québec Act, which made major territorial, legal, religious and political concessions to the *Canadiens*. The Québec Act aimed to keep the *Canadiens* from rallying to the cause of the Thirteen Colonies, for south of the border, tension was growing and preparations were under way for war.

The change of empire had major territorial, political, social and economic repercussions. For the social phenomenon *The change of empire*, the designated focus is thus the consequences of the *Conquest* for the organization of the society and its territory.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Adopting a historical perspective, the students begin by formulating questions about the dualism of public institutions in Québec today and then examine the change of empire—the transition from the French to the British Empire. Then, using the historical method, they interpret the social phenomenon in terms of the designated focus. Their examination of the present and the past and their interpretation of the past should enable them to reflect on ways to reconcile differences, conflicts and interests and on the need for coexistence in society today. It is thus an exercise in citizenship.

## THE CHANGE OF EMPIRE



### HISTORICAL KNOWLEDGE RELATED TO THE OBJECT OF INTERPRETATION

- Economic activities
- Effects of the American Revolution
- Internal administration of the colony
- Migration flows
- Organization and occupation of the territory
- Relations between the Canadiens and the British
- Relations with the Native peoples
- Social organization

**Elsewhere:** It is important for students to observe that a change of mother country affected the organization of another society around the same period: Consider one of the following: Dominica, India or Louisiana.

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

CULTURAL REFERENCES	HERE	ELSEWHERE		
	<p><b>The change of empire</b></p> <ul style="list-style-type: none"> <li>• <i>The humble Petition of Your Majesty's Ancient and New Subjects Inhabitants of the Province of Quebec / Lettre adressée aux Habitants de la province de Québec ci-devant le Canada</i></li> <li>• The Baby family</li> <li>• <i>La Gazette de Québec / The Quebec Gazette</i></li> <li>• The Cuthbert chapel</li> </ul>	<p><b>Dominica</b></p> <ul style="list-style-type: none"> <li>• The Caribbean Sea</li> <li>• Carib Indians</li> <li>• Sugar</li> </ul>	<p><b>India</b></p> <ul style="list-style-type: none"> <li>• Warren Hastings</li> <li>• Marathi Empire</li> <li>• Ghâts</li> </ul>	<p><b>Louisiana</b></p> <ul style="list-style-type: none"> <li>• The Mississippi</li> <li>• The Duc de Choiseul</li> <li>• White Creoles</li> </ul>

CHRONOLOGICAL REFERENCE POINTS	1760				1774				1791			
	<ul style="list-style-type: none"> <li>• 1755: deportation of the Acadians</li> <li>• 1756-1763: Seven Years' War</li> <li>• 1759: Battle of the Plains of Abraham</li> <li>• 1760: Capitulation of Montréal</li> </ul>	<ul style="list-style-type: none"> <li>• 1763: Treaty of Paris</li> <li>• 1763: Royal Proclamation</li> <li>• 1763: Instructions to Murray</li> <li>• 1763: Pontiac's revolt</li> </ul>				<ul style="list-style-type: none"> <li>• 1774: Québec Act</li> <li>• 1775: American invasion of the Province of Quebec</li> <li>• 1776: Declaration of American Independence</li> <li>• 1783: Treaty of Paris</li> </ul>				<ul style="list-style-type: none"> <li>• 1791: Constitutional Act</li> <li>• 1792: first elections</li> </ul>		

## Demands and struggles in the British colony

*In short,  
if we offer strong resistance to the metropolitan forces,  
which will inevitably involve a spontaneous general uprising,  
we run the risk of losing everything,  
our political freedom and our national rights,  
but we will retain our honour,  
whereas if we offer no resistance, or resist only weakly,  
we will lose our political freedom and our national rights,  
and our honour as well.*

**Étienne Parent [ Translation ]**

The second half of the 18th century was a period of intellectual ferment in Europe. Liberal ideas circulated openly and found expression in various movements. The financial and political circles were susceptible to the influence of liberalism, which consists in the various doctrines that tend to guarantee the rights and freedoms of individuals in society. With the development of liberalism, protest movements appeared. Their aim was to limit political power and obtain the recognition of certain rights. This liberal current of thought underlay the American Revolution, which took place a stone's throw from the Province of Quebec. In the United States, as in the young nations of Europe and South America, the idea of the sovereignty of the people challenged that of royal power.

The province remained under British colonial rule, but liberal ideas made headway. Groups of citizens demanded more political power and mobilized to defend their rights, as is shown by the 1784 petition for a legislative assembly: *The humble Petition of Your Majesty's Ancient and New Subjects Inhabitants of the Province of Quebec*. Political and economic conditions in Europe encouraged the mother country to make certain concessions. Although an assembly had already been authorized in 1763, it was only in 1791 that an elective legislative assembly was established, under the Constitutional Act, giving concrete expression to the principles of parliamentary government and representation. A true democracy had not yet been established, however. The members of the legislative and executive councils were not elected, but appointed by the governor, whose right of veto enabled him to

overrule a law up to two years after its adoption. In addition, this first parliament lacked the essential element of democratic government: the responsibility of the executive branch to the legislative assembly.

In the first elections, in 1792, the members of the French Canadian professional bourgeoisie won the majority of seats in the assembly. They demanded more power. From the start, the meetings of the assembly were marked by clashes on linguistic issues. Two parties, the *Parti canadien*, which would later become the *Parti patriote*, and the British Party faced off in a series of major parliamentary battles. Issues such as funding for the construction of prisons and the control of public expenditures gave rise to ongoing demands and struggles. This situation fostered the development of political eloquence and opinion journalism. For example, Louis-Joseph Papineau, Speaker of the House, Etienne Parent, editor of *Le Canadien*, Edmund Bailey O'Callaghan, editor of the *Vindicator and Canadian Advertiser* and member of the assembly, as well as Adam Thom, editor-in-chief of the *Montreal Herald*, were particularly outspoken.

The demands and struggles for which this period is known occurred in a context of economic change. Spurred by rising demand created by the war between France and Great Britain, the timber trade was increasingly replacing the fur trade in Lower Canada. Commercial and financial activities were developing in the colony. The first Canadian bank was established in Montréal. The largely anglophone business class saw canal construction as a priority, since it was essential for trade with Upper Canada, and as they required government funding for this purpose, they asked the legislative assembly of Lower Canada to finance it. In response, the members of the assembly authorized construction of the Lachine and Chambly canals, which would promote the economic development of Lower Canada, but refused to finance other projects leading to Upper Canada.

In this context, following the example of national liberation movements elsewhere in the world (especially in the United States and Europe) the Patriotes drew up the *92 Resolutions*, which criticized the actions of the governor and councils and demanded greater autonomy for the Assembly, responsible government, the inclusion of more French Canadians in the civil service and the protection of the French language and French law. That same year, the legislative assembly of Upper Canada also sent demands to the mother country, many of them similar to those of the *Patriotes*.

The British authorities and the governor of Lower Canada feared both this affirmation of nationhood and the great power of Lower Canada's assembly. The *Russell Resolutions* rejected the demands of the Patriotes as well as those of the assembly of Upper Canada. In Lower Canada, the Russell Resolutions allowed the executive and legislative councils to spend funds reserved for the assembly without taking into account the opinion of the elected representatives.

The *Patriotes* organized many popular meetings protesting these decisions. The conflict degenerated into armed struggle, which we know as the Rebellions of 1837 and 1838. The colony's religious authorities, who had objected to the introduction of democratic institutions in 1791, now opposed the Patriotes. In 1837, Monseigneur Lartigue, the Bishop of Montréal, advised the faithful to remain obedient and not allow themselves to be "seduced into rebellion against the established government."

The rebellion of 1837-1838 concluded with the defeat of the *Patriotes*. The British government suspended the constitution of Lower Canada and abolished the legislative assembly. The new governor, Durham, was asked to investigate the causes of the rebellions and propose solutions to the problems affecting the colonies of Lower Canada and Upper Canada, where armed struggles had also taken place. Durham's report advocated the union of the two Canadas, expressed the hope that in the future all the British colonies in North America would be united, and called for the introduction of the principle of responsible government. The British authorities rejected the latter suggestion, which would have calmed political tensions, but in 1840, they passed the Act of Union creating United Canada. In the new assembly, English was the only official language, and French Canadians no longer held the majority.

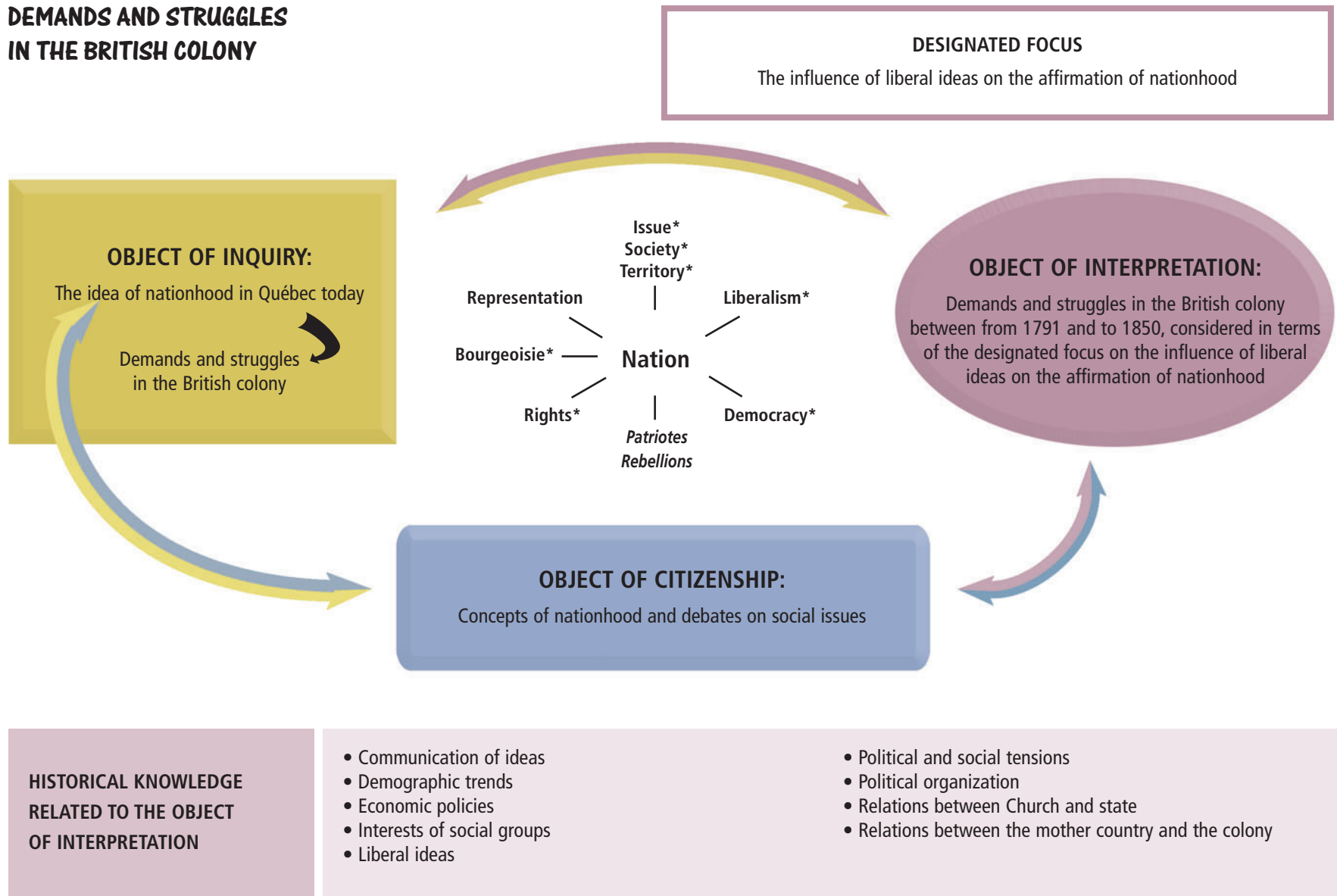
In the elections of 1841, an alliance of Reformers from Canada West and Canada East, who had put aside their different interests to pursue a common goal, won a majority of seats. This alliance, influenced by European liberalism and by Great Britain's abandonment of protectionism, enabled the British colony to obtain responsible government in 1848. Even though only part of the population was allowed to vote, United Canada finally had a parliamentary democracy.<sup>18</sup>

The affirmation of national identity, the liberal movements and the recognition of fundamental rights between 1770 and 1830 in the United States, Europe and South America had modified the concept of authority and fostered the emergence of a movement of national affirmation in the British colony. For the social phenomenon *Demands and struggles in the British colony*, the designated focus is thus the influence of liberal ideas on the affirmation of nationhood.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Adopting a historical perspective, the students start with questions about the idea of national consciousness in Québec today and then examine the demands and struggles in the British colony. Then, using the historical method, they must interpret the social phenomenon in terms of the designated focus. Their examination of the present and the past and their interpretation of the past should enable them to recognize that the concept of nationhood is not the same for all citizens and that this remains an open issue. Working on their own concept of nationhood, as the students do here, is an exercise in citizenship.

18. The *Constitutional Act* gave the franchise to part of the property owning and tenant population, without distinction as to sex. As a result, some women cast their vote. In 1849, however, the Baldwin-La Fontaine government specifically excluded women from the franchise, and they did not recover it until 1918.

## DEMANDS AND STRUGGLES IN THE BRITISH COLONY



**Elsewhere:** It is important for students to observe that liberal ideas were instrumental in another society’s affirmation of nationhood in about the same period. Consider one of the following: Ireland, Italy or any society in South America.

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

CULTURAL REFERENCES	HERE	ELSEWHERE		
	<p><b>Demands and struggles in the British colony</b></p> <ul style="list-style-type: none"> <li>• <i>Deuxième mandement à l’occasion des troubles de 1837</i>, by Monseigneur Lartigue</li> <li>• Ezekiel Hart</li> <li>• <i>An old Patriote</i>, drawing by Henri Julien</li> <li>• Louis-Joseph Papineau</li> <li>• James McGill and John Molson</li> <li>• <i>The Burning of the Parliament buildings in Montréal</i>, painting attributed to Joseph Légaré</li> </ul>	<p><b>Ireland</b></p> <ul style="list-style-type: none"> <li>• Theobald Wolfe Tone</li> <li>• Wexford county</li> <li>• Boolavogue, by P. J. McCall</li> </ul>	<p><b>Italy</b></p> <ul style="list-style-type: none"> <li>• The Carbonari</li> <li>• Giuseppe Mazzini</li> <li>• Princess Cristina Trivulzio di Belgiojoso</li> </ul>	<p><b>Any society in South America</b></p> <ul style="list-style-type: none"> <li>• See the definition of cultural references on page 33.</li> </ul>

CHRONOLOGICAL REFERENCE POINTS	1791		1837		1850	
	<ul style="list-style-type: none"> <li>• 1783: Treaty of Paris</li> </ul>	<ul style="list-style-type: none"> <li>• 1791: Constitutional Act</li> <li>• 1792: first elections</li> <li>• 1806: <i>Le Canadien</i> newspaper</li> <li>• 1834: The 92 Resolutions</li> </ul>	<ul style="list-style-type: none"> <li>• 1837-1838: Rebellions in Upper and Lower Canada</li> <li>• 1839: Durham Report</li> <li>• 1840: Act of Union</li> <li>• Early 1840: alliance of Reformers</li> <li>• 1846: abolition of the Corn Laws</li> <li>• 1848: application of the principle of responsible government</li> </ul>	<ul style="list-style-type: none"> <li>• 1851: Grand Trunk</li> <li>• 1854: Reciprocity Treaty</li> <li>• 1864: Charlottetown Conference and Québec Conference</li> </ul>		

## The formation of the Canadian federation

*I see in the not remote distance one great nationality  
bound like the shield of Achilles, by the blue rim of ocean . . .  
I see within the ground of that shield  
the peaks of the western mountains and the crests of the eastern waves.*  
**Thomas D'Arcy McGee**

After the Act of Union, Great Britain's adoption of a free-trade economic policy in 1846 and the application of the principle of responsible government under Lord Elgin in 1848, United Canada faced economic and political difficulties. The colony's western borders were threatened by the economic and territorial expansionism of the United States. On the political front, the alliance between the Reformers of Canada West and Canada East was fraying. It was becoming increasingly difficult to apply the principle of the double majority, and representation of the populations of the two Canadas was not proportional. Ministerial instability was becoming entrenched. Some economic and political decision-makers argued that a new political structure was necessary. They called for the creation of a large economic unit that would have a strong government, solid financial bases and a unified domestic market formed by the maritime colonies and United Canada.

In some Western societies in the second half of the 19th century, the development of industrial capitalism involved major economic and social changes. Economic liberalism was on the rise. In Canada, the first phase of industrialization was under way, based on the exploitation of certain natural resources and on the production of textiles, clothing, railway materials and foodstuffs. Working conditions in industry were harsh, especially for children, according to witnesses who testified before the Royal Commission on the Relations of Capital and Labour, whose report was published in 1889.

During this phase of industrialization, businessmen sought to ally themselves with political power. Important British and Canadian economic interest groups backed the construction of an intercolonial railway, which they considered essential for Canada's industrial and commercial development. The leaders of these groups supported a plan for the federation of the British colonies. Opposition to this undertaking came mainly from the Maritimes and Canada East. In Canada East, the *Parti rouge* feared that the projected federal union was really a legislative union in disguise, which would threaten

the survival of French Canadians. These opponents of federation believed that the sole *raison d'être* of the political project was to ensure that the population financed the construction of an intercolonial railway. Antoine-Aimé Dorion, the leader of the *Rouges*, felt that the population should be consulted on the matter.

Although a consensus had not been reached on the idea of a federation, the political negotiations, led by Macdonald and Cartier (and bearing essentially on the distribution of powers between the levels of government) and the three *Conferences* leading to *Confederation* took into account the construction of the railway. It had always been seen as a condition for the establishment of close political and economic ties between the British North American colonies.

In 1867, the colonies of United Canada, New Brunswick, and Nova Scotia united to form the *Dominion of Canada*. This created the first four provinces: New Brunswick, Nova Scotia, Ontario and Québec. Soon after Confederation, three other provinces were formed: Manitoba (1870), British Columbia (1871) and Prince Edward Island (1873). Under the Laurier government, the population of western Canada grew considerably, due in part to heavy European immigration and in part to natural growth. In 1905, the provinces of Alberta and Saskatchewan were created.<sup>19</sup>

Canada's territorial expansion brought it into conflict with the rights of the Métis, provoking two risings the first in Manitoba in 1869, and the second in Saskatchewan in 1885. The Métis sought to retain their fertile land, their hunting grounds and their way of life. Certain interest groups had other plans. Industrial promoters considered it essential to extend the railway, while the government was trying to attract new settlers to the west. The rising of 1885, put down by federal troops, and the trial of the Métis leader, Louis Riel, gave rise to a major crisis in relations between French and English Canadians. In Québec, Honoré Mercier, the leader of the Liberal Party, counting on widespread dissatisfaction, founded the *Parti national*, which promoted provincial autonomy.

