

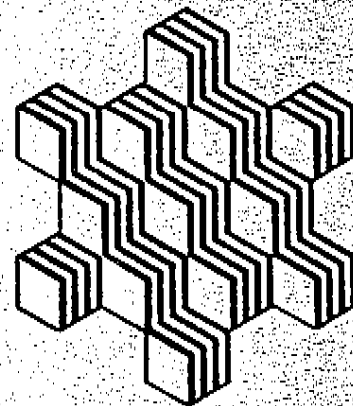


# **SECONDARY SCHOOL CURRICULUM**

## **HISTORY OF QUEBEC AND CANADA**

- **SECONDARY IV**

**GENERAL AND VOCATIONAL EDUCATION**



**HISTORY OF QUEBEC AND CANADA**

- **SECONDARY IV**

**GENERAL AND VOCATIONAL EDUCATION**

**Approuvé par les Comités catholique et protestant  
du Conseil supérieur de l'éducation  
les 19, 20 février et 27 février 1981.**

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I am pleased to confirm that the course, *History of Quebec and Canada*, Secondary IV, General and Vocational Education, issued in conformity with Section 3 of the Regulation Respecting the Basis of Secondary School Organization, has received the approval of the Confessional Committees of the Conseil supérieur de l'éducation and constitutes a course which I authorize for use in all schools beginning September 1, 1983.

A handwritten signature in cursive script that reads "Camille Laurin M.D.".

CAMILLE LAURIN, M.D.  
Minister of Education

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## **ACKNOWLEDGEMENTS**

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On behalf of the ministère de l'Éducation du Québec, the Direction générale du développement pédagogique, the Direction des programmes, and the Coordinator for the secondary school Social Studies Program wish to thank:

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- the members of the advisory committee, for their interest, availability, and unfailing cooperation;
- the representatives of school boards and social studies consultants for their contributions, particularly during regional meetings and professional development days;
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- the teachers consulted on professional development days;
- the specialists, associations, organizations, and individuals who, in one way or another, willingly contributed to the preparation of this course.

## **1. INTRODUCTION**

# 1. INTRODUCTION

## 1.1 RATIONALE FOR THE COURSE

The aims and objectives stated by the ministère de l'Éducation du Québec in *The Schools of Québec*<sup>1</sup> are intended primarily to ensure a higher quality of general education for secondary school pupils. In this respect, the teaching of the course entitled **History of Québec and Canada** (code 16-3660A) plays a special role, for it enables the pupil to understand the progress of the society in which he lives and thereby to discover its nature and diversity. It is for this reason that the plan of action of the Ministère makes the course compulsory by including it as one in a series of courses dealing with social studies. From now on, the pupil will study general history and geography before the history and geography of Québec and Canada, after which he will study economics in Secondary V. This new instructional sequence has led to a revision of the **History 412** course, particularly since elementary school pupils now benefit from a program introducing them to social studies.

The History of Québec and Canada course is intended specifically for Secondary IV pupils in general and vocational education programs. These pupils, who range from fifteen to seventeen years of age, have different levels of awareness of the study of the community's past. The course orientations and objectives have thus been chosen to respond as closely as possible to their needs, taking into account the present context of Québec society and the nature of the discipline.

The course is supplemented by a Curriculum Guide<sup>2</sup> which provides the teacher with instructional guidelines intended to facilitate the learning process.

## 1.2 ANALYSIS OF NEEDS

With a view to developing a course that would meet the expectations of Québec society more effectively, an analysis of needs was carried out as part of the course development phase.

This analysis was based on extensive consultation which comprised several stages and used the resources of the milieu. The information gathered made it possible to determine first the orientations of the course and then the learning objectives derived from them, in accordance with the new directives of the ministère de l'Éducation du Québec<sup>3</sup>.

Since the scope of Québec and Canadian history is so broad, it was necessary to select course content using specific criteria which influenced all the steps in the development of the course. Two categories of criteria were used: selection criteria, which governed the choice of orientations and objectives, and criteria concerning organization, which ensured coherence within the course.

1. Québec. Ministère de l'Éducation. *The Schools of Québec: Policy Statement and Plan of Action*. Québec: Éditeur officiel du Québec, 1979.
2. Québec. Ministère de l'Éducation. *Curriculum Guide, History of Québec and Canada, Secondary IV, General and Vocational Education*. Québec: Direction générale du développement pédagogique, 1982. (Code 16-3660-02-A).
3. Québec. Ministère de l'Éducation. *Cadre d'élaboration des programmes et des guides pédagogiques*. Québec: Direction générale du développement pédagogique, 1978.