19. Territories were also created: the Northwest Territories in 1870, the Yukon in 1898 and Nunavut in 1999. In 1949, the British colony of Newfoundland joined Confederation.

In the early 20th century, a second phase of industrialization began in Canada in the context of the First World War, during which a law on conscription was passed. This phase was characterized by the exploitation of new natural resources, the organization of production in larger factories, a greater orientation to the export market and an increase in the activities of the unions, whose existence had been legalized by the federal government's *Trade Unions Act* in 1872. The living conditions of families changed. Cities grew and modernized. Immigrants and new arrivals from the rural areas, however, lived in city neighbourhoods unimproved by modernization, with overcrowded housing, inadequate hygiene conditions, and high infant mortality rates. Still, work was plentiful, and Canadians enjoyed relative prosperity until the 1930s.

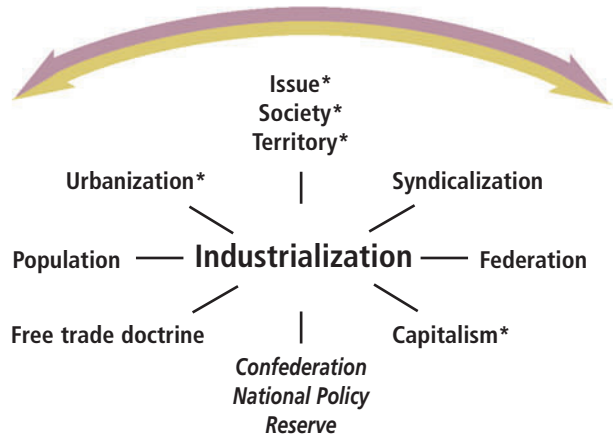
The social phenomenon considered here concerns the consequences of the policy shift undertaken by the mother country in the 1840s. Britain's adoption of more liberal policies and redefinition of relations with its colonies had major economic repercussions for the latter. For the social phenomenon *The formation of the Canadian federation*, the designated focus is the relationship between industrialization and social, territorial and political change—particularly the establishment of federal political institutions.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Adopting a historical perspective, the students begin by formulating questions about Québec's place within the Canadian federation today, and then examine the formation of the Canadian federation. Next, using the historical method, they must interpret the social phenomenon in terms of the designated focus. Their examination of the present and past and their interpretation of the past should enable them to realize that political power has a role to play in society today, which is also in the throes of major economic change, and that it is up to citizens to help define that role. This is an exercise in citizenship.

# THE FORMATION OF THE CANADIAN FEDERATION

**DESIGNATED FOCUS**  
The relationship between industrialization and social, territorial and political change

**OBJECT OF INQUIRY:**  
Québec's place within the Canadian federation today  
The formation of the Canadian federation



**OBJECT OF INTERPRETATION:**  
The formation of the Canadian federation between 1850 and 1929, considered in terms of the designated focus on the relationship between industrialization and social, territorial and political change

**OBJECT OF CITIZENSHIP:**  
Economic change and political power

**HISTORICAL KNOWLEDGE RELATED TO THE OBJECT OF INTERPRETATION**

- Demographic trends
- Economic conjuncture
- Industrial development
- Living and working conditions
- Political organization
- Relations with Great Britain
- Relations with the Native peoples and the Métis
- Urban development

**Elsewhere:** It is important for students to observe that elsewhere in the world in about the same period, other societies underwent major economic changes that had social, territorial or political effects. Consider one of the following: Argentina, Germany, Switzerland or the United States.

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

CULTURAL REFERENCES	HERE	ELSEWHERE			
	<p><b>The formation of the Canadian federation</b></p> <ul style="list-style-type: none"> <li>• <i>The Fathers of Confederation</i>, by Robert Harris</li> <li>• The Canadian Pacific</li> <li>• Parliament Hill</li> <li>• The Knights of Labour</li> <li>• Dominion Textile</li> <li>• The Port of Montréal</li> </ul>	<p><b>Argentina</b></p> <ul style="list-style-type: none"> <li>• Buenos Aires</li> <li>• Pampas Indians</li> <li>• Hipólito Yrigoyen</li> </ul>	<p><b>Germany</b></p> <ul style="list-style-type: none"> <li>• Otto von Bismarck</li> <li>• The Rhine</li> <li>• Richard Wagner</li> </ul>	<p><b>Switzerland</b></p> <ul style="list-style-type: none"> <li>• The Federal Palace</li> <li>• Les Chemins de fer fédéraux suisses (CFF)</li> <li>• The watch industry</li> </ul>	<p><b>United States</b></p> <ul style="list-style-type: none"> <li>• The Gold Rush</li> <li>• Harriet Tubman</li> <li>• Cotton</li> </ul>

CHRONOLOGICAL REFERENCE POINTS	1850	1867	1896	1929
	<ul style="list-style-type: none"> <li>• 1840: Act of Union</li> <li>• 1846: abolition of the Corn Laws</li> <li>• 1848: application of the principle of responsible government</li> </ul>	<ul style="list-style-type: none"> <li>• 1854: Reciprocity Treaty</li> <li>• 1864: Charlottetown and Québec conferences</li> <li>• 1866: London Conference</li> </ul>	<ul style="list-style-type: none"> <li>• 1867: British North America Act</li> <li>• 1867: election of the Macdonald government</li> <li>• 1876: Indian Act</li> <li>• 1878: National Policy</li> <li>• 1885: completion of the Canadian Pacific</li> <li>• 1885: hanging of Louis Riel</li> <li>• 1887: election of the Mercier government</li> </ul>	<ul style="list-style-type: none"> <li>• 1896: election of the Laurier government</li> <li>• 1914-1918: First World War</li> <li>• 1921: Confédération des travailleurs catholiques du Canada / Canadian Catholic Confederation of Labour</li> </ul>

## The modernization of Québec society

*We must consider change in the context of a world situation.  
Tomorrow, communications and needs  
will have brought people of every language, race and religion  
closer together than ever before.*  
**Jean Lesage [Translation]**

During the late 19th and early 20th centuries, the pace of industrialization and urbanization accelerated. By the beginning of the Great Depression, nearly two thirds of Québec's population lived in urban areas. Retail trade was growing in both rural and urban areas. Attitudes remained essentially traditional, despite tensions between modernism and conservatism.

Before the crash of 1929, the government had made only brief incursions into the private sector and played a limited role in the social sphere, which had been the responsibility of religious groups and charitable organizations. The depression, and later the Second World War, led to more specific government intervention, such as temporary social measures to attenuate extreme poverty. These efforts represent the beginning of the Welfare State.

Paradoxically, despite the economic doldrums, the depression saw the start of the changes that were to transform Québec society in subsequent decades. Mass communications—radio, press, telephone and film—expanded greatly, and with them, the American influence. Opposition to political, social and religious conservatism grew and this openness to social change found expression in various movements, notably the women's movement. Idola Saint-Jean, Thérèse Casgrain and Carrie Derrick were among those who campaigned for women's suffrage. Despite the particularly strong political, social and religious resistance deployed during the years of the Duplessis government, the values and mindset of Québec society changed. This change, a harbinger of the Quiet Revolution, was evident in both urban and rural areas, although it developed according to a different pace in each.

The trend to a consumer society that had emerged in the interwar years gained impetus after the Second World War. In the following decades, Québec underwent major changes in all domains, but particularly with regard to attitudes, which were strongly influenced by the arrival of television in 1952. In addition, during these same years Québec society, like the rest of North America, experienced major demographic growth—the baby boom.

The Quiet Revolution was marked by the expansion of the role of the state. New ministries, such as those of Education, Cultural affairs and Federal-Provincial affairs, were created. Québec increased its visibility on the international scene by establishing delegations in various countries. The civil service grew and Crown corporations such as the Société générale de financement and the Caisse de dépôt et placement were set up. As attitudes changed, the state was cast in a new role, as a provider of capital and a creator of jobs. With regard to regional development, for example, the government created planning and development bodies (the Quebec Economic Advisory Council in 1962 and the Eastern Quebec Development Bureau in 1963).

During the 1960s, many different factors accelerated the development of Québec society. The Montréal World's Fair (Expo '67) promoted openness to the world, there was growing recognition of the importance of education, the feminist and union movements became more active, new political parties emerged, secularization gained ground, Québécois cultural life came into its own and immigration became more diverse.

The following decade began with an ideological, political and social crisis—the October Crisis—which left an enduring imprint on Québec history. This period was characterized by heated debate about major social issues: Québec nationalism, language, health, labour, the environment and economic development. Women were playing a greater role in all areas of society, and acceding to positions of power. Francophone entrepreneurs made headway, and small and medium-sized enterprises multiplied.

The Bourassa government spearheaded major hydroelectric projects, which entailed important negotiations with Native communities. In 1975, the governments of Canada and Québec, the Cree and Inuit of Nouveau-Québec and Hydro-Québec signed the *James Bay and Northern Quebec Agreement*.<sup>20</sup>

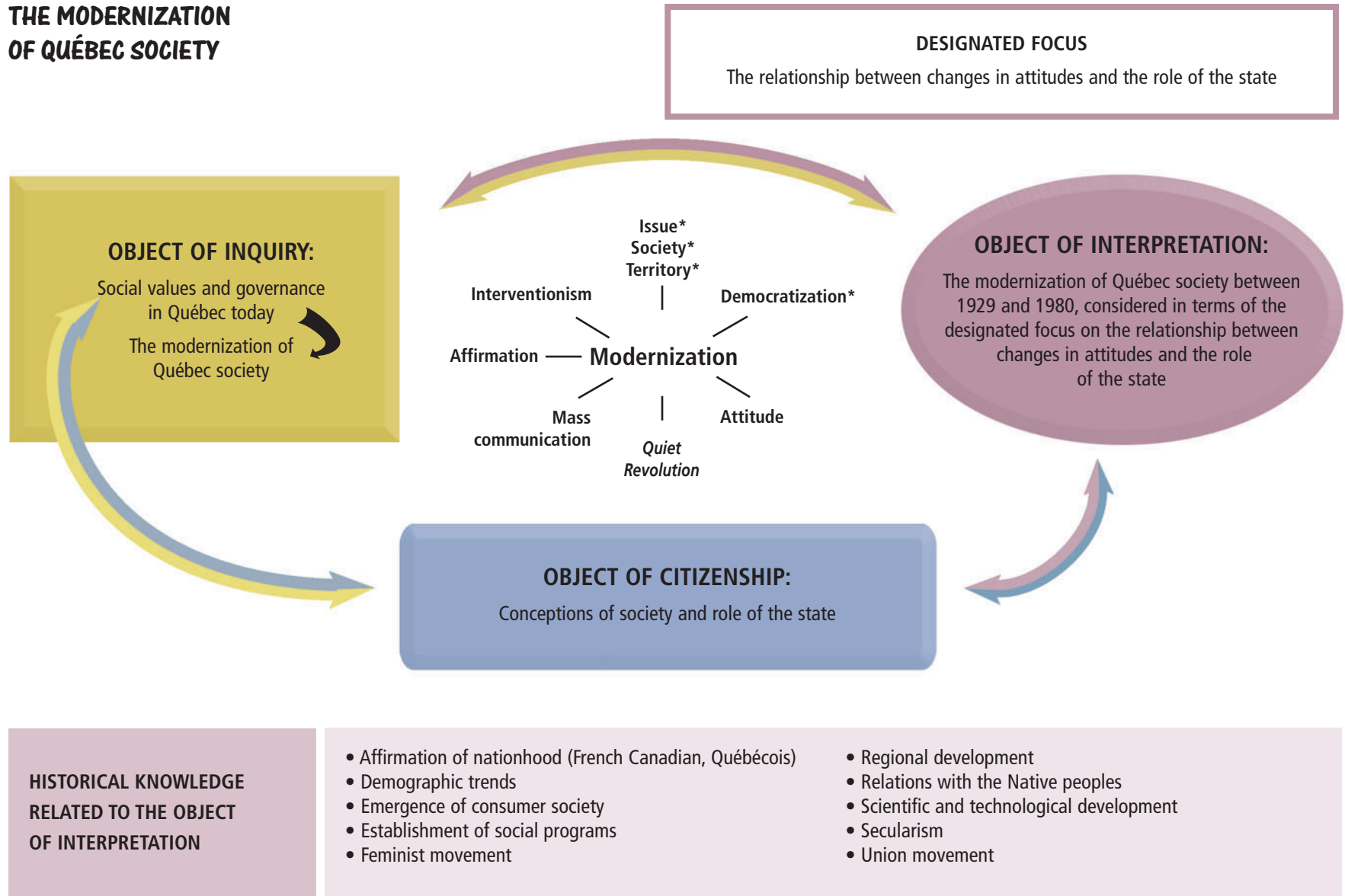
In 1976, the Parti québécois came to power and undertook social and economic reforms. Debates on nationalism and the language issue continued apace. They culminated in the adoption of the *Charter of the French language* in 1977, and the referendum of 1980.

20. The Naskapi signed the Northeastern Quebec Agreement in 1978.

The modernization of Québec is a complex phenomenon, with social, demographic, cultural, economic and political implications. From the Great Depression to 1980, government intervention grew in importance, while Québec society experienced major changes in attitudes and values. For the study of the social phenomenon *The modernization of Québec society*, the designated focus is thus the relationship between changes in attitudes and the role of the state.

The diagram below illustrates the relationship between the subject-specific competencies and the program content. Adopting a historical perspective, the students start with questions about governance and social values in present-day Québec, and then examine the modernization process in Québec society between 1929 and 1980. Then, using the historical method, they should interpret the social phenomenon in terms of the designated focus. The students' examination of the present and the past and their interpretation of the past should enable them to realize that there are a number of views concerning what a society should be today. Reflecting on the role of political power in recognizing or, possibly, reconciling these different perspectives is an exercise in citizenship.

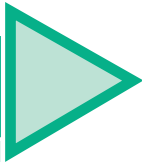
# THE MODERNIZATION OF QUÉBEC SOCIETY



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

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

CULTURAL REFERENCES	HERE	ELSEWHERE				
	<p><b>Modernization of Québec society</b></p> <ul style="list-style-type: none"> <li>• Mary Travers, aka La Bolduc</li> <li>• Armand Frappier and Brother Marie-Victorin</li> <li>• The National Film Board</li> <li>• Place Ville-Marie</li> <li>• André Laurendeau</li> <li>• <i>Les Plouffe</i>, by Roger Lemelin</li> <li>• Pauline Julien</li> <li>• Comprehensive secondary schools and CEGEPs</li> <li>• <i>Les belles-sœurs</i>, by Michel Tremblay</li> </ul>	<p><b>Algeria</b></p> <ul style="list-style-type: none"> <li>• <i>To the Algerian people</i></li> <li>• Houari Boumediene</li> <li>• Raï music</li> </ul>	<p><b>Cuba</b></p> <ul style="list-style-type: none"> <li>• Ernesto Che Guevara</li> <li>• Mariano Rodríguez</li> <li>• Bay of Pigs</li> </ul>	<p><b>India</b></p> <ul style="list-style-type: none"> <li>• Mohandas K. Gandhi</li> <li>• Hinduism</li> <li>• The Zamindari system</li> </ul>	<p><b>People's Republic of China</b></p> <ul style="list-style-type: none"> <li>• Mao Zedong</li> <li>• The Gate of Heavenly Peace</li> <li>• Poster art</li> </ul>	<p><b>Sweden</b></p> <ul style="list-style-type: none"> <li>• Olaf Palme</li> <li>• Royal Domain of Drottningholm</li> <li>• <i>Pippi Longstocking</i>, by Astrid Lindgren</li> </ul>



	1929	1945	1960	1980	
CHRONOLOGICAL REFERENCE POINTS	<ul style="list-style-type: none"><li>• 1922: beginning of radio broadcasting</li></ul>	<ul style="list-style-type: none"><li>• 1929: crash of the New York Stock Exchange</li><li>• 1930: <i>Lettre pastorale des évêques sur le divorce</i></li><li>• 1936: election of Duplessis government</li><li>• 1939-1945: World War II</li><li>• 1939: election of Godbout government</li><li>• 1940: women obtain right to vote in Québec provincial elections</li><li>• 1943: Act respecting compulsory school attendance</li><li>• 1944: election of Duplessis government</li></ul>	<ul style="list-style-type: none"><li>• 1948: adoption of Québec flag</li><li>• 1949: Asbestos strike</li><li>• 1952: arrival of television</li><li>• 1954: introduction of provincial income tax</li><li>• 1955: invention of the contraceptive pill</li></ul>	<ul style="list-style-type: none"><li>• 1960: election of Lesage government</li><li>• 1963: Royal Commission of Inquiry on Education in the Province of Quebec</li><li>• 1967: Montréal World's Fair</li><li>• 1970: October Crisis</li><li>• 1970: Health Insurance Act</li><li>• 1971: James Bay hydro-electric project</li><li>• 1976: election of the Lévesque government</li><li>• 1977: Charter of the French language (Bill 101)</li><li>• 1977: Automobile Insurance Act</li><li>• 1978: An Act to Preserve Agricultural Land in Québec</li></ul>	<ul style="list-style-type: none"><li>• 1980: referendum on sovereignty-association</li><li>• 1982: unilateral patriation of the Canadian constitution</li></ul>

## Issues in Québec society since 1980

*. . . it is our historical fate to be living now. . . . [H]ow we should read the details of this moment . . . is subject to much debate.*

**Keith Jenkins**

Since 1980 Québec society has faced choices requiring citizen deliberation on the issues involved. The History and Citizenship Education program helps students to become aware of their power to take action and play their role fully, as citizens, in these discussions. It contributes—especially by ensuring that students adopt a historical perspective—to the education of informed citizens who are capable of ethical and critical reflection and democratic participation in the public sphere.

The central concept to be developed is that of the public sphere, the arena in which information circulates and questions of common interest are debated. It is within this space that students can use the competencies they have developed in their three years of history and citizenship education. It is here that citizens exercise a critical role and express their views, enjoying the freedom of expression recognized in 1975 by Québec’s Charter of Human Rights and Freedoms. It is also in the public sphere that citizens meet their responsibilities by participating in democratic life and contributing to decisions concerning social issues.

Since the 1980s, there has been a growing tendency to debate political, economic, social and environmental issues. Addressing these issues is complicated because the analysis of any given issue must take into account several aspects of society. For example, an environmental issue also has political, social and economic dimensions. These aspects also affect each other. To grasp all the implications of an issue, it is thus essential to have an overall picture.

Since the inclusion of the Canadian Charter of Rights and Freedoms in the 1982 Constitution Act, the courts have confirmed the legal framework of citizens’ rights and recognized the right to fundamental freedoms. Social issues and positions or demands regarding such issues have become major focuses of public debate. This has happened, for example, with regard to Native demands, religious issues and the language question. Citizens concerned about these issues discover that addressing them calls for choices

based on the concept of the common good, and that such choices require their active participation.

At the same time, the fact that individuals, interest groups and political bodies identify with various political options (federalist, sovereignist, left, right, etc.) complicates decision-making. Thus, for example, Québec’s refusal to ratify the Canadian constitution in 1982 gave rise to many political discussions, which in turn led to the Meech Lake Accord in 1987, the referendum on the Charlottetown Agreement in 1992 and the referendum on sovereignty in 1995. Many issues remain unresolved, such as those of the overlapping of federal and provincial jurisdictions, the distribution of powers and the financing of government operations. How can citizens find their way among these complex issues? Do they feel that any of this actually concerns them? How much of a difference can they make? How can we promote more interest and a greater sense of involvement in politics?

In economic terms, the period has seen an increase in regional disparities, the expansion of trade, the emergence of a service-based economy, and changes in labour relations and the role of the state. What is the proper role of the state in economic affairs? What role should citizens play in solving economic problems? What role can they play?

Social issues raise questions that are vital for the development of society and often require economic and political decisions. For example, health and education are areas that clearly involve social issues. In addition, Québec faces other social challenges, such as promoting pluriculturality and the harmonious integration of newcomers into Québec society. The low birth rate, the aging of the population and the depopulation of outlying regions, are but a few of the demographic issues requiring citizen participation. Students thus face many questions raised by social issues, and like all citizens, must make choices that will have repercussions on the future of Québec society.

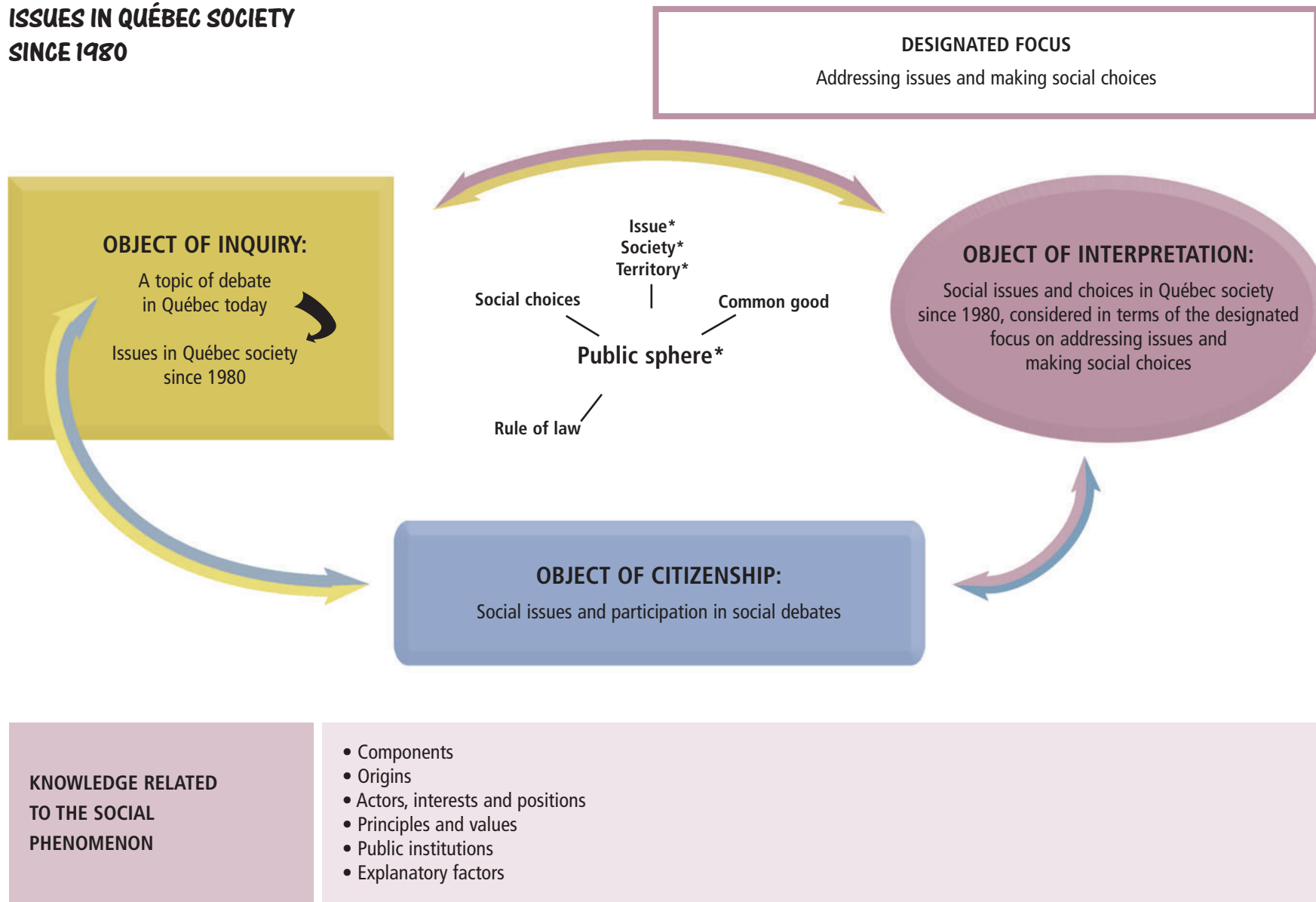
Closely related to economic and political concerns, the question of the environment is more and more a focus of discussion about the choices facing society. This is an area in which students can exercise their citizenship, notably by examining their behaviour as consumers. They must play a watchdog role with regard to questions related to development, pollution, energy use, global warming and the equitable distribution of resources. These are all problems whose solution requires active participation by citizens.

The last social phenomenon considered in the first year of the cycle is Québec society since the 1980s. It constitutes the culmination of the learning acquired since the beginning of the cycle. The knowledge and concepts the students construct in studying the first six social phenomena provide the foundations for the study of the social phenomenon *Issues in Québec society since 1980*, for which the designated focus is addressing issues and making social choices.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Adopting a historical perspective, the students examine two topics of debate in Québec today.<sup>21</sup> The first topic of debate must be political, while the second may be chosen by the teacher or the students. Then, using the historical method, they must interpret the social phenomenon in terms of the designated focus. Their examination and interpretation should enhance their awareness of the historical roots of contemporary issues in Québec society and lead them to consider what it means to participate as informed citizens in the discussion, choices and community life of a society that is democratic, pluralistic and open to a complex world.

21. Since the students are expected to take into account the complexity of the social phenomenon, they must consider the other aspects of society regarding the issue chosen.

## ISSUES IN QUÉBEC SOCIETY SINCE 1980



**Elsewhere:** It is important that students observe how a similar issue is addressed in another society.

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

### ISSUES IN QUÉBEC SOCIETY SINCE 1980

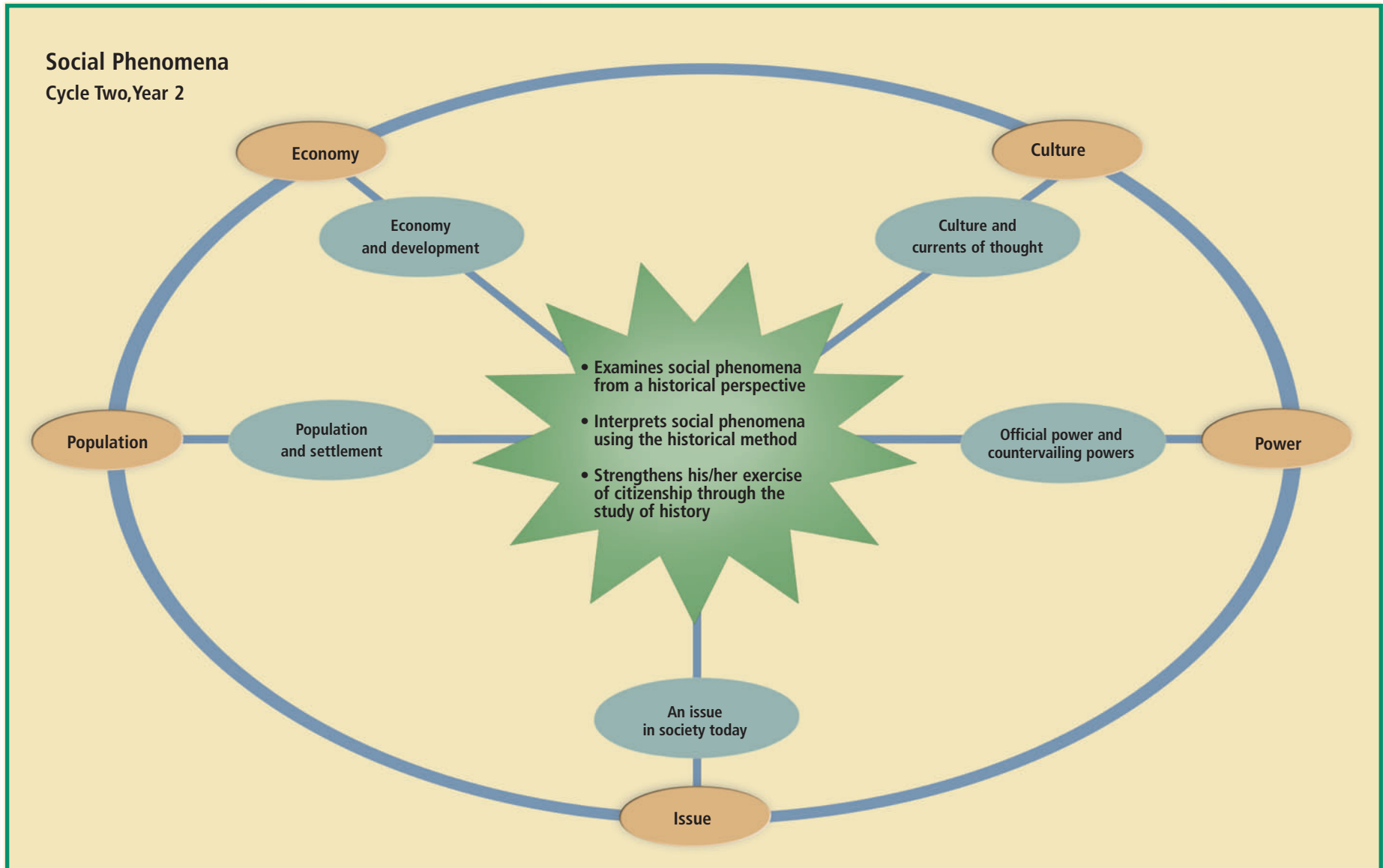
#### CULTURAL REFERENCES

- The cultural references are chosen by the teacher according to the issues selected

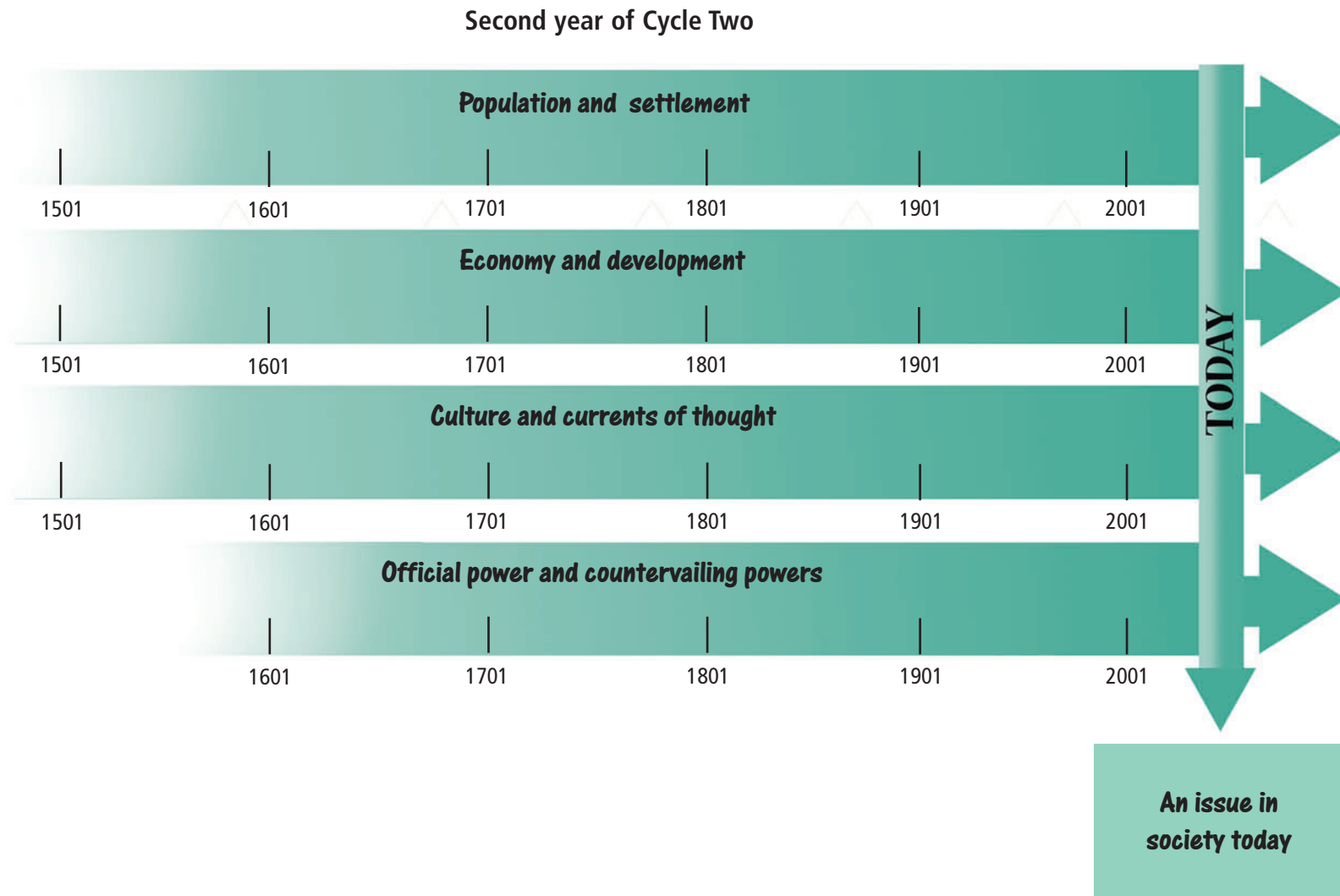
	1980	1990	2000	
CHRONOLOGICAL REFERENCE POINTS	<ul style="list-style-type: none"> <li>• 1977: Charter of the French language (Bill 101)</li> <li>• 1978: Bureau d'audiences publiques sur l'environnement</li> </ul>	<ul style="list-style-type: none"> <li>• 1980: referendum on sovereignty-association</li> <li>• 1982: unilateral patriation of the Canadian constitution</li> <li>• 1985: National Assembly resolution officially recognizing the existence of ten Amerindian nations and one Inuit nation</li> <li>• 1987: non-ratification of the Lake Meech Accord</li> <li>• 1988: adoption of the Canada-U.S. Free Trade Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• 1990: Oka Crisis</li> <li>• 1992: referendum on the Charlottetown Agreement</li> <li>• 1993: adoption of the North American Free Trade Agreement</li> <li>• 1995: referendum on sovereignty</li> <li>• 1995: creation of the Centres de la petite enfance (daycare system)</li> <li>• 1996: Pay Equity Act</li> </ul>	<ul style="list-style-type: none"> <li>• 2000: Paix des Braves</li> <li>• 2002: adoption of An Act to combat poverty and social exclusion</li> <li>• reference points to be chosen according to the social issues selected</li> </ul>

## Program Content, Cycle Two, Year 2

In the following diagram, the subject-specific competencies are located in the centre, with the social phenomena studied in the second year of the cycle and the central concept associated with each social phenomenon around them.



The first four social phenomena studied in the second year of Secondary Cycle Two concern themes that give students an opportunity to apply what they learned in the first year of the cycle and also to perceive Québec society in a long-term perspective. These social phenomena may be studied in any order. They provide foundations that prepare students to address the final phenomenon: *An issue in society today*. The study of this last social phenomenon also allows students to use the learning they have acquired in the two years of Secondary Cycle Two. As a result, this social phenomenon must be addressed last.



## Population and settlement

*As a member of a people,  
you never come in at the beginning of the movie;  
the epic is already well underway.  
You have to find a meaning for what is on the screen before you . . .  
tell your own story.*  
**Charles Taylor**

Settlement is a process by which human beings occupy a space, adapt it to their needs and, over time, confer on it a particular meaning and organization.

The oldest traces of human presence in Québec date from about 10 000 B.C.<sup>22</sup> The Native peoples (Amerindians and Inuit) were the first occupants of the territory. Each nation had its own way of life and social organization. In 2005, the Native population was estimated to be about 83 000.<sup>23</sup> In the 16th century, between 20 000 and 25 000 Native people lived in what is now Québec territory. But how did settlement occur in Québec after that? What alliances, agreements, conflicts and sources of friction marked this process? How did the population of Québec come to be what it is today? How did population distribution occur within the territory? How did natural growth and the various migrations contribute to the occupation and organization of the territory? What are the present-day issues with regard to settlement and the population? How should these issues be addressed?

In the 16th century, Basque and Breton cod fishers and whale hunters visiting the gulf and shores of the St. Lawrence were the first Europeans to establish contact with the Native people. Since then, hundreds of thousands of people, of many origins, have settled in Québec. Successive waves of immigration, together with natural growth, thus shaped the demographic landscape of Québec and the settlement of its territory.

In New France, at the beginning of the colony, the population was small and the vast majority of its members were men. When Jean Talon was intendant, he introduced policies designed to encourage immigration, marriage and large families and the population increased considerably. Under the French régime, nearly 10 000 immigrants, mainly from the French provinces of Normandy, Aunis and Poitou, contributed to the population of New France.

In the wake of the Conquest of 1760, the new immigrants, primarily English, Scottish and Irish settlers came from the British Isles. After the independence of the United States, Loyalists, and later, Americans, settled in the colony.<sup>24</sup> In the late 18th century, the population of Lower Canada grew considerably. French Canadians, whose birth rate was one of the highest in the world, made up most of the population.

Other waves of newcomers followed later. In the 19th century, for example, there were Irish immigrants fleeing epidemics and famine. At the end of the century, and in the early 20th century, however, Québec's net migration was negative, as many French Canadians emigrated to the United States. In the first half of the 20th century, the majority of immigrants to Québec were Europeans in search of a better life. Some were fleeing persecution, national conflicts and wars, while others had economic motives. The years after the Second World War were marked by the baby boom and considerable immigration, mainly from Europe. Since then, Québec has welcomed immigrants from all parts of the world. Today, because of the province's low birth rate, population growth is essentially the result of immigration.

Generally speaking, populations settle near communication routes and in places where resources enable them to survive. Accordingly, in the 17th century, settlement occurred first along the banks of the St. Lawrence and its tributaries. When the St. Lawrence Valley became overcrowded and migration to the United States assumed major proportions, new regions such as the Laurentians, the Saguenay and Lac-Saint-Jean were opened up to colonization. During the depression of the 1930s, city-dwellers settled in other regions far from the main urban centres, such as Abitibi and the Gaspé, even if the harsh climate or mountainous terrain made it difficult to practice agriculture in these regions. Later, after 1945, the exploitation of natural resources gave rise to other internal migrations and favoured the development of the Côte-Nord and Nouveau-Québec. Nowadays, people settle wherever they find work, which is usually in the big cities, especially the greater Montréal area.