## **2. ORIENTATIONS OF THE COURSE**

## 2. ORIENTATIONS OF THE COURSE

The orientations of the History of Québec and Canada course are based on the values, aims, and objectives defined in *The Schools of Québec*. These are given expression through considerations related to the pupil, to society, and to the discipline of history which form the basis for the goals, guiding principles, and objectives of the course.

### 2.1 Factors Relating to the Pupil, Society, and the Discipline of History

With a view to fulfilling the major expectations of the community, three factors have been taken into consideration in designing this course: the pupil, society, and the discipline of history.

#### 2.1.1. The Pupil

The Secondary IV pupil is entering the phase of adolescence which is characterized by an intense search for a personal and group identity: as he is learning to assess his personal aptitudes more accurately, he is also asking himself more questions about the society in which he is being called to play a role.

He has a growing desire to affirm his autonomy, which is why, in the teaching of history, preference should be given to methods that stimulate reflection and encourage him to express his personal opinions.

At this age, the adolescent is also in the process of defining his affinities, a process which leads him to identify more clearly the social groups of which he is a part. The study of history should enable him to discover the historical roots of these groups and gradually give him an overview of the society to which he belongs. The relationship between the past and the present thus finds a particular resonance in him.

At this stage, the adolescent tends to question the realities around him and to be very critical of them. He must gradually learn to refine this critical approach and to examine the negative aspects alongside the positive ones. He also becomes aware of the usefulness of social action. In keeping with his own milieu, he is brought to evaluate his capacity for this type of action, which he may hope will one day have more far-reaching impact. He thus comes closer to a concrete understanding of the impli-

cations of the relationship between the past, present, and future.

#### 2.1.2. Society

Québec society, like other industrialized societies in the Western world, is characterized by diversity and change.

The social, regional, linguistic, ethnic, and religious groups which coexist in Québec society attest strongly to its diversity, the richness of which creates the need for informed citizens who are capable of objectivity and who show mutual respect. Yet openness to the many different values found in the community should not make a person indifferent to them or indecisive about them. On the contrary, it should indicate the need for making clear and concrete choices.

Québec is also going through a period of increasingly rapid change, which gives rise to still other needs. On the one hand, an understanding of social traditions is necessary to enable community members to appreciate the values of the past by putting them into the social and historical contexts which explain them. On the other hand, the community must also develop its ability to be critical yet open-minded toward new realities in order to orient change in keeping with its own needs, while respecting its own unique pattern of development.

#### 2.1.3. The Discipline of History

The discipline of history provides answers to man's questions, as it seeks to understand the evolution of different societies at different periods of time; it is concerned with the overall effect of man's interactions with his milieu at given times in the human experience. The historical approach should promote reflection, refine critical faculties, and help develop objectivity.

In Secondary II, the pupil is introduced to the historical approach in his study of general history. In Secondary IV, he is encouraged to ask himself questions in a methodical way about his own community. The preparation he has already received and the relatively limited scope of the study should enable him to reach a deeper understanding of the course of events in the past, and in particular, to analyze the social phenomena around him more systematically.

## 2.2. Goals

The History of Québec and Canada course focuses on an understanding of the evolution of Québec society within the Canadian, North American, and Western contexts. It attempts to answer in a special way the questions which the pupil is asking himself about the society to which he belongs. It is hoped that the course will thereby lead him to find his own place in the complex network of social forces, for it seeks to identify the foundations of modern reality in the collective experience and enables him to see a logical connection between the past and present. In summary, the discipline of history is concerned with an understanding of social mechanisms, a dynamic understanding in which the past, present, and future are inter-related.

## 2.3 Guiding Principles

The History of Québec and Canada course is based on the following guiding principles.

### 2.3.1 The course sets forth learning objectives which have been selected and organized around the turning points in Québec and Canadian history.

Since pupils will be required to take only one course in Québec and Canadian history in secondary school, it is important to provide them with an overview of the Québec and Canadian past from its beginnings to the present time. From this vast amount of information, it is necessary, however, to select certain meaningful themes which relate to pupils' questions, and which suit their abilities to understand and the time allocated to the course in the timetable. These constraints led to the selection and arrangement of learning objectives centred around the turning points in history, with a view to increasing the pupils' understanding of the contemporary period, since it is more likely to be of interest to them and to encourage their participation in modern society.