22. According to archeological research by the l'École de fouilles of the Université de Montréal's anthropology department, the human presence in the Lake Mégantic region dates from the early Paleo-Indian period.

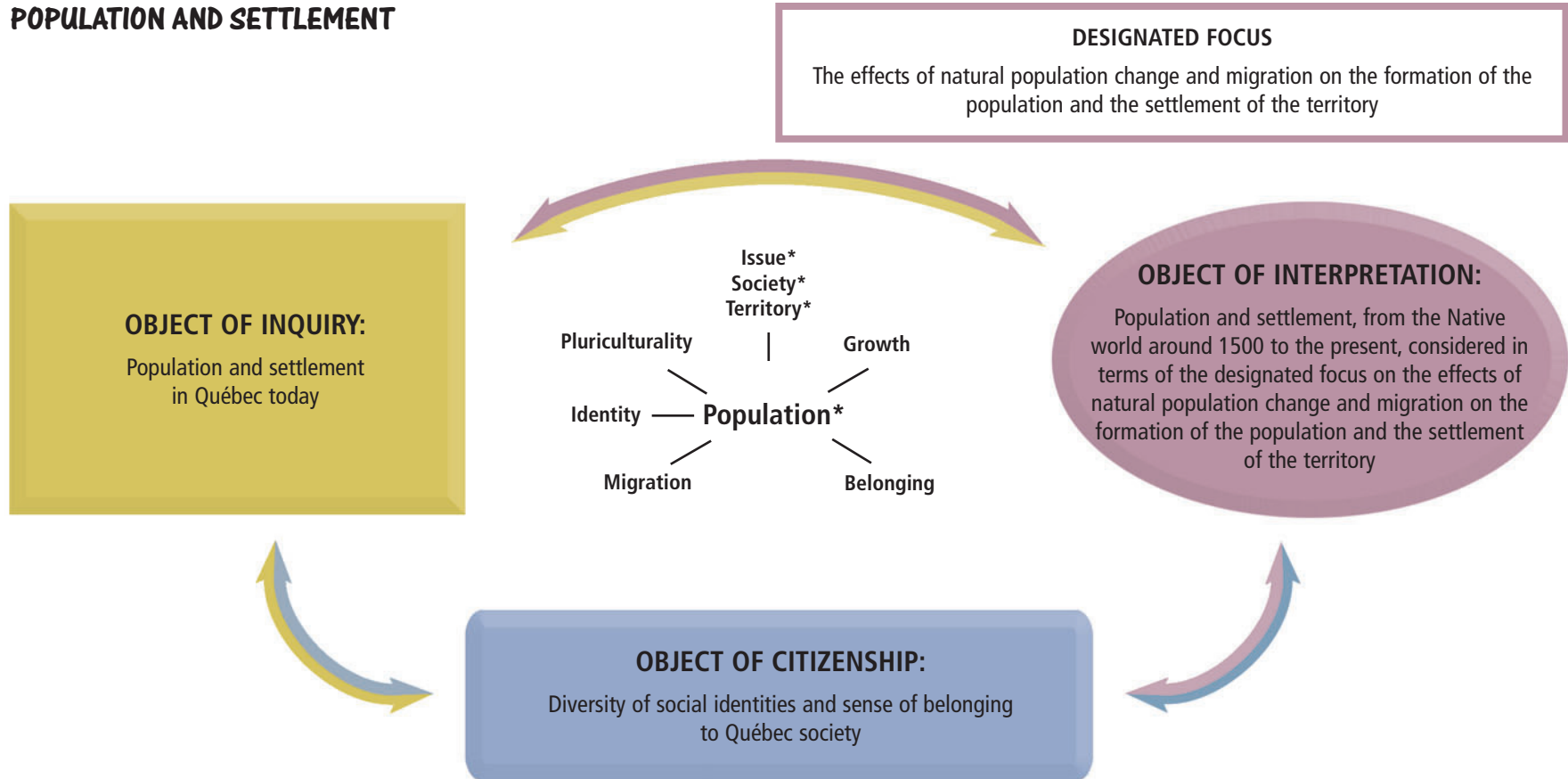
23. Gouvernement du Québec, Secrétariat aux affaires autochtones, 2005.

24. The majority of the Loyalists, however, settled in Upper Canada.

The hundreds of thousands of immigrants from all over the world who have settled in Québec since the time of the first occupants have contributed to the diversification of the population and the settlement of its territory. The arrivals and departures of people of various religions and geographical and economic origins have made the population of Québec what it is today. For the study of the social phenomenon *Population and settlement*, from the Native world around 1500 to the present, the designated focus is thus the effects of natural population change and migration on the formation of the population and the settlement of the territory.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Students examine the nature and distribution of the population of present-day Québec from a historical perspective. For example, they might ask: How did the population of Québec evolve over time? How did the present territorial distribution develop? What were the sources of conflict? What contribution have immigrants made to Québec's culture? Who are today's Quebeckers? Where did they come from? Where do they live? Then, using the historical method, they must interpret the social phenomenon in terms of the designated focus. They try to establish how the population of Québec gradually took on its present characteristics over the centuries. Their examination and interpretation should lead them to try to reconcile the diversity of social identities and the sense of belonging to Québec society. By participating in the effort to address this issue, they are helping to create a common ground allowing community life to go beyond passive acceptance of other people and their differences.

## POPULATION AND SETTLEMENT



Periods	First occupants around 1500	French régime 1608-1760	British rule 1760-1867	Contemporary period 1867 to the present
<b>HISTORICAL KNOWLEDGE RELATED TO THE OBJECT OF INTERPRETATION</b>	<ul style="list-style-type: none"> <li>• Organization and settlement of the territory</li> <li>• Settlement of northeastern America</li> </ul>	<ul style="list-style-type: none"> <li>• Organization and settlement of the territory</li> <li>• Slavery</li> <li>• Policies encouraging immigration and large families</li> <li>• Relations with the Native population</li> <li>• Composition of the population</li> </ul>	<ul style="list-style-type: none"> <li>• Policies to promote immigration</li> <li>• British immigration</li> <li>• Immigration of Loyalists and Americans</li> <li>• Emigration to the United States and the west</li> <li>• Colonization of new regions</li> <li>• Relations with the Native population</li> <li>• Composition of the population</li> </ul>	<ul style="list-style-type: none"> <li>• Policies to promote immigration</li> <li>• Increase of the urban population</li> <li>• Colonization of new regions</li> <li>• Emigration to the United States and the west</li> <li>• Relations with the Native population</li> <li>• Composition of the population</li> </ul>

**Elsewhere:** It is important for students to observe the diversity of the population in other contemporary societies. Consider one of the following: Belgium, Brazil, Singapore or South Africa.

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

CULTURAL REFERENCES	HERE	ELSEWHERE: TODAY			
	<p><b>Population and settlement</b></p> <ul style="list-style-type: none"> <li>• The Lac Mégantic area</li> <li>• The Filles du Roy and the Carignan-Salières regiment</li> <li>• The village and the parish</li> <li>• The Torah of the congregation of Shearith Israel</li> <li>• St. Matthew Cemetery</li> <li>• The Eastern Townships</li> <li>• Nigger Rock</li> <li>• Grosse-Île</li> <li>• The state of Vermont</li> <li>• Boulevard Saint-Laurent</li> </ul>	<p><b>Belgium</b></p> <ul style="list-style-type: none"> <li>• Eupen and its carnival</li> <li>• Brussels</li> <li>• Bruges</li> </ul>	<p><b>Brazil</b></p> <ul style="list-style-type: none"> <li>• Olinda</li> <li>• The samba</li> <li>• The Xavante Amerindians</li> </ul>	<p><b>Singapore</b></p> <ul style="list-style-type: none"> <li>• Thian Hock Keng temple</li> <li>• The Raffles Hotel</li> <li>• The Malaysian village</li> <li>• Little India</li> </ul>	<p><b>South Africa</b></p> <ul style="list-style-type: none"> <li>• Miriam Makeba</li> <li>• Nadine Gordimer</li> <li>• Pretoria/Tshwane</li> </ul>

CHRONOLOGICAL REFERENCE POINTS					
	-30 000	First occupants 1608	French régime 1760	British rule 1867	Contemporary period
	<ul style="list-style-type: none"> <li>• - 30 000: migrations via the Bering Strait <sup>25</sup></li> <li>• - 10 000: oldest traces of human occupation in Québec <sup>26</sup></li> </ul>	<ul style="list-style-type: none"> <li>• 1608: founding of Québec</li> <li>• 1627: Company of One Hundred Associates</li> <li>• 1634: founding of Trois-Rivières</li> <li>• 1642: founding of Ville-Marie</li> <li>• 1666: first census</li> <li>• 1709: legalization of slavery in New France</li> <li>• 1755: deportation of the Acadians</li> <li>• 1759: capture of Québec</li> </ul>	<ul style="list-style-type: none"> <li>• 1760: capitulation of Montréal</li> <li>• 1760-1763: Military regime</li> <li>• 1763: Treaty of Paris</li> <li>• 1763: Royal Proclamation</li> <li>• 1763: Instructions to Murray</li> <li>• 1776: American Declaration of Independence</li> <li>• 1783: Treaty of Paris</li> <li>• 1830: agricultural crisis</li> <li>• 1833: abolition of slavery in the British Empire</li> <li>• 1847: famine in Ireland</li> </ul>	<ul style="list-style-type: none"> <li>• 1867: British North America Act</li> <li>• 1876: Indian Act</li> <li>• 1885: smallpox epidemic in Montréal</li> <li>• 1885: completion of the Canadian Pacific Railway</li> <li>• 1918: Spanish flu epidemic</li> <li>• 1945: beginning of the baby boom</li> <li>• 1968: establishment of the Ministère de l'Immigration du Québec</li> </ul>	

25. According to current knowledge.

26. According to current knowledge.

## Economy and development

*In the local development approach, communities take charge of their social, economic, technological and environmental options in seeking long-term solutions to the problems facing [them]. Community management is based on two key democratic values: participation and responsibility.*

**Bernard Vachon [Translation]**

The economic development of a society is related to its resources and to the production, distribution (networks and market) and consumption of goods and services.

Long before the arrival of the Europeans, the Amerindians engaged in trade: their thriving system of trading routes gradually covered the whole northeastern part of America. From that first system of economic organization to the present, Québec's constantly changing economy has affected the organization of its society and territory. What form has this process taken? What are the key economic development issues today? What orientation should development be given?

Like the Basques and Bretons, French fishermen of the early 16th century were familiar with the waters of the Gulf of St. Lawrence and their rich supply of fish. In the Catholic countries of Europe, where many meatless days were prescribed by the Church, fish was in great demand. Fishing was thus an important economic activity in Europe well before the founding of New France.

In New France, however, the most important economic activity was related to the fur trade. Merchants, Amerindians and coureurs des bois were all involved in it. Agriculture, initially of a subsistence nature, developed and diversified gradually. Craft enterprises such as breweries, soap factories and tanneries often appeared and disappeared without even being able to satisfy the needs of the population. Some attempts at economic diversification were made, such as trade in precious wood and shipbuilding. For nearly a century and a half from 1738 to 1883 iron ore from the Trois-Rivières region was processed at the Forges du Saint-Maurice. Nonetheless, the fur trade was the motor of New France's economy and also underlay its territorial expansion.

This economic activity continued after the Conquest. In the early 19th century, however, following the establishment of Napoleon's Continental blockade in 1806, the exploitation of forest resources became more important than the fur trade. The colony experienced economic difficulties in the mid-19th century, after the mother country abandoned its policy of colonial protectionism. The late 19th century was a period of change, as Québec's economy underwent its first phase of industrial development, which contributed to urbanization and the opening of new regions, while agriculture turned to dairy farming and the railway system expanded.

The early 20th century was marked by accelerated industrial production and urbanization. Because it had many rivers, Québec was able to rapidly increase its hydroelectrical output, which in turn made possible the exploitation and processing of natural resources in sectors such as mining and pulp and paper. During this period, however, dairy production remained important. The period was characterized by strong economic growth, which lasted until the Great Depression of the 1930s.

After the difficult depression years, the Second World War promoted industrial expansion, which accelerated the development of mass consumption. In the postwar years, the economy became more diversified, and the service sector grew in importance. The 1960s saw the construction of major infrastructures, including the seaway, the expressways and the Montréal metro. Prices and wages rose. This trend continued, overall, in the following decade. Natural resources like iron were increasingly exploited, and major projects were undertaken, a prime example being hydroelectric construction in northern Québec.

In the 1980s, however, the economy lost ground. Interest rates and inflation were extremely high, and many households felt the impact of this recession. Only the production of goods and services registered slight growth. The late 20th century was marked by successive recessions and economic recoveries. The signing of the North American Free Trade Agreement reflected a worldwide trend toward trade liberalization, with concomitant efforts to restructure industry and redefine the economy.

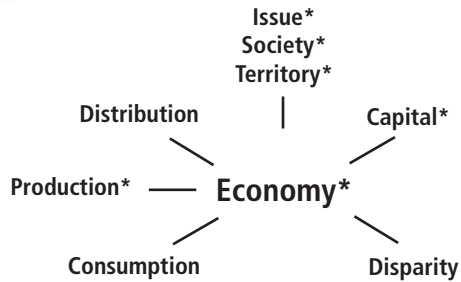
From the 16th century to the present, then, the economy of Québec has been characterized by uneven development with regard to economic activities, regional development, the labour force, financial resources and the use of knowledge and resources. For example, rural and urban areas developed at different rates, and certain economic sectors grew, while others declined. For the social phenomenon Economy and development, from the Aboriginal world around 1500 to the present, the designated focus is thus the effects of economic activity on the organization of the society and the territory.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Students examine the economy and the development of present-day Québec from a historical perspective. This might involve asking questions such as: What is Québec's economic profile? What resources are exploited in Québec? When did the exploitation of various resources begin? Where do Quebeckers live and work? How did Québec's economic development evolve over time? How did the various regions develop. Then, using the historical method, they must interpret the social phenomenon in terms of the designated focus. They seek to establish how, over the centuries, economic activity has affected the organization of the society and the territory. Their examination and interpretation should lead the students to look for ways to reconcile economic development and social values today. In doing so, they try to resolve a social issue that concerns the ethics of citizenship.

# ECONOMY AND DEVELOPMENT

**DESIGNATED FOCUS**  
The effects of economic activity on the organization of the society and the territory

**OBJECT OF INQUIRY:**  
Economy and development in Québec today



**OBJECT OF INTERPRETATION:**  
Economy and development, from the Native world around 1500 to the present, considered in terms of the designated focus on the effects of economic activity on the organization of the society and the territory

**OBJECT OF CITIZENSHIP:**  
Economic development and the social values of equity, justice and solidarity

Periods	First occupants around 1500	French régime 1608-1760	British rule 1760-1867	Contemporary period, 1867 to the present
<b>HISTORICAL KNOWLEDGE RELATED TO THE OBJECT OF INTERPRETATION</b>	<ul style="list-style-type: none"> <li>• Trade network</li> <li>• Organization and occupation of the territory</li> <li>• European fishing grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Alliances and rivalries</li> <li>• Chartered companies</li> <li>• Economy based on fur</li> <li>• Organization and occupation of the territory</li> <li>• Economic policies</li> <li>• Agricultural activity</li> </ul>	<ul style="list-style-type: none"> <li>• Economy based on fur</li> <li>• Economy based on timber</li> <li>• Economic policies</li> <li>• Opening of regions of colonization</li> <li>• Beginning of industrialization</li> </ul>	<ul style="list-style-type: none"> <li>• Exploitation of resources</li> <li>• Industrial development</li> <li>• Urban expansion</li> <li>• Workers' demands</li> <li>• Opening of new regions</li> <li>• Economic cycles</li> <li>• Economic policies</li> </ul>

**Elsewhere:** It is important for students to observe that the economic activity of other contemporary societies affects their organization and territory. Consider one of the following: Haiti, Ivory Coast, Mexico or the People's Republic of China.

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

CULTURAL REFERENCES	HERE	ELSEWHERE: TODAY			
	<p><b>Economy and development</b></p> <ul style="list-style-type: none"> <li>• Bourg de Pabos</li> <li>• The coureurs des bois</li> <li>• The Forges du Saint-Maurice</li> <li>• Marie-Anne Barbel</li> <li>• <i>La chasse-galerie</i>, by Henri Julien</li> <li>• The Lachine Canal</li> <li>• Alphonse Desjardins and Joseph-Armand Bombardier</li> <li>• The St. Lawrence Seaway</li> <li>• The James Bay region</li> <li>• <i>Fer et titane</i>, by Gilles Vigneault</li> </ul>	<p><b>Haïti</b></p> <ul style="list-style-type: none"> <li>• Port-au-Prince</li> <li>• Taps-taps</li> <li>• L'Île-à-Vache</li> </ul>	<p><b>Ivory Coast</b></p> <ul style="list-style-type: none"> <li>• Gulf of Guinea</li> <li>• The dioula</li> <li>• Abidjan</li> </ul>	<p><b>Mexico</b></p> <ul style="list-style-type: none"> <li>• Le Castillo, the pyramid of Kukulcán</li> <li>• The state of Chiapas</li> <li>• The maquiladoras</li> </ul>	<p><b>People's Republic of China</b></p> <ul style="list-style-type: none"> <li>• Beijing and Hong Kong</li> <li>• Three Gorges Dam (Sandouping)</li> <li>• Rice growing</li> </ul>

	-30 000	First occupants 1608	French régime 1760	British rule 1867	Contemporary period
CHRONOLOGICAL REFERENCE POINTS	<ul style="list-style-type: none"> <li>• 1534: Cartier at Gaspé</li> <li>• 1601: founding of Tadoussac</li> </ul>	<ul style="list-style-type: none"> <li>• 1618: <i>Mémoire à Louis XIII</i>, by Champlain</li> <li>• 1663: acquisition of the Seigneurie de l'Île de Montréal by the Sulpicians</li> <li>• 1670: Hudson's Bay Company</li> <li>• 1674: Dutch West India Company</li> <li>• 1690s: beaver crisis</li> <li>• 1701: founding of Louisiana (La Mobile)</li> <li>• 1732: the royal shipyards</li> <li>• 1737: the Chemin du Roy</li> </ul>	<ul style="list-style-type: none"> <li>• 1777: introduction of English commercial law</li> <li>• 1783: Northwest Company</li> <li>• 1806: Continental blockade</li> <li>• 1817: Bank of Montreal</li> <li>• 1824: Lachine Canal</li> <li>• 1836: first railway</li> <li>• 1846: abolition of the Corn Laws</li> <li>• 1851: Grand Trunk</li> <li>• 1854: Treaty of Reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>• 1878: National Policy</li> <li>• 1885: Royal Commission on the Relations of Capital and Labour</li> <li>• 1900: establishment of the first caisses populaires</li> <li>• 1930s: the Depression</li> <li>• 1934: Bank of Canada</li> <li>• 1936: Office du crédit agricole du Québec</li> <li>• 1962: nationalization of electricity</li> <li>• 1965: Caisse de dépôt et placement du Québec</li> <li>• 1968: inauguration of Manic 5</li> <li>• 1975: James Bay and Northern Quebec Agreement</li> <li>• 1985: closing of Gagnonville</li> <li>• 1993: North American Free Trade Agreement</li> </ul>	

## Culture and currents of thought

*Culture must not be relegated  
to the territory of the imagination;  
it sits at the table  
where major issues are discussed.*  
**Roland Arpin [Translation]**

Culture is marked by the major currents of thought that develop in societies. Cultural expression and activities (visual arts, written and spoken language, material culture, etc.) have taken a great variety of forms in Québec, and reflected the influence of prevailing ideas in very different ways, depending on the period.

Québec has a rich cultural heritage (objects, practices, customs, works of art, monuments, buildings, etc.), which is passed from generation to generation by institutions such as the family and the school. What measures have been or are being taken to preserve this shared cultural heritage? What are the major intellectual movements, opinion leaders, institutions and media that have marked Québec's cultural history? What are the key issues with regard to culture in Québec society today? How should they be addressed?

In Québec, Native peoples were the first to occupy the St. Lawrence Valley. Although their societies varied, the first occupants shared a set of representations and a conception of the world, which might be expressed in different ways by different communities. This conception of the world was expressed by the circle of life, which symbolized the interdependence of the different aspects of life. All the forms of cultural expression of the Native societies—myths, traditions, ways of life, material production and so on—were imbued with their conception of the world.

In France, the cultural output of the 17th and 18th centuries reflects the different schools of thought, such as absolutism and Gallicanism, that spread in this period. These movements were present in New France and influenced its culture. The *Canadiens* also displayed a certain spirit of independence with regard to the French elite and the Catholic Church. The local culture reflected the *Canadiens'* adaptation to their environment as well as the Amerindian presence.

After the Conquest, ideologies of reconciliation and collaboration shared the stage with burgeoning liberalism and the nationalism of the *Canadiens*. In the 19th century, the cultural landscape was shaped by ultramontanism, British imperialism, Canadian nationalism and French Canadian nationalism. During the prosperous Roaring Twenties, capitalism and liberalism were the prevailing ideologies.

The economic depression of the 1930s was a turning point in the history of ideas: cooperatism, socialism and fascism all influenced Québec's cultural life in this period. In the 1940s and 1950s, various ideological trends, such as feminism and anticlericalism, challenged traditionalism. A modernist trend, originating mainly in the United States, and the idea of secularism also acquired considerable influence in these years. The following decade, known as the Quiet Revolution, was characterized by rapid change on all fronts. The cultural ferment of these years had an enduring impact on the succeeding decades, during which the affirmation of national identity was a major focus of cultural life.

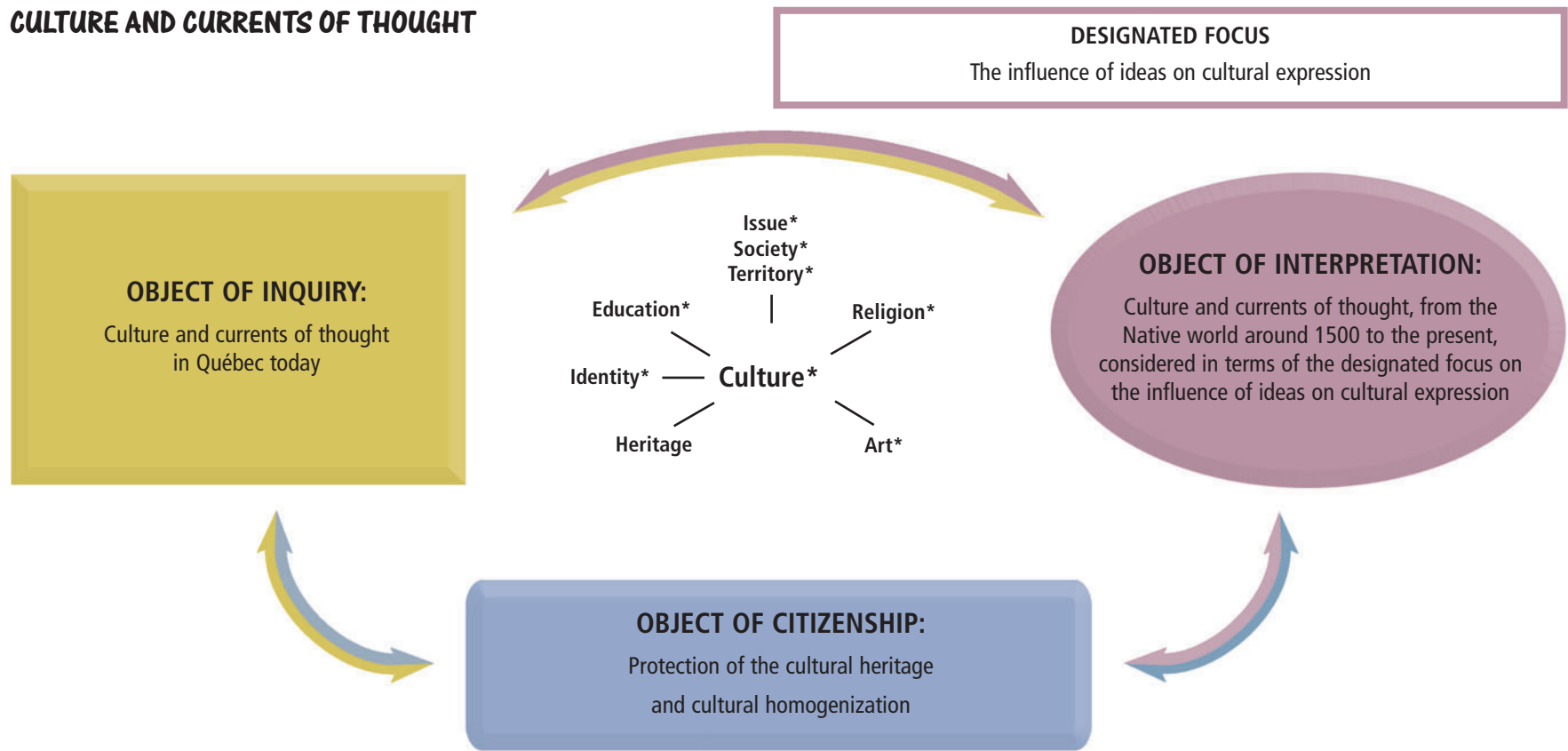
At the present time, ideas inherited from the Quiet Revolution retain considerable support, while at the same time, Québec's cultural landscape is being reshaped by other schools of thought, such as neoliberalism and the globalization of trade (seen here as the establishment of global networks of production and information with a view to standardization) and the opponents of this current, who advocate altermondialism and the social economy.

Since the 16th century, many currents of thought have found expression in Québec society, stirring controversy and, in its wake, producing a spate of cultural works. Thus, the designated focus for the study of the social phenomenon *Culture and currents of thought*, from the Native world around 1500 to the present, is the influence of ideas on cultural expression.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Students examine culture and currents of thought in Québec today from a historical perspective. They might, for example, ask: What is Québec culture like today? How is culture transmitted? How has Québec's culture evolved over time? What have been the major influences on it? What are Québec's cultural treasures?

Then, using the historical method, they should interpret the social phenomenon in terms of the designated focus, trying to establish how, over the centuries, ideas have shaped cultural expression in Québec. Their examination and interpretation should lead the students to seek ways to protect Québec's cultural heritage from cultural homogenization and enable them to see that they have a role to play, as citizens, in addressing this important issue: protecting cultural wealth from the threat of standardization posed by globalization.

## CULTURE AND CURRENTS OF THOUGHT



Periods	First occupants around 1500	French régime 1608-1760	British rule 1760-1867	Contemporary period 1867 to the present
<b>HISTORICAL KNOWLEDGE RELATED TO THE OBJECT OF INTERPRETATION</b>	Forms of expression or cultural activities related to: <ul style="list-style-type: none"> <li>• spirituality</li> <li>• social relationships</li> <li>• nature</li> <li>• communication and trade</li> </ul>	Forms of expression or cultural activities related to: <ul style="list-style-type: none"> <li>• the Divine Right of kings</li> <li>• Catholicism</li> <li>• the independent spirit and adaptability of the Canadiens</li> </ul>	Forms of expression or cultural activities related to: <ul style="list-style-type: none"> <li>• liberalism</li> <li>• ultramontanism</li> <li>• anticlericalism</li> <li>• imperialism</li> </ul>	Forms of expression or cultural activities related to: <ul style="list-style-type: none"> <li>• imperialism</li> <li>• capitalism</li> <li>• socialism</li> <li>• agriculturalism</li> <li>• nationalisms</li> <li>• secularism</li> <li>• cooperatism</li> <li>• fascism</li> <li>• feminism</li> <li>• Americanism</li> <li>• neoliberalism</li> <li>• Aboriginalism</li> </ul>

**Elsewhere:** It is important for the students to observe that the culture of a contemporary present-day society reflects the ideas that circulate in it: consider any non-Western society.

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

	HERE	ELSEWHERE: TODAY
<b>CULTURAL REFERENCES</b>	<p><b>Culture and currents of thought</b></p> <ul style="list-style-type: none"> <li>• Monseigneur de Laval, bishop</li> <li>• The typical habitant house</li> <li>• <i>The History of Emily Montague</i>, by Frances Brooke</li> <li>• James Pattison Cockburn</li> <li>• Louis Jobin</li> <li>• The “Golden Square Mile”</li> <li>• <i>Dollard des Ormeaux</i>, by Alfred Laliberté</li> <li>• <i>Notre maître le passé</i>, by Lionel Groulx</li> <li>• <i>Un homme et son péché</i>, by Claude-Henri Grignon</li> <li>• La Bonne Chanson</li> <li>• Guido Nincheri</li> </ul> <ul style="list-style-type: none"> <li>• <i>Symphonie gaspésienne</i>, by Claude Champagne</li> <li>• Oscar Peterson</li> <li>• The <i>boîtes à chanson</i></li> <li>• <i>Two Solitudes</i>, by Hugh MacLennan</li> <li>• <i>Joe</i>, by Jean-Pierre Perreault</li> <li>• <i>Hommage à Rosa Luxembourg</i>, by Jean-Paul Riopelle</li> <li>• The Centaur Theatre</li> <li>• La Grande Bibliothèque</li> <li>• <i>Eshi Uapataman Nukum</i>, by Rita Mestokosho</li> <li>• Louis Dudek</li> <li>• Irving Layton</li> </ul>	<p><b>A non-Western society</b></p> <ul style="list-style-type: none"> <li>• See the definition of cultural references on page 33.</li> </ul>

	-30 000	First occupants 1608	French régime 1760	British rule 1867	Contemporary period
CHRONOLOGICAL REFERENCE POINTS	<ul style="list-style-type: none"> <li>-10 000: oldest traces of human presence in Québec<sup>27</sup></li> </ul>	<ul style="list-style-type: none"> <li>1610: <i>La Conversion des Sauvages</i>, by Marc Lescarbot</li> <li>1663: Grand Séminaire de Québec</li> <li>1690: Intendant's palace</li> <li>1702: <i>Catéchisme du diocèse de Québec</i></li> </ul>	<ul style="list-style-type: none"> <li>1776: Fleury Mesplet printing press</li> <li>1778: <i>La Gazette de Montréal</i> / <i>The Montreal Gazette</i></li> <li>1834: Société Saint-Jean-Baptiste</li> <li>1836: Saint-Jacques-le-Majeur cathedral</li> <li>1841: School Act</li> <li>1842: Institut canadien de Québec</li> <li>1845: <i>Histoire du Canada</i>, by François-Xavier Garneau</li> <li>1863: <i>Les Anciens Canadiens</i>, by Philippe Aubert de Gaspé</li> </ul>	<ul style="list-style-type: none"> <li>1888: Curé Labelle, deputy minister for agriculture and colonization</li> <li>1890: Sun Life building</li> <li>1906: Ouimetoscope</li> <li>1945: <i>Bonheur d'occasion</i>, by Gabrielle Roy</li> <li>1948: <i>Refus global</i></li> <li>1950: <i>Cité libre</i></li> <li>1960: <i>Les insolences du frère Untel</i>, by Jean-Paul Desbiens</li> <li>1978: <i>Les fées ont soif</i>, by Denise Boucher</li> </ul>	

27. According to the current state of knowledge.

## Official power and countervailing powers

*The power relations  
that a group, association or movement  
maintains with civil society  
are pivotal  
for an understanding of the achievement of consensus in a democracy.*  
**Yolande Cohen [Translation]**

The state is a form of institutionalization of political power that exercises authority over a people within the limits of a given territory. In Québec and Canada today, the government exercises power through an assembly whose role is to legislate in a way that contributes to the development, prosperity, cohesion and security of society. The provincial and federal governments each have the power to act in different areas, such as justice and the economy. Since the adoption of the British North America Act, this division of powers has been a source of tension between the two levels of government.

There are also countervailing powers—those exercised by interest groups in civil society. Civil society encompasses all the individual relationships and all the family, social, economic, cultural and religious structures that exist in society, outside the framework and role of the state. In fact, there are as many countervailing powers as there are interest groups, which organize to defend both public and private interests. The Churches, unions, professional corporations, employers, media and militant organizations are all examples of these powers that exercise their influence not only on the government, but also on their own assemblies, their opponents, public opinion, and so on. In short, the different powers influence each other and sometimes conflict with each other. There is a relationship between the groups and those in power.

Who then, exercises official power in present-day society, and who exercises countervailing powers? Who are these interest, influence or pressure groups? What are the current issues regarding the relationship between official power and countervailing powers? How and why do official holders of power and countervailing powers take action on social issues? How did the interaction of power and influence occur in the past?

It may happen that, in the name of the common good, the government has to take decisions that some interest groups support, or that go against the interests of other groups. It also happens that such groups succeed in influencing politics.

In Québec, from the time of New France to the present, the nature of official power and countervailing powers has varied considerably. Official power has taken different forms, ranging from absolute monarchy to parliamentary democracy. In New France, power was initially in the hands of the governor. After the introduction of Royal Government in 1663, the governor and intendant exercised power together in the name of the king. After the *Royal Proclamation* the governor of the colony, the official holder of power, shared his power with a council whose members were appointed. Beginning in 1791, the governor had to work with the Legislative and Executive Councils, both appointed, and with an elected legislative assembly. The latter repeatedly demanded more power, until, in 1848, the governor of Canada West and Canada East recognized the principle of responsible government, which remains a key element of democratic government today.

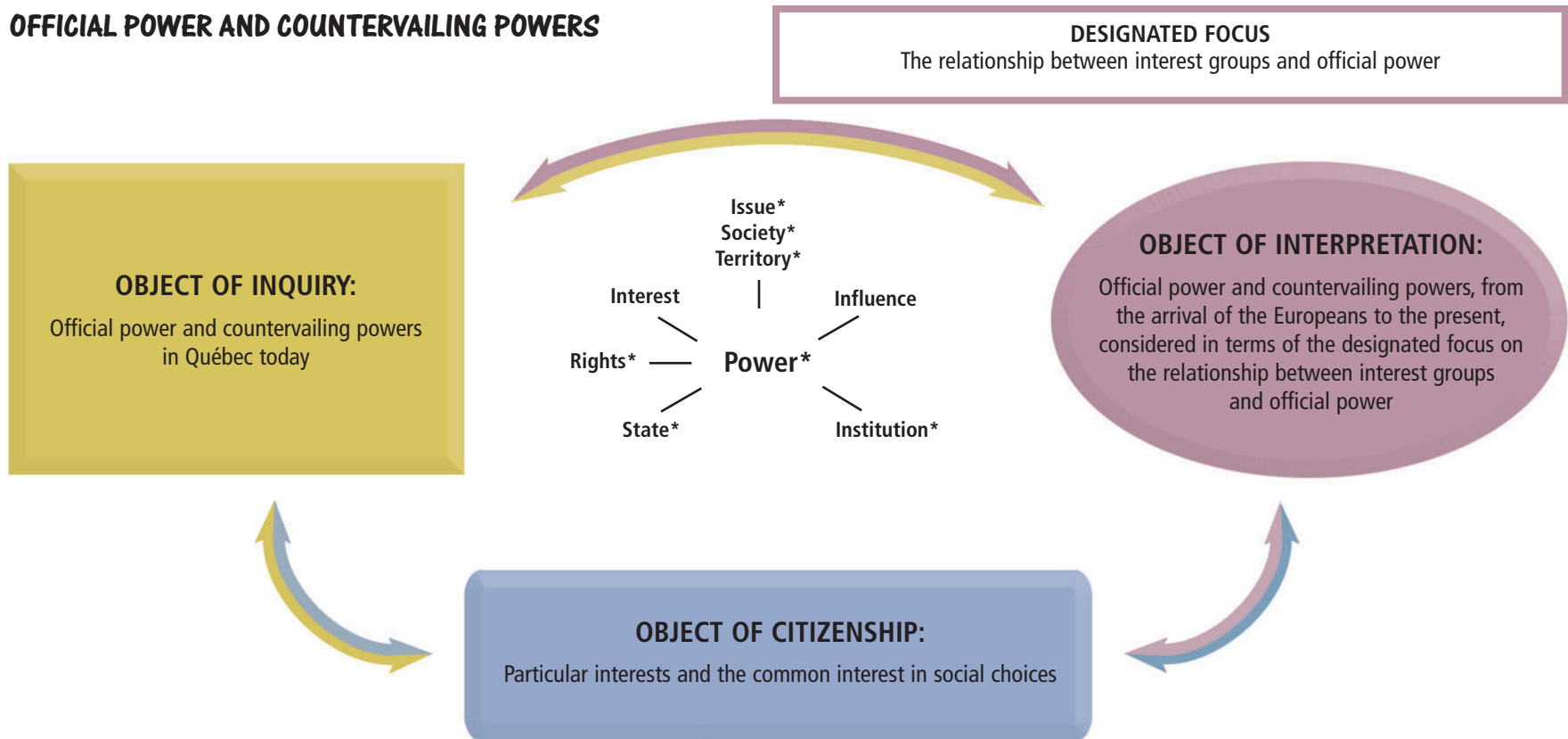
From New France to the present, different groups have influenced the official power in different ways.<sup>28</sup> At various points in time, the chartered companies, the Catholic church and other churches, merchants, the Montrealers, the *Patriotes*, employers, unions, the suffragettes, environmentalist groups, feminist groups, the Assembly of First Nations and organized religious groups have all exercised such power. The history of Québec society has been marked by the presence and action of these groups. Many of the social changes Québec has undergone are the result of their influence.

Since the 16th century, official power and the countervailing powers have interacted and influenced each other constantly. The designated focus for the study of the social phenomenon *Official power and countervailing powers*, from the arrival of the Europeans to the present, is thus the relationship between interest groups and official power.