### 2.3.2 The course seeks to convey a global perspective of history.

By emphasizing the interaction of social, economic, political, and cultural phenomena, it is hoped that the course will sensitize the pupil to the many factors involved in the unfolding of events in history. It would be impossible to enable the pupil to reach an understanding of modern society without making him aware of the complexity of the various factors involved in the building of the present. The current state of historiography also makes possible this presentation, one which corresponds closely with the pupils' interests.

### 2.3.3. The course recognizes the diversified nature of Québec history by emphasizing the contributions of all groups to the collective past.

The history of Québec concerns all Quebecers, whatever their ethnic, linguistic, social, or religious origin. Consequently, it should reflect their diversity, acknowledging and respecting their differences, but also showing their similarities and their common ground. The nature of democracy presupposes that different values may be expressed within the same society. If well presented, these differences can only serve to sensitize the adolescent to the defence of fundamental rights and to encourage him to be more open to values which differ from his own.

### 2.3.4. The course seeks to develop the pupil's ability to interpret historical events objectively.

This course enables the pupil to study the turning points in Québec and Canadian history by means of learning objectives which stimulate his own logical thought processes. The pupil should constantly be in the process of analyzing the causes of past events, of thinking critically, and finally, of working out his own interpretations of historical situations. In this way, he will become familiar with a logical method that will help him understand present as well as past social phenomena.

### 2.3.5. The course makes possible an instructional approach which is centred around understanding of events in the milieu.

The study of history should help the pupil to answer questions about the present. Actual events as well as the surrounding environment confront him with a vast amount of information that he must learn to decode. History earns its rightful place in the educational process by stimulating questions in the pupil's mind, using local history or current problems. The study of Québec and Canadian history is too often concerned exclusively with the past. Instead, it should be based on the pupil's own experiences so that its relevance to everyday life is made apparent. The Curriculum Guide offers a series of practical suggestions in this regard.

## 2.4 Educational Objectives

The History of Québec and Canada course is designed to enable pupils to attain educational objectives relating to the affective as well as the cognitive domain. The past cannot in fact be studied without an examination of the

values and attitudes which explain the diversity of social behavior.

However, in view of the great variety of teaching practices, it is the teacher's responsibility to bring out the affective dimension inherent in the cognitive content of the course.

On completion of the History of Québec and Canada course, the pupil should:

1. Understand the main political, social, economic, cultural, and religious factors which have shaped Québec within the Canadian context;
2. Have developed intellectual skills that are useful in the historical approach;
3. Be aware of the need for, the principles behind, and the limitations of an historical analysis of social phenomena;
4. Be aware of the diversity of social groups and of the existence of interdependence and conflict;
5. Have developed the ability to analyze his personal values and those of his social milieu;
6. Have developed an open and respectful attitude toward values which are different from his own;
7. Be aware of his role as a citizen responsible for the future of the community.

### **3. COURSE OBJECTIVES**

### 3. COURSE OBJECTIVES

#### Introduction

The objectives in each module describe the behaviours expected of the pupil on completion of the learning activity. *All objectives are compulsory except those marked with an asterisk.* The general, terminal, and intermediate objectives are arranged in hierarchical order. Each general objective is the focus of a module, and each terminal objective is the focus of a teaching unit. Details which further clarify the intermediate objectives are presented as related content. These details appear in the boxes at the bottom of the tables showing the structure of the units. Attainment of the intermediate objectives should normally lead to achievement of the terminal objective. Similarly, attainment of the terminal objectives of a module should lead to achievement of the general objective.

The order in which the modules and objectives are presented reflects the logic which governed the design of the course. The teacher may, however, rearrange this order if he has sound reasons for doing so. He may adopt different approaches and proceed at different rates depending on the particular objective being pursued. He may spend more time on some objectives and less on others, in keeping with his capabilities and his pupil's interests. Such flexibility should not, however, compromise the study of any of the compulsory objectives of the course.