28. Although they cannot necessarily always be called “influence groups,” as this is a modern term, interest groups have regularly sought to influence those in power.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. Students examine official power and countervailing powers in Québec today from a historical perspective. For example, they might ask: What is power today? What can influence it? What countervailing powers play a role in Québec? Who holds these powers? Under what forms have official power and the countervailing powers exercised their influence over time? How does official power work? Then, using the historical method, they must interpret the social phenomenon in terms of the designated focus, seeking to establish how, over the centuries, groups have exercised their influence on official power. Their examination and interpretation should lead the students to reflect on the different interests in a society, and the importance of seeking the common good in all choices concerning social matters. Defining appropriate criteria for these choices is a way of addressing social issues. It is and thus an exercise in citizenship.

## OFFICIAL POWER AND COUNTERVAILING POWERS



Periods	The French régime 1608-1760	British rule 1760-1867	Contemporary period 1867 to the present
<b>HISTORICAL KNOWLEDGE RELATED TO THE OBJECT OF INTERPRETATION</b>	<p>Power relations between:</p> <ul style="list-style-type: none"> <li>the colonial administrators and the Amerindians</li> <li>Church and state</li> <li>the colony and the mother country</li> </ul>	<p>Power relations between:</p> <ul style="list-style-type: none"> <li>Church and state</li> <li>the British merchants in the colony and the governor</li> <li>The legislative assembly and the governor</li> <li>the Patriotes and the governor</li> <li>the Reformers and the governor</li> </ul>	<p>Power relations between:</p> <ul style="list-style-type: none"> <li>Church and state</li> <li>financial circles and the state</li> <li>Native peoples and the state</li> <li>unions and the state</li> <li>feminist groups and the state</li> <li>the media and the state</li> <li>linguistic groups and the state</li> <li>nationalist movements and the state</li> </ul> <p>environmentalist groups and the state</p> <p>movements for social justice and the state</p> <p>Power relations</p> <ul style="list-style-type: none"> <li>federal-provincial</li> </ul>

**Elsewhere:** It is important for students to observe that official power and interest groups also interact in another contemporary society. Consider any non-democratic state today.

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES

CULTURAL REFERENCES	HERE	ELSEWHERE: TODAY
	<p><b>Official power and countervailing powers</b></p> <ul style="list-style-type: none"> <li>• <i>Le Conseil souverain</i>, by Charles Huot</li> <li>• <i>Danse au Château Saint-Louis</i>, by George Heriot</li> <li>• Bank of Montreal</li> <li>• Saint-Jean-Baptiste day</li> <li>• The Doric Club</li> <li>• The Durham Report</li> <li>• The <i>Testament politique</i> of Thomas Chevalier de Lorimier</li> <li>• Honoré Mercier</li> <li>• Parliament building</li> <li>• Éva Circé-Côté</li> <li>• <i>Le Devoir</i></li> <li>• The Confédération des travailleurs catholiques du Canada / Canadian Catholic Confederation of Labour</li> <li>• The “Padlock” Law</li> <li>• Frank Scott</li> <li>• Simonne Monet-Chartrand</li> <li>• The fleur-de-lis flag</li> <li>• The Asbestos strike</li> <li>• The Maple Leaf flag</li> <li>• <i>Les Ordres</i>, by Michel Brault</li> <li>• La Paix des Braves</li> </ul>	<p><b>Any non-democratic state</b></p> <ul style="list-style-type: none"> <li>• See the definition of cultural references on page 33.</li> </ul>

	1608	French régime	1760	British rule	1867	Contemporary period
<b>CHRONOLOGICAL REFERENCE POINTS</b>		<ul style="list-style-type: none"> <li>• 1663: Royal Government</li> <li>• 1665: Talon, intendant</li> <li>• 1672: Frontenac, governor</li> <li>• 1674: Monseigneur de Laval, bishop</li> <li>• 1701: Great Peace of Montréal</li> <li>• 1713: Treaty of Utrecht</li> <li>• 1759: Battle of the Plains of Abraham</li> </ul>	<ul style="list-style-type: none"> <li>• 1760: military government</li> <li>• 1763: Pontiac's revolt</li> <li>• 1774: Québec Act</li> <li>• 1791: Constitutional Act</li> <li>• 1832: An Act to declare persons of the Jewish Religion entitled to all of the rights and privileges of the other subjects of His Majesty in this Province</li> <li>• 1837-1838: rebellions in Upper and Lower Canada</li> <li>• 1839: Durham Report</li> <li>• 1840: Act of Union</li> <li>• 1848: application of the principle of responsible government</li> <li>• 1849: burning of Parliament building (Montréal)</li> </ul>		<ul style="list-style-type: none"> <li>• 1867: British North America Act</li> <li>• 1885: hanging of Louis Riel</li> <li>• 1899-1902: Boer War</li> <li>• 1917: conscription crisis</li> <li>• 1918: women granted vote at federal level</li> <li>• 1940: women granted vote at provincial level</li> <li>• 1942: Bloc populaire</li> <li>• 1960: <i>Le chrétien et les élections</i>, by Gérard Dion and Louis O'Neil</li> <li>• 1967: Mouvement souveraineté-association</li> <li>• 1970: October Crisis</li> <li>• 1971: Victoria Conference</li> <li>• 1972: Common Front</li> <li>• 1975: James Bay and Northern Québec Agreement</li> <li>• 1977: Charter of the French language (Bill 101)</li> <li>• 1980: referendum on sovereignty-association</li> <li>• 1995: referendum on sovereignty</li> </ul>	

## An issue in society today

*Losing one's identification card is a serious problem in modern society. But losing one's identification as a human being endowed with fundamental rights, a free and accountable agent, a full participant in a cultural, economic or political group, is totally dehumanizing.*  
**Jacques Grand'Maison [Translation]**

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*In a democratic society, speaking out constitutes an act of citizenship and participation in social life, and helps to resolve conflicts.*

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Like other citizens, students face a number of issues that will have consequences for the future of society, and thus for their own personal future. In this context, the fifth social phenomenon allows them to consolidate what they have learned by addressing a political, economic, social or environmental issue of the present. It builds on the learning acquired in studying the four other social phenomena covered in the second year of the cycle, and also gives students an opportunity to apply what they learned in the first year of the cycle. In addition, the fifth phenomenon seeks to interest students in the choices to be made and the possibility of participating in the definition of society. This phenomenon, which may be chosen by the teacher or the students, must:

- represent an issue in society
  - involve values and social relationships
  - involve serious reflection on the development of Québec society
  - require the involvement of citizens
- be topical
- enable students to relate more than one scale of analysis<sup>29</sup>

For example, the delocalization of businesses constitutes an important social issue. Economic globalization has accelerated the development of international trade, especially in the area of goods and services. Firms delocalize when they transfer all or part (e.g. production) of their activities elsewhere, far from the main places where they sell their goods or services.

29. Studying a social issue on more than one scale modifies the relative size of the social phenomenon chosen and draws attention to different elements, depending on the spatial framework chosen for analysis.

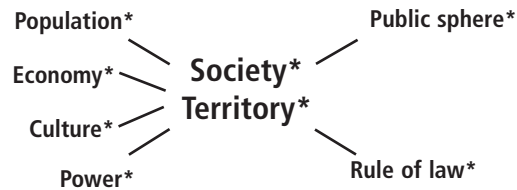
The students had a chance to form an overall view of at least two of the issues facing Québec society today when they considered the final social phenomenon in the first year of Cycle Two, *Issues in Québec society, 1980 to the present*. They may also, depending on their teacher's pedagogical practices, have been attuned to other important issues. The first four social phenomena addressed in the second year of the cycle were designed to help students view Québec society in the long term, from the 16th century to the present, in terms of four themes: population, economy, culture and power. That is why the list of specific concepts, in the centre of the diagram, includes the central concepts associated with the social phenomena studied in the second year of the cycle. As they begin the study of the final social phenomenon in the History and Citizenship Education program, the students should thus be better prepared to understand the present situation of Québec society and the main issues it faces.

The diagram on the following page illustrates the relationship between the subject-specific competencies and the program content. The students examine an issue in society today from a historical perspective, using the learning acquired while studying all the other social phenomena. For example, they might ask: What makes the social phenomenon in question a social issue? What are its origins? Who are the actors? What are the various aspects of this social phenomenon? How are these aspects related? How can citizens figure out what this social issue involves? How does it concern citizens? How can citizens take effective action on this issue? Then, using the historical method, the students must interpret the social phenomenon in terms of the designated focus and try to establish the choices to be made regarding the social issue in question. As their choices must be based on the concept of the common good, examining and interpreting the issue should enable them to identify areas where citizens have the power to act. This exercise should enhance their awareness of the importance of participating as informed citizens in the discussion, choices and community life of a society that is democratic, pluralistic and open to a complex world.

**AN ISSUE IN SOCIETY TODAY**

**DESIGNATED FOCUS**  
Addressing an issue and making social choices

**OBJECT OF INQUIRY:**  
An issue in Québec society today



**OBJECT OF INTERPRETATION:**  
An issue in society today, considered in terms of the designated focus on addressing it and making social choices



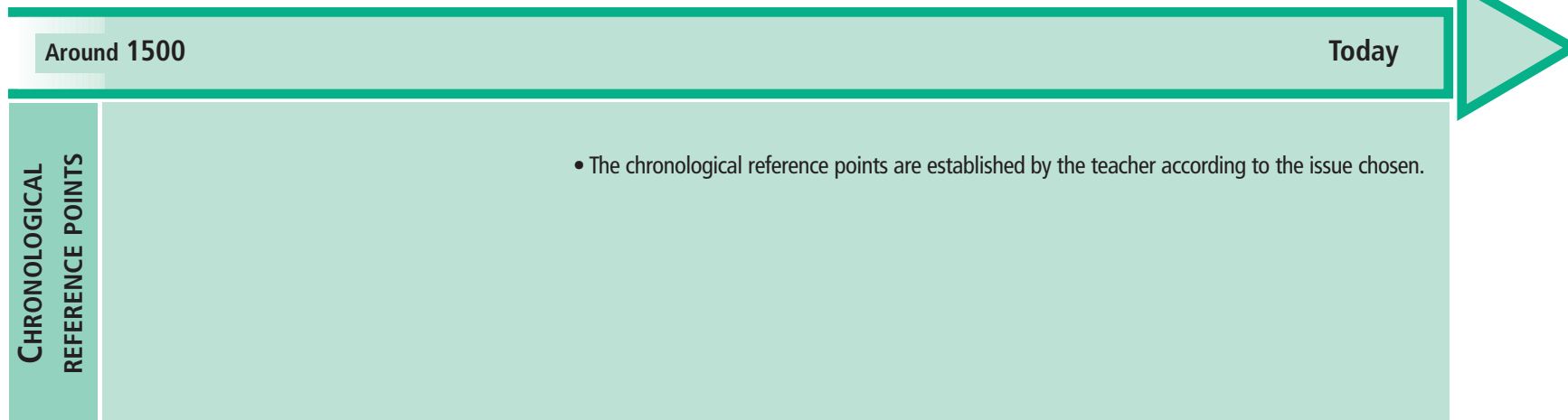
**OBJECT OF CITIZENSHIP:**  
Social issue and participation in social debates



**KNOWLEDGE RELATED TO THE SOCIAL PHENOMENON**

- Components
- Origins
- Actors, interests and positions
- Principles and values
- Public institutions
- Explanatory factors

## OTHER RESOURCES FOR HELPING STUDENTS DEVELOP THE SUBJECT-SPECIFIC COMPETENCIES



## Techniques

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The study of the social phenomena in the History and Citizenship Education program requires the use of techniques both as sources of information (interpretation) and means for the transmission of research results (production). These techniques build on those acquired in elementary school and in Secondary Cycle One. They are not themselves objects of study. They will, however, be easier to master if they are used repeatedly.

### Interpreting and creating a time line

Learning to interpret and create a time line is essential in history and citizenship education. The time line makes it possible to set reference points, establish a chronology, obtain an overview of social phenomena over time and grasp elements of continuity and change, similarities and differences, and so on.

### Interpreting a time line

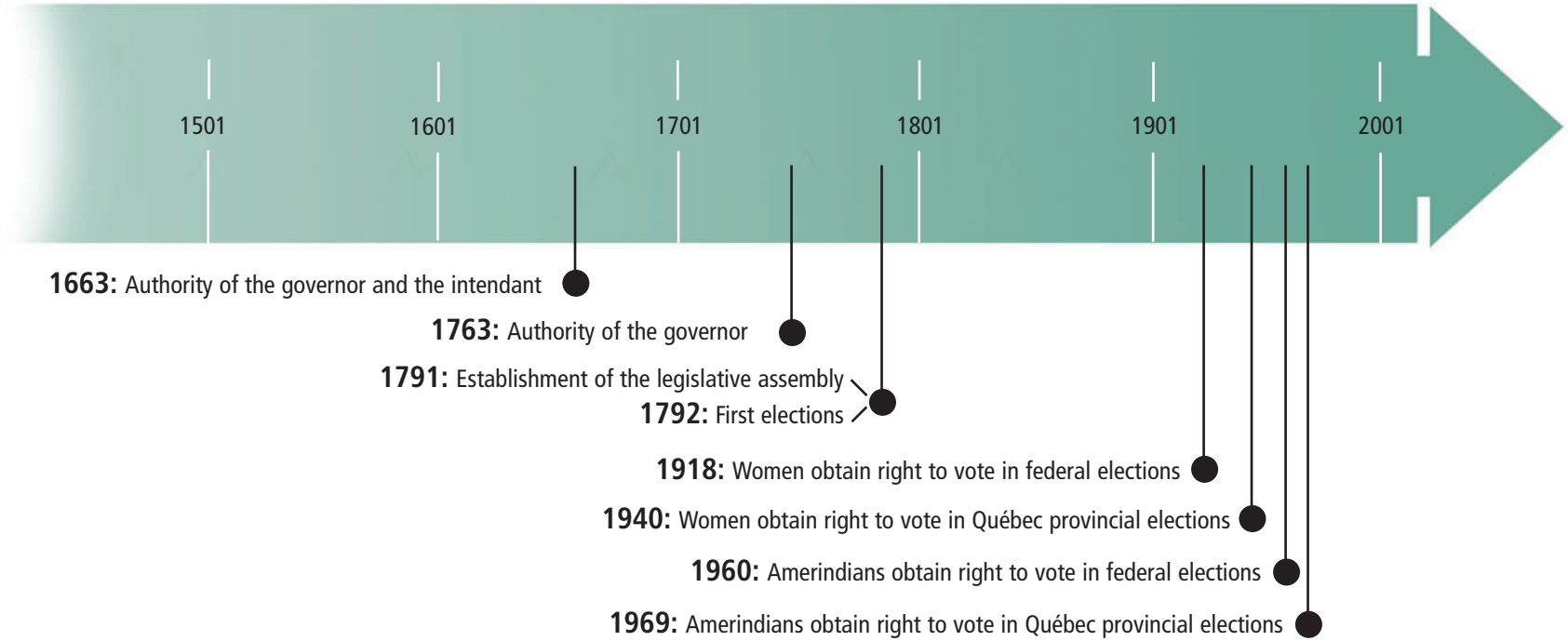
- decoding the chronological scale
- finding information
- comparing durations
- establishing sequences and trends
- identifying continuity and change

### Creating a time line

- choosing the information
- drawing and orienting an axis
- establishing a chronological scale
- calculating the amount of time to represent
- establishing a unit of measure
- indicating the intervals
- indicating the information on the axis
- giving the time line a title

Example

The right to political representation



## Interpreting and creating a map

Learning to interpret and create a map is essential in history and citizenship education. A map is a spatial representation of a reality. It can depict the situation of various aspects of society or convey information concerning trends in one or more phenomena over time.

The students' learning with regard to the production of maps must under no condition be limited to the reproduction or tracing of existing maps—or worse still—to colouring in on the basis of preestablished data. The students were introduced to the interpretation and construction of maps in Secondary Cycle One, in the geography program.

## Interpreting a map

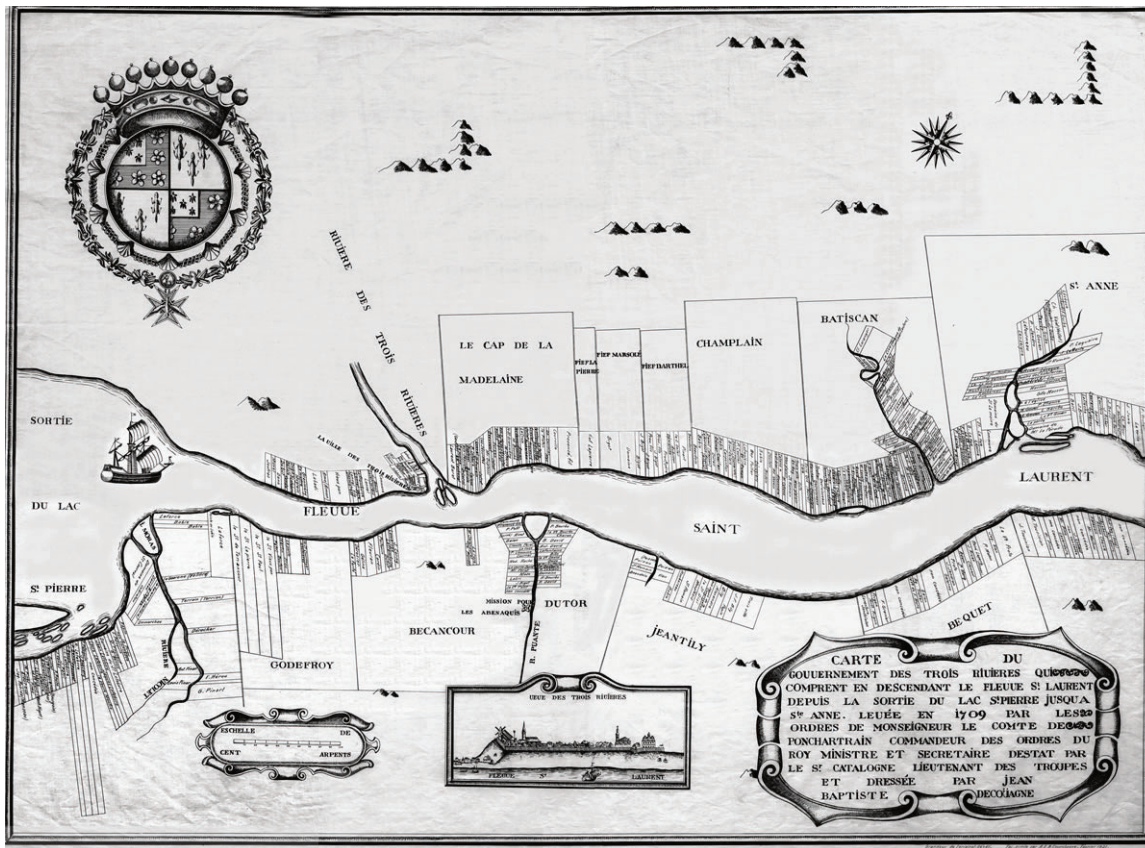
- decoding the title
- decoding the legend
- identifying the scale
- reading the orientation
- identifying dynamic or static data, if any
- determining the nature of the information presented

## Creating a map

- selecting information
- using an outline map
- indicating the orientation
- indicating the scale
- entering the legend
- representing the information in cartographic form
- entering the title

### Example

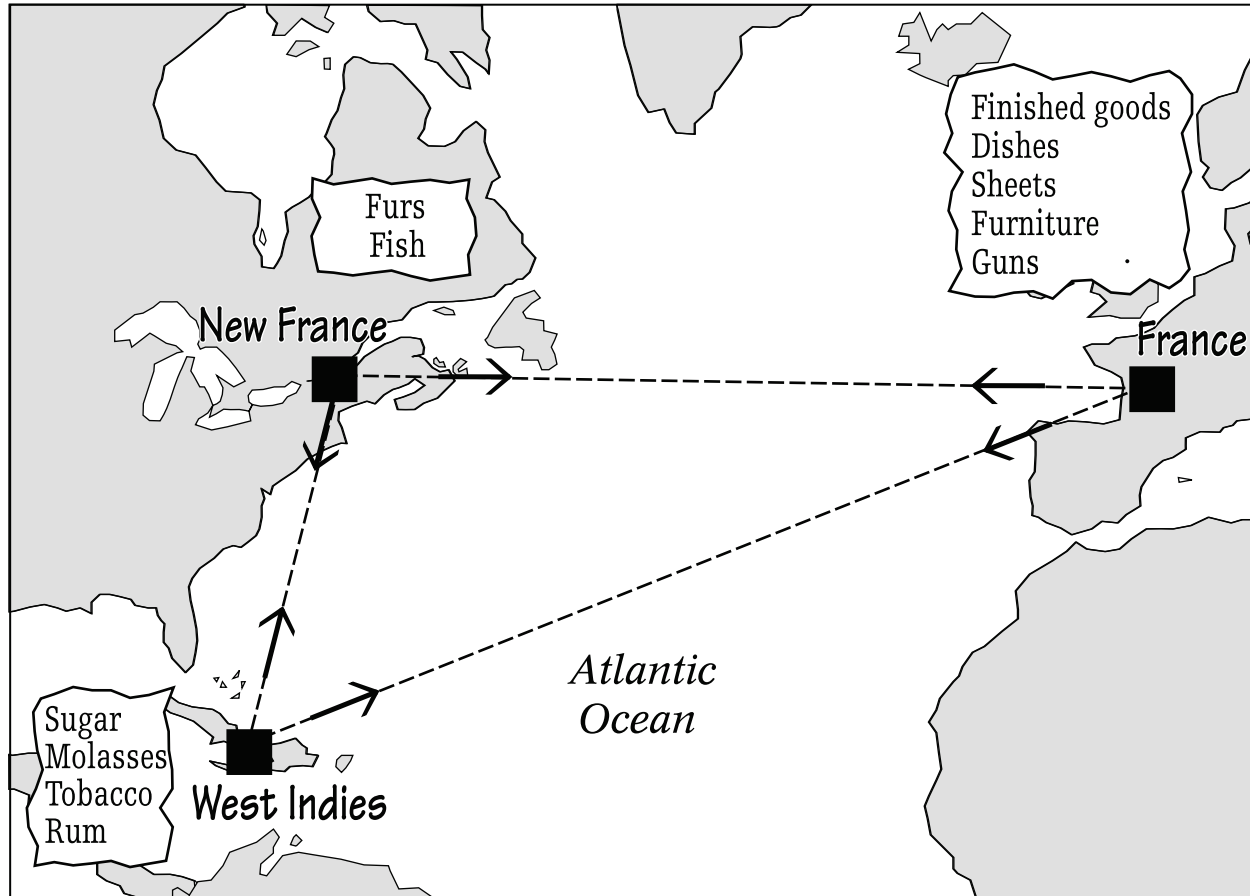
Map of lands belonging to the Government of Trois-Rivières, which descend the St. Lawrence river from Lac St. Pierre to Ste. Anne. Drawn by Gédéon de Catalogne with the assistance of Jean-Baptiste Decoüagne, 1709. Facsimile by A.E.B. Courchesne, 1921.



Bibliothèque et Archives nationales du Québec, Original collection, Centre d'archives de Québec, D901-Nouvelle-France-1709 TR2.

Example

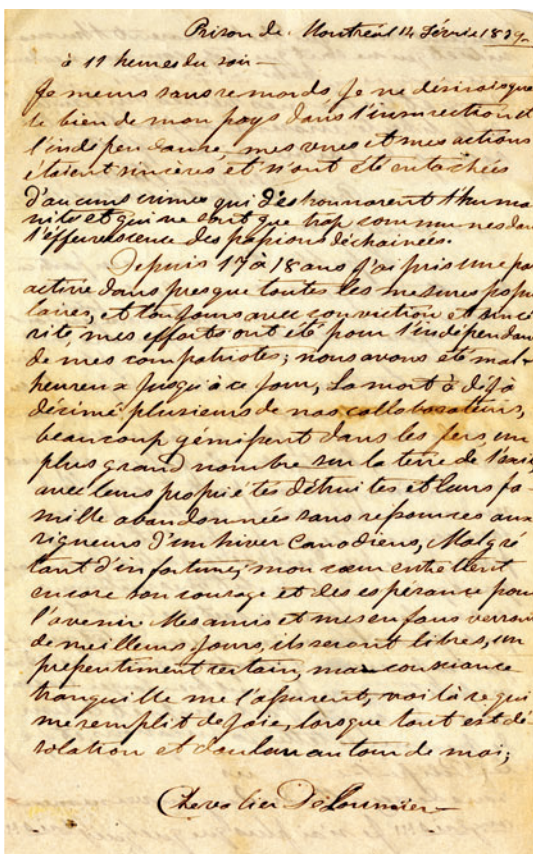
Triangular trade in the 18th century



## Interpreting a written document

It is essential for students in history and citizenship education to learn to interpret written documents (newspaper articles, letters, treaties, founding texts, etc.). Written documents used in the subject reflect the society that produced them. Students must view them as a historian would in order to obtain information from them. It is sometimes necessary to go beyond simple decoding, seeking the meaning of a document in its symbolic significance.

### Example



Bibliothèque et Archives nationales du Québec, Centre d'archives de Montréal, Delorimier family collection, P100 D1267.

## Interpreting a written document

- identify the nature and type of document
- identify the author's name and purpose
- identify the date or other chronological reference points
- identify the source
- establish whether the document dates from the period it describes or not
- decode the title
- establish the main idea
- note all the important ideas
- organize and synthesize the important ideas
- relate and compare information from several documents
  - to identify similarities and differences
  - to identify elements of continuity and change

Montréal prison  
11 p.m., February 14, 1839

... I die with no regrets. I sought only the good of my country through insurrection and independence. My views and actions were sincere, and were not tainted by any crimes unworthy of humanity, which are all too common in the heat of unleashed passion.

I have participated in nearly all the popular actions for 17 or 18 years now, always with conviction and sincerity. I have strived for the independence of my compatriots; we have been unsuccessful so far. Death has already decimated the ranks of some of my collaborators, while others groan in irons, and even more are in exile, their properties destroyed and their families abandoned without resources to the rigours of the Canadian winter. Despite such misfortune, my heart has not lost its courage or hope for the future. My friends and children will see better times; they will be free, I feel it, my untroubled conscience assures me it is so, and that gives me joy, when all around me is desolation and suffering ...

**Chevalier de Lorimier [Translation]**

## Interpreting a picture

It is essential for students in history and citizenship education to learn to interpret pictures (photographs, paintings, drawings, caricatures, etc.). Written documents used in the subject reflect the society that produced them. Students must view them as a historian would in order to obtain information from them. It is sometimes necessary to go beyond simple decoding, seeking the meaning of a document in its symbolic significance.

## Interpreting a picture

- identify the nature of the document
- establish whether it is a direct representation of the reality depicted or a reconstitution
- identify the author's name and title
- identify the date or other chronological reference points
- identify the source
- decode the title
- determine the main subject
- identify the elements of the document
  - determine the places, the actors, the circumstances and the period
  - establish connections among the elements
- relate and compare information from several documents
  - to identify similarities and differences
  - to identify elements of continuity and change

## Example



*La Chasse-galerie*, Oil on canvas by Henri Julien, 1906  
Musée national des beaux-arts du Québec, 32.254.

## Interpreting and constructing a contingency table

Learning to interpret and construct a contingency table is useful in history and citizenship education. A contingency table may contain either descriptive or comparative information.

### Interpreting a contingency table

- decoding the title
- decoding the legend
- identifying the scale
- determining the nature of the information presented in the rows and columns
- determining the relationship of the data values
  - according to the rows or the columns
  - by cross-tabulating

### Constructing a contingency table

- selecting information
- drawing and naming the rows and columns
- establishing the scale of representation
  - establishing the proportional relationship between the data values to be represented
  - determining the units of measure
  - indicating the intervals
- entering the data in the table
- entering the title and the legend

## Example

Live births, birth rate and general fertility rate, Québec, 1926-1961			
Year	Live births	Birth rate *	Synthetic fertility index **
1926	83,808	32.2	4.39
1931	85,278	29.7	4.08
1936	76,791	24.8	3.43
1941	90,993	27.3	3.45
1946	113,511	31.3	3.90
1951	123,196	30.4	3.84
1956	138,631	30.0	3.98
1961	139,857	26.6	3.77

\* Number of births per 1000 inhabitants.

\*\* Average number of children per woman aged 15 to 49

Source: Bureau de la statistique, *Démographie québécoise: passé, présent, perspectives* (Québec: Éditeur officiel, 1983)

©Gouvernement du Québec, Institut de la statistique du Québec, 2007.

## Interpreting and creating a diagram

Learning to interpret and create a diagram is useful in history and citizenship education. To construct a diagram, students must either have or establish statistical data. A diagram may take the form of a histogram, a bar graph, an area graph (or chart), a curve, and so on. It may contain a variable amount of information on the distribution or progression of the data, or it may represent a combination of these two dimensions.

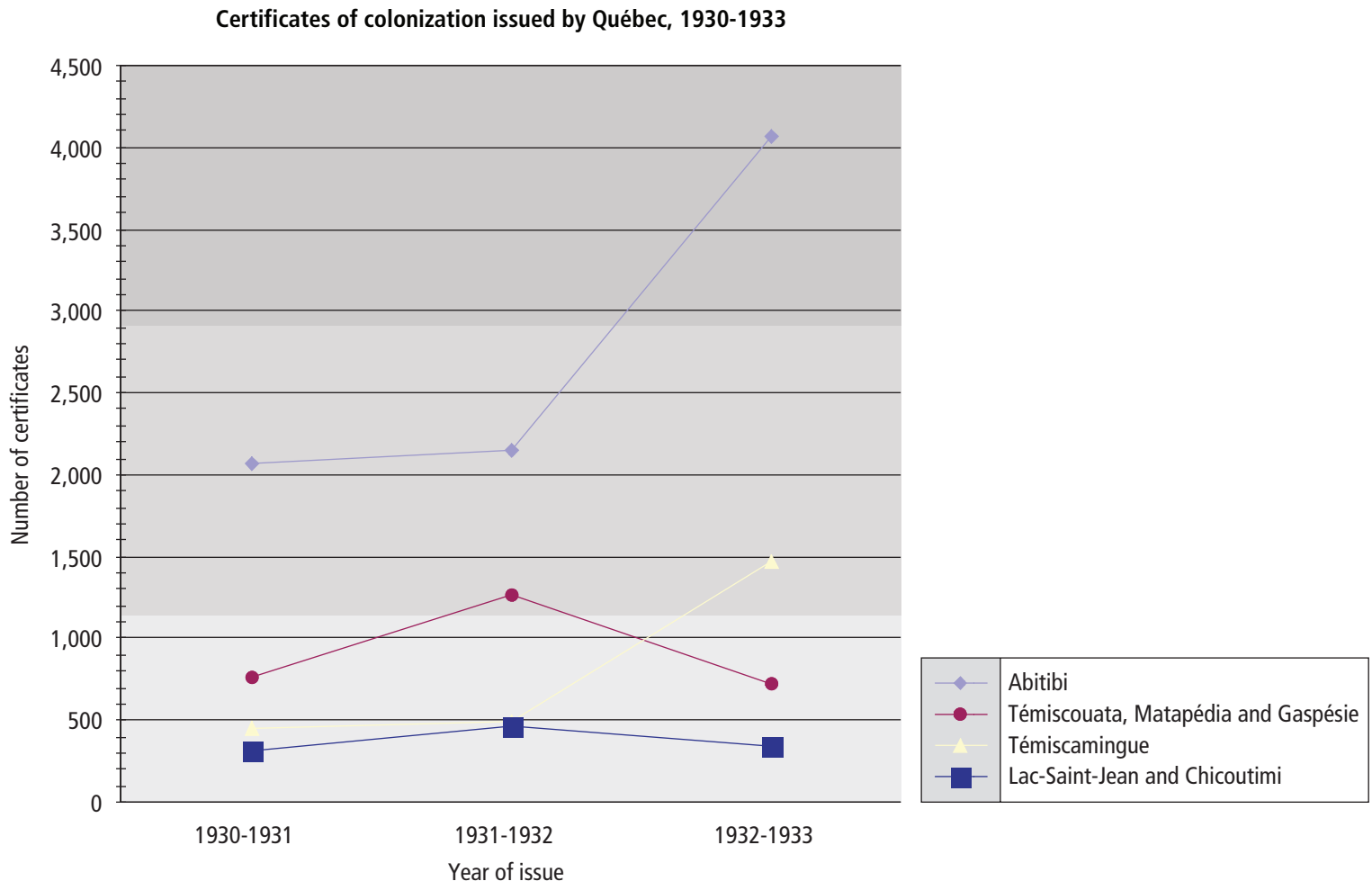
### Interpreting a diagram

- decoding the title
- decoding the legend
- identifying the type of diagram (histogram, bar, area, curve, etc.)
- determining the nature of the information presented in each axis
- identifying the scale
- determining the source on which the diagram is based
- finding a piece of information using two or more coordinates

### Creating a diagram

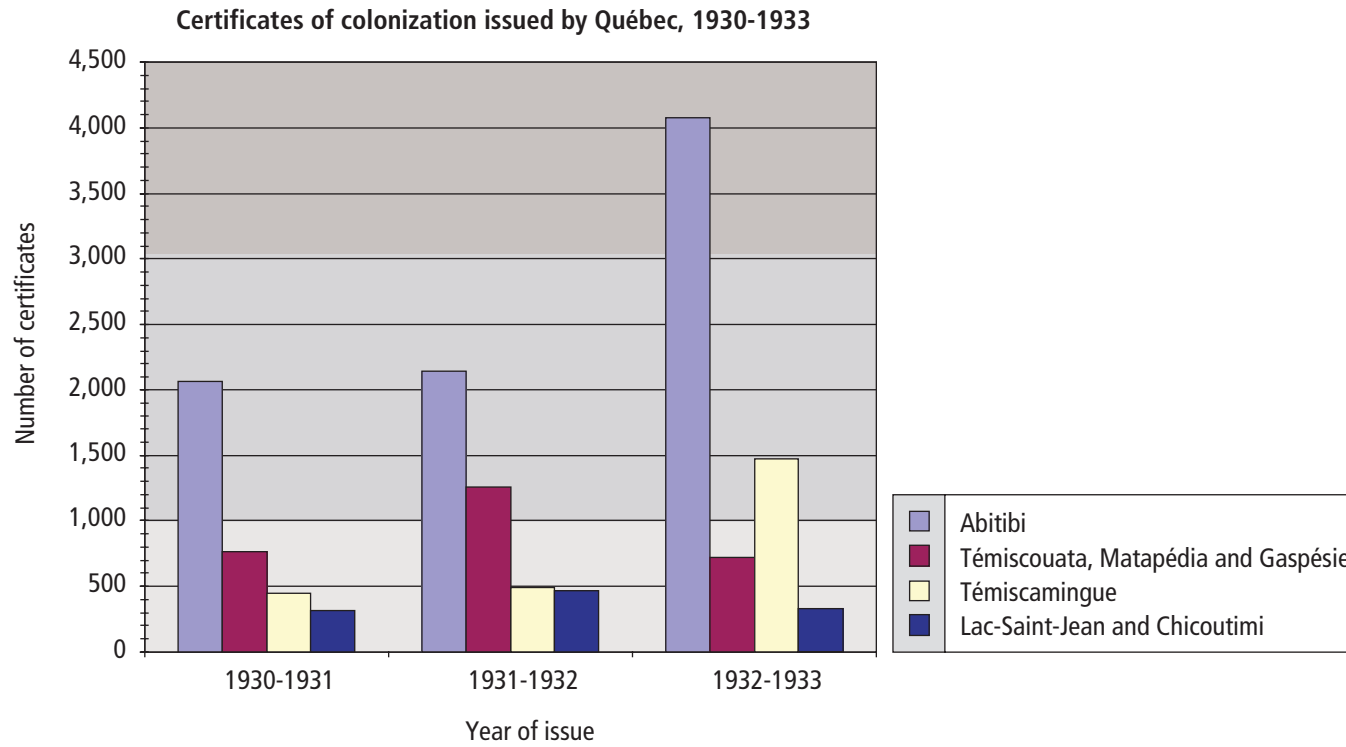
- selecting information
- choosing a mode of representation
- drawing the framework of the diagram
- establishing the scale
- entering the data in the diagram
- entering the title and the legend
- indicating the source of the data

Example



Source: *Annuaire statistique du Québec*, 1934. ©Gouvernement du Québec, Institut de la statistique du Québec, 2007.

## Example



Source: *Annuaire statistique du Québec*, 1934. ©Gouvernement du Québec, Institut de la statistique du Québec, 2007.