Since the division of time into periods is one concern of the discipline of history, the History of Québec and Canada course maintains the three traditional divisions: the French Régime, the period of British rule, and the contempora-

ry period. What is new about this course is the emphasis placed on each of these periods. The first two periods each account for two modules, whereas the contemporary period accounts for three. In terms of teaching units, the contemporary period represents almost half of the material to be covered.

Each module in the course begins with an introductory page, which gives the general orientation for the module and summarizes the methodology which might best be used for the learning activity. The Curriculum Guide provides more details in this regard by suggesting appropriate activities and instructional materials which make it possible to attain the objectives.

The table on page 22 gives an overview of the course.

#### Enrichment Themes

In order to respond to his pupil's interests more effectively, the teacher may suggest that they explore specific themes in greater depth throughout the year. For example, the history of cultural groups or native peoples, the history of the rights of women or workers, or economic, political, and regional history are areas of study which may provide answers to the particular questions being asked by the pupils. As they work through the modules, without neglecting the general flow of history, they should be able to explore in greater depth an aspect of the past which affects them more than others, and thus to benefit more from their study of history. The Curriculum Guide offers more detailed suggestions on ways of integrating these themes into the course objectives.

**TABLE OF MODULES AND UNITS IN THE HISTORY OF QUÉBEC AND CANADA**

Periods	MODULES		UNITS			
	Titles	General Objectives	Terminal Objectives	Number of Intermediate Objectives		
				Compulsory	Optional	
French Régime	1 The French Empire in America	To understand the foundations of the French Empire in America.	To describe the conditions which affected French exploration in America. To explain the role of the fur trade in the French Empire and its influence on cultural relations between the Amerindians and the French.	3	1	
	2 Canadian Society During the French Régime	To understand the development of the St. Lawrence colony.	To describe and explain the settlement and economic activities of the Canadian colony. To describe the structure of Canadian society at the time.	2	1	
British Rule	3 The Conquest and Start of British Rule	To understand the effects of the Conquest and of the American Revolution on the St. Lawrence colony.	To explain the causes and immediate effects of the Conquest. To describe the main consequences of the American Revolution for the Province of Québec	3	1	
	4 The Early Stages of Parliamentary Government	To understand the socio-economic changes and clashes which marked the early stages of parliamentary government.	To explain how society in Lower Canada evolved between 1791 and 1840. To describe the events of 1837-1838 and the beginning of the union of the two Canadas.	3	1	
Contemporary Period	5 Québec and Confederation	To understand the new developments in Québec and Canada in the second half of the 19 <sup>th</sup> century.	To explain the origins of the Canadian federation and the main terms of the British North America Act. To describe and explain the evolution of Québec within the new Canadian context.	3		
	6 Industrial Development	To understand the main economic, political, and social factors which marked the second phase of industrialization in Québec.	To describe the principal effects, on Québec and Canada, of North American economic expansion between 1896 and 1929. To evaluate the effects of the Depression on Canada and Québec.	3	1	
	7 Contemporary Québec	To understand the principal changes which have taken place in Québec society since 1939.	To analyze some of the repercussions of World II on Québec.		2	1
			To analyze the conflict between traditionalism and the changes which took place in Québec society during the Duplessis era.		3	
			To describe and explain the "Quiet Revolution" and subsequent years.		3	

Module 1

**THE FRENCH EMPIRE IN AMERICA**

## Module 1

### THE FRENCH EMPIRE IN AMERICA

#### GENERAL OBJECTIVE

ON COMPLETION OF THIS MODULE, THE PUPIL SHOULD UNDERSTAND THE FOUNDATIONS OF THE FRENCH EMPIRE IN AMERICA.

#### Terminal Objectives:

The pupil should be able:

- 1.1 To describe the conditions which affected French exploration in America.
- 1.2 To explain the role of the fur trade in the French Empire and its influence on cultural relations between the Amerindians and the French.

#### ORIENTATION OF THE MODULE

The first module draws the pupil's attention directly to one of the main characteristics of the period of the French Régime — the key role of the fur trade in the establishment of the French Empire in America, which led to a form of expansion that became a source of weakness. The pattern of this development can be explained by the characteristics of the North American setting and of the mother country. Since the Amerindians formed an integral part of this system, it is necessary to examine the distinct features of their culture in order to understand the complexity of the exchanges and conflicts which occurred as a result of the meeting of such different cultures.

Regarding methodology, the pupil's attention should be drawn to the materials of history and to the contribution of the many types of documents which form the basis for historical interpretation.