Summary Table of Program Content, Cycle Two, Year 1

Social phenomenon	Designated focus	Central concept	Object of inquiry		Object of interpretation	Object of citizenship
			Present	Past		
<b>The first occupants</b>	The connection between conception of the world and social organization	Conception of the world	Native people in Québec today	The first occupants	The first occupants around 1500, considered in terms of the designated focus on the connection between conception of the world and social organization	Native demands and the recognition of rights
<b>The emergence of a society in New France</b>	The impact of the colonization programs on the organization of this society and its territory	Colony	The “French fact” in Québec today	The emergence of a society in New France	The emergence of a society in New France between 1608 and 1760, considered in terms of the designated focus on the impact of the colonization programs on the organization of this society and its territory	Search for autonomy and dependent relationships
<b>The change of empire</b>	The consequences of the Conquest for the organization of the society and the territory	<i>Conquest</i>	The dualism of public institutions in Québec today	The change of empire	The change of empire between 1760 and 1791, considered in terms of the designated focus on the consequences of the Conquest for the organization of the society and the territory	Differences, interests and coexistence
<b>Demands and struggles in the British colony</b>	The influence of liberal ideas on the affirmation of nationhood	Nation	The idea of nationhood in Québec today	Demands and struggles in the British colony	Demands and struggles in the British colony between 1791 and 1850, considered in terms of the designated focus on the influence of liberal ideas on the affirmation of nationhood	Concepts of nationhood and debates on social issues
<b>The formation of the Canadian federation</b>	The relationship between industrialization and social, territorial and political change	Industrialization	Québec’s place within the Canadian federation today	The formation of the Canadian federation	The formation of the Canadian federation between 1850 and 1929, considered in terms of the designated focus on the relationship between industrialization and social, territorial and political change	Economic change and political power
<b>The modernization of Québec society</b>	The relationship between changes in attitudes and the role of the state	Modernization	Social values and governance in Québec today	The modernization of Québec society	The modernization of Québec society between 1929 and 1980, considered in terms of the designated focus on the relationship between changes in attitudes and the role of the state	Conceptions of society and the role of the state
<b>Issues in Québec society since 1980</b>	Addressing issues and making social choices	Public sphere	A topic of debate in Québec today	Issues in Québec society since 1980	Issues in Québec society since 1980, considered in terms of the designated focus on addressing issues and making social choices	Social issues and participation in social debates

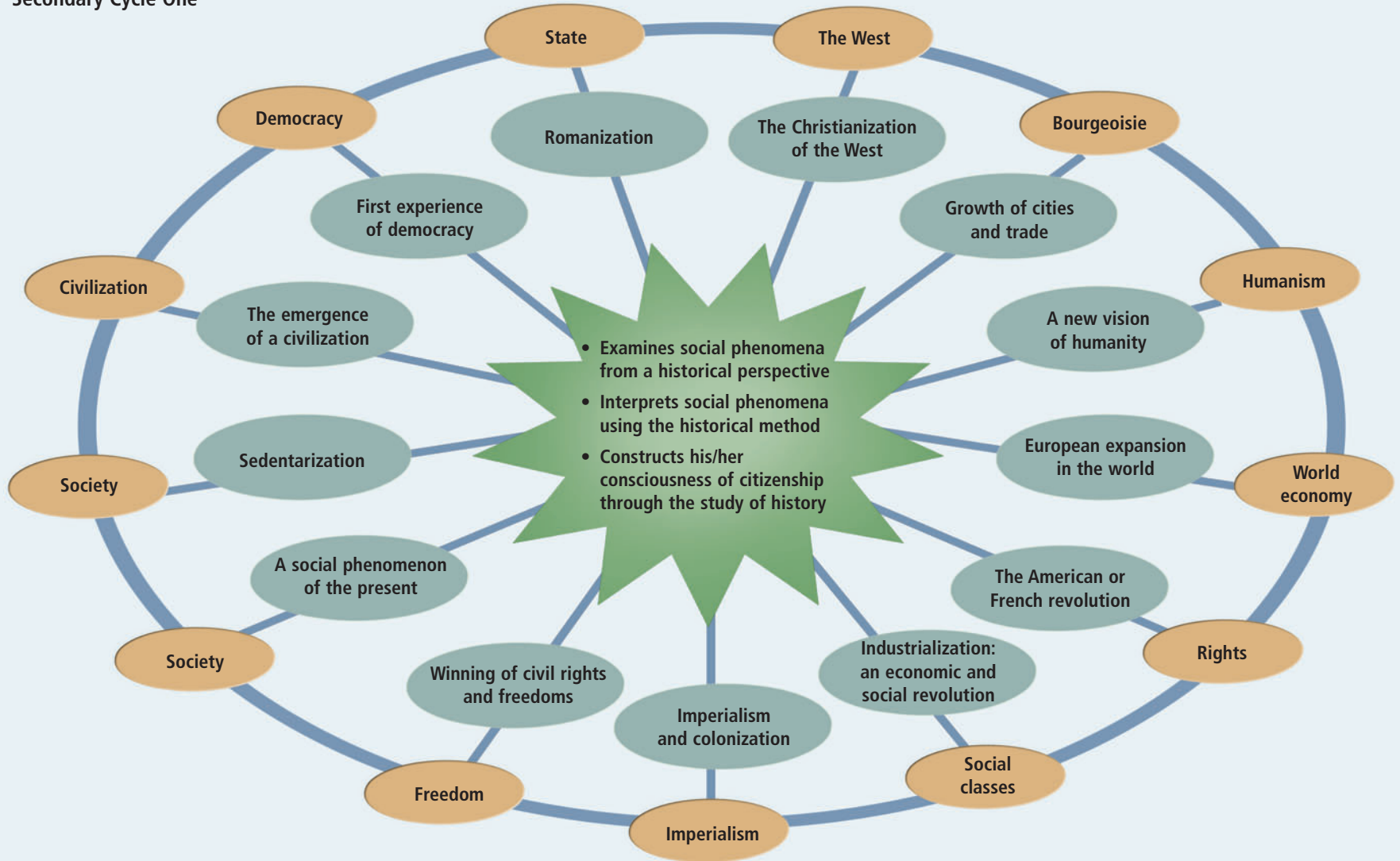
## Summary Table of Program Content, Cycle Two, Year 2

Social phenomenon	Designated focus	Central concept	Object of inquiry	Object of interpretation	Object of citizenship
			Present		
<b>Population and settlement</b>	The effects of natural population change and migration on the formation of the population and the settlement of the territory	Population	Population and settlement in Québec today	Population and settlement, from the Native world around 1500 to the present, considered in terms of the designated focus on the effects of natural population change and migration on the formation of the population and the settlement of the territory	Diversity of social identities and sense of belonging to Québec society
<b>Economy and development</b>	The effects of economic activity on the organization of the society and the territory	Economy	Economy and development in Québec today	Economy and development, from the Native world around 1500 to the present, considered in terms of the designated focus on the effects of economic activity on the organization of the society and the territory	Economic development and the social values of equity, justice and solidarity
<b>Culture and currents of thought</b>	The influence of ideas on cultural expression	Culture	Culture and currents of thought in Québec today	Culture and currents of thought from the Native world around 1500 to the present, considered in terms of the designated focus on the influence of ideas on cultural expression	Protection of the cultural heritage and cultural homogenization
<b>Official power and countervailing powers</b>	The relationship between interest groups and official power	Power	Official power and countervailing powers in Québec today	Official power and countervailing powers, from the arrival of the Europeans to the present, considered in terms of the designated focus on the relationship between interest groups and official power	Particular interests and the common interest in social choices
<b>An issue in society today</b>	Addressing an issue and making social choices	Society Territory	An issue in Québec society today	An issue in society today, considered in terms of the designated focus on addressing it and making social choices	Social issue and participation in social debates

## Prescribed concepts – History and Citizenship Education Program – Cycle Two

YEAR 1						
The first occupants	The emergence of a society in New France	The change of empire	Demands and struggles in the British colony	The formation of the Canadian federation	The modernization of Québec society	Issues in Québec society since 1980
Common concepts: issue*, society*, territory*						
Conception of the world	Colony	Conquest	Nation	Industrialization	Modernization	Public sphere*
<ul style="list-style-type: none"> <li>– Elders</li> <li>– Circle of life</li> <li>– Culture*</li> <li>– Environment</li> <li>– Spirituality</li> <li>– Oral tradition</li> </ul>	<ul style="list-style-type: none"> <li>– <i>Canadien</i></li> <li>– Trade*</li> <li>– <i>Chartered company</i></li> <li>– Church*</li> <li>– State*</li> <li>– Evangelization</li> <li>– Settlement</li> </ul>	<ul style="list-style-type: none"> <li>– Right*</li> <li>– Economy</li> <li>– Education*</li> <li>– Language</li> <li>– <i>Loyalists</i></li> <li>– Power*</li> <li>– Religion*</li> </ul>	<ul style="list-style-type: none"> <li>– Bourgeoisie*</li> <li>– Democracy*</li> <li>– Rights*</li> <li>– Liberalism*</li> <li>– <i>Patriotes</i></li> <li>– <i>Rebellions</i></li> <li>– Representation</li> </ul>	<ul style="list-style-type: none"> <li>– Capitalism*</li> <li>– <i>Confederation</i></li> <li>– Federation</li> <li>– Free trade doctrine</li> <li>– <i>National Policy</i></li> <li>– Population</li> <li>– Reserve</li> <li>– Unionization</li> <li>– Urbanization*</li> </ul>	<ul style="list-style-type: none"> <li>– Affirmation</li> <li>– Mass communication</li> <li>– Democratization*</li> <li>– Interventionism</li> <li>– Attitude</li> <li>– <i>Quiet Revolution</i></li> </ul>	<ul style="list-style-type: none"> <li>– Common good</li> <li>– Social choices</li> <li>– Rule of law</li> </ul>
YEAR 2						
Population and settlement	Economy and development	Culture and currents of thought	Official power and countervailing powers	An issue in society today		
Common concepts: issue*, society*, territory*						
Population*	Economy*	Culture*	Power*	Society Territory*		
<ul style="list-style-type: none"> <li>– Belonging</li> <li>– Growth</li> <li>– Identity</li> <li>– Migration</li> <li>– Pluriculturalism</li> </ul>	<ul style="list-style-type: none"> <li>– Capital*</li> <li>– Consumption</li> <li>– Disparity</li> <li>– Distribution</li> <li>– Production*</li> </ul>	<ul style="list-style-type: none"> <li>– Art*</li> <li>– Education*</li> <li>– Identity*</li> <li>– Heritage</li> <li>– Religion*</li> </ul>	<ul style="list-style-type: none"> <li>– Rights*</li> <li>– State*</li> <li>– Influence</li> <li>– Institution*</li> <li>– Interest</li> </ul>	<ul style="list-style-type: none"> <li>– Culture*</li> <li>– Economy*</li> <li>– Public sphere*</li> </ul>	<ul style="list-style-type: none"> <li>– Population*</li> <li>– Power*</li> <li>– Rule of law</li> </ul>	

**Social Phenomena**  
Secondary Cycle One



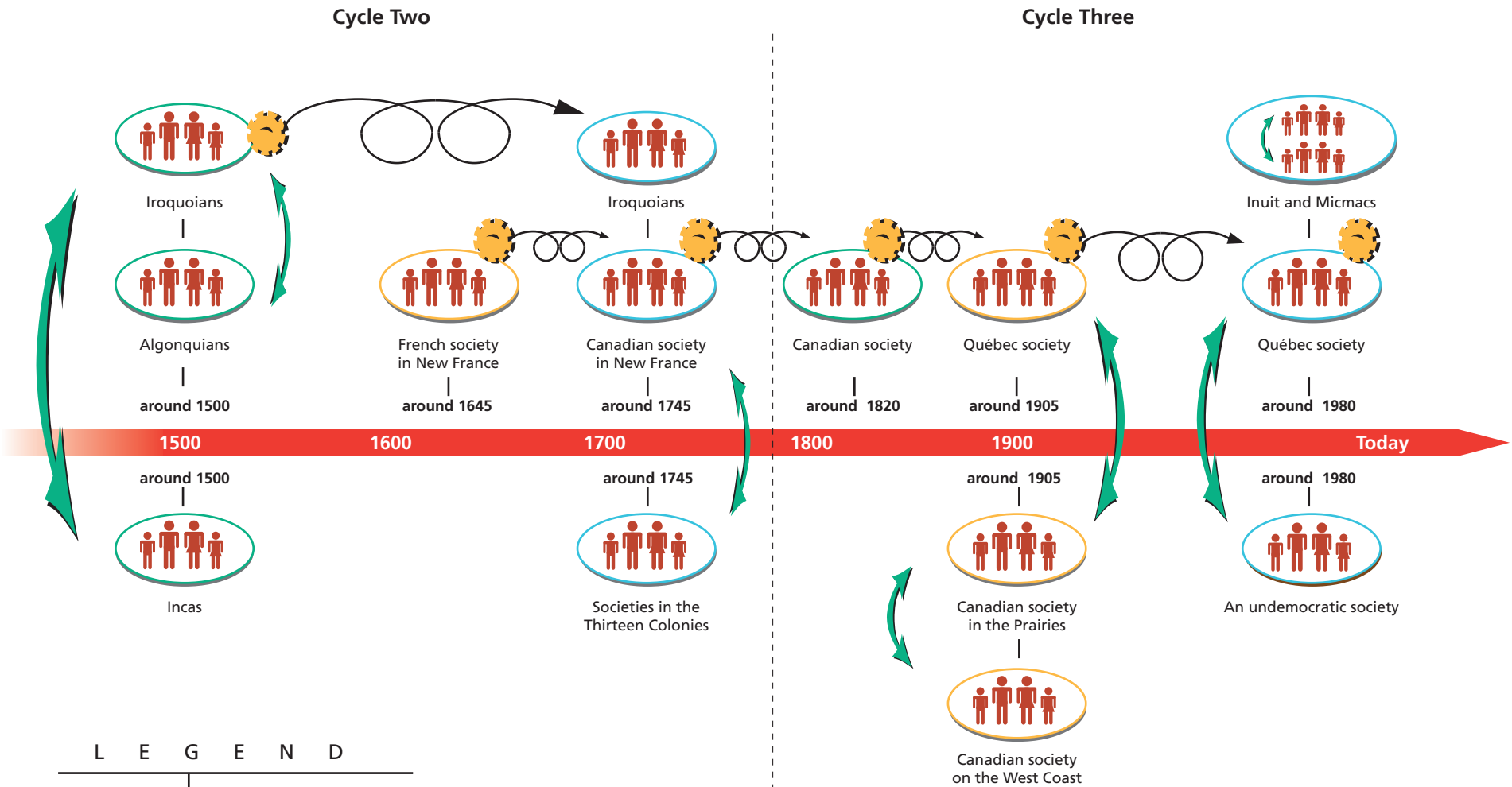
## Prescribed concepts – History and Citizenship Education Program – Cycle One

Sedentarization	The emergence of a civilization	First experience of democracy	Romanization	The Christianization of the West	Growth of cities and trade	
<b>Society</b> <ul style="list-style-type: none"> <li>– Division of labour</li> <li>– Trade</li> <li>– Social hierarchy</li> <li>– Power</li> <li>– Production</li> <li>– Property</li> <li>– Territory</li> </ul>	<b>Civilization</b> <ul style="list-style-type: none"> <li>– Communication</li> <li>– Trade</li> <li>– Justice</li> <li>– Power</li> <li>– Religion</li> </ul>	<b>Democracy</b> <ul style="list-style-type: none"> <li>– City-state</li> <li>– Citizen</li> <li>– Education</li> <li>– Private sphere</li> <li>– Public sphere</li> <li>– Institution</li> <li>– Philosophy</li> <li>– Power</li> <li>– Political system</li> </ul>	<b>State</b> <ul style="list-style-type: none"> <li>– Citizen</li> <li>– Culture</li> <li>– Right</li> <li>– Empire</li> <li>– Infrastructure</li> <li>– Institution</li> <li>– People</li> <li>– Territory</li> </ul>	<b>The West</b> <ul style="list-style-type: none"> <li>– Christianity</li> <li>– Crusade</li> <li>– Culture</li> <li>– Education</li> <li>– Church</li> <li>– Feudalism</li> <li>– Power</li> <li>– Science</li> </ul>	<b>Bourgeoisie</b> <ul style="list-style-type: none"> <li>– Burg</li> <li>– Capital</li> <li>– Charter</li> <li>– Right</li> <li>– Large-scale commerce</li> <li>– Social hierarchy</li> <li>– Institution</li> <li>– Urbanization</li> </ul>	
A new vision of humanity	European expansion in the world	The American or French revolution	Industrialization: an economic and social revolution	Imperialism and colonization	Winning of civil rights and freedoms	A social phenomenon of the present
<b>Humanism</b> <ul style="list-style-type: none"> <li>– Art</li> <li>– Criticism</li> <li>– Individual</li> <li>– Freedom</li> <li>– <i>Philosophy</i></li> <li>– <i>Reform</i></li> <li>– <i>Renaissance</i></li> <li>– Responsibility</li> <li>– Science</li> </ul>	<b>World economy</b> <ul style="list-style-type: none"> <li>– Colonization</li> <li>– Commerce</li> <li>– Culture</li> <li>– Empire</li> <li>– Issue</li> <li>– Slavery</li> <li>– <i>Great discoveries</i></li> <li>– Technology</li> <li>– Territory</li> </ul>	<b>Rights</b> <ul style="list-style-type: none"> <li>– Citizen</li> <li>– Democracy</li> <li>– Social hierarchy</li> <li>– Justice</li> <li>– Philosophy</li> <li>– Political system</li> <li>– Revolution</li> <li>– Division of powers</li> <li>– <i>Age of Enlightenment</i></li> </ul>	<b>Social classes</b> <ul style="list-style-type: none"> <li>– Capitalism</li> <li>– Legislation</li> <li>– Liberalism</li> <li>– Mode of production</li> <li>– Revolution</li> <li>– Socialism</li> <li>– Union movement</li> <li>– Urbanization</li> </ul>	<b>Imperialism</b> <ul style="list-style-type: none"> <li>– Acculturation</li> <li>– Colonization</li> <li>– Discrimination</li> <li>– Mother country</li> <li>– Nationalism</li> </ul>	<b>Freedom</b> <ul style="list-style-type: none"> <li>– Censorship</li> <li>– Democratization</li> <li>– Discrimination</li> <li>– Dissidence</li> <li>– Rights</li> <li>– Equality</li> <li>– Repression</li> <li>– Segregation</li> </ul>	<b>Society</b> <ul style="list-style-type: none"> <li>– Change</li> <li>– Continuity</li> <li>– Democracy</li> <li>– Diversity</li> <li>– Issue</li> <li>– Territory</li> </ul>





## Prescribed concepts – Geography Program – Cycle One

Type of territory	Common concepts	Central concept based on the designated focus	Specific concepts
<b>Urban</b>	Concentration Density Development Suburbs Urban sprawl Urbanization	Metropolis	<i>Growth, Imbalance, Multiethnicity, Slums</i>
		Natural hazard	Environment, Instability, Level of development, Prevention
		Heritage	Change, Conservation/preservation, Continuity, Restoration, Site
<b>Region</b>	Commercialization Development Globalization Multinational Resource	Tourism	Acculturation, Tourist destination, Tourist flow
		Exploitation of forests	Deforestation, Recreational tourism, Sylviculture
		Energy dependence	Autonomy, Energy source, Global warming, Greenhouse effect
		Industrialization	Concentration, Development, Export processing zone, Relocation
<b>Agricultural</b>	Environment Farming practices Productivity Marketing Rurality	National agricultural space	Distribution, Equity, Exploitation
		Environment at risk	Artificial risk, Natural catastrophe, Natural hazard, Soil degradation
<b>Native</b>	—	Native people	Ancestral rights, Band, Claims, Convention, Culture, Nation, Nordicity
<b>Protected</b>	—	Natural Park	Conservation/preservation, Environment, Natural heritage, Planning and development, Regulations

# Content of the Geography, History and Citizenship Education Program at the Elementary Level



## LEGEND

-  A society in its territory
-  Competency 1 ORGANIZATION
-  Competency 2 CHANGE
-  Competency 3 DIVERSITY

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