## Unit 1.1

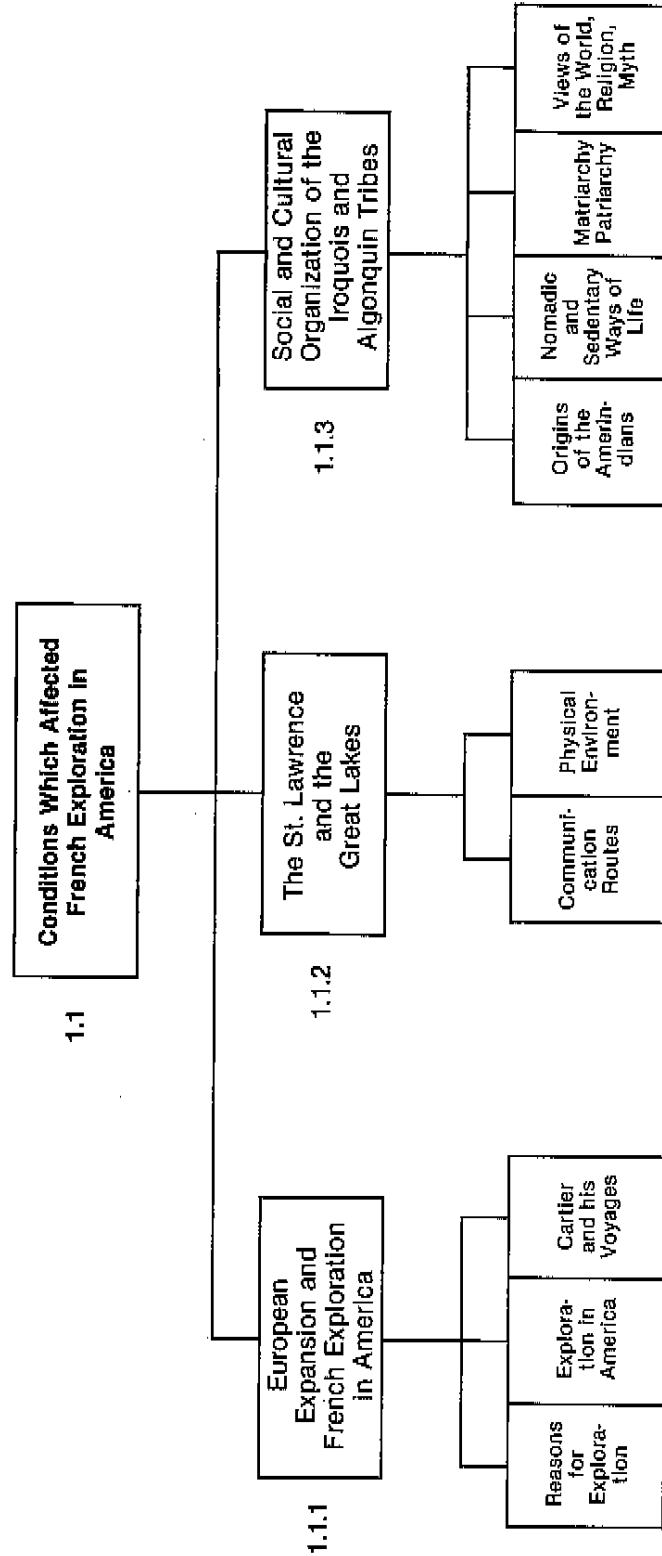
### Terminal Objective

1.1 To describe the conditions which affected French exploration in America.

#### Intermediate Objectives:

- 1.1.1 To explain French exploration in America in terms of European expansion in the 15<sup>th</sup> and 16<sup>th</sup> centuries.
- 1.1.2 To describe the geographical features which influenced the first settlements in the St. Lawrence Valley and the Great Lakes region.
- 1.1.3 To distinguish between the social and cultural organization of the Iroquois and that of the Algonquin tribes.

#### ORGANIZATION OF CONTENT



## Unit 1.2

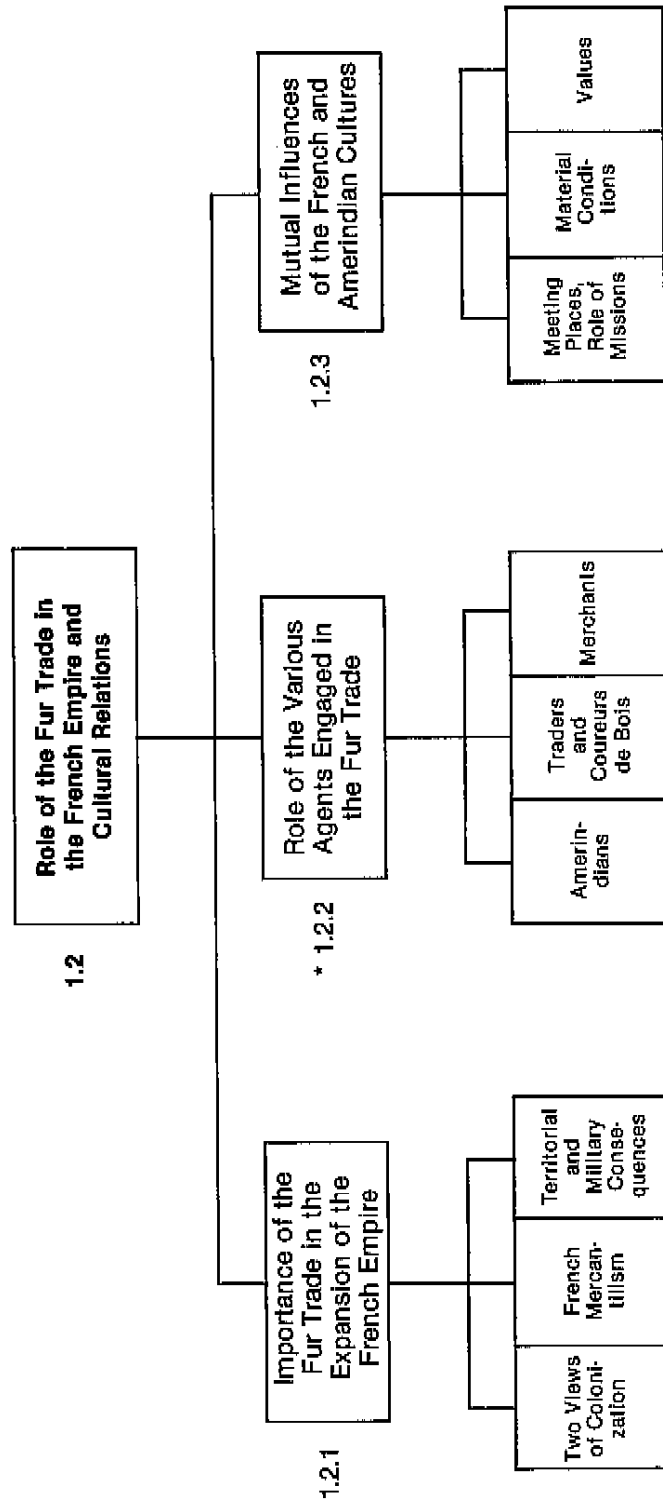
### 1.2 To explain the role of the fur trade in the French Empire and its influence on cultural relations between the Amerindians and the French.

#### Terminal Objective

#### Intermediate Objectives:

- 1.2.1 To show the importance of the fur trade in the expansion of the French Empire.
- \* 1.2.2 To describe the role of the various agents engaged in the fur trade.
- 1.2.3 To identify the ways in which the French and Amerindian cultures influenced each other.

#### ORGANIZATION OF CONTENT



\* Objectives marked with asterisks are optional.

Module 2

**CANADIAN SOCIETY DURING  
THE FRENCH RÉGIME**

## Module 2

### CANADIAN SOCIETY DURING THE FRENCH RÉGIME

#### GENERAL OBJECTIVE

ON COMPLETION OF THIS MODULE, THE PUPIL SHOULD UNDERSTAND THE DEVELOPMENT OF THE ST. LAWRENCE COLONY.

#### Terminal Objectives:

The pupil should be able:

- 2.1 To describe and explain the settlement and economic activities of the Canadian colony.
- 2.2 To describe the structure of Canadian society at the time.

#### ORIENTATION OF THE MODULE

The fur trade represents only one aspect of the French presence in America. It alone does not explain the existence of a French majority in Québec today. In order to understand this fact, life in the small St. Lawrence colony must be examined. The French Empire disappeared with the Conquest, yet in the seigneuries and communities along the river, men and women remained who adapted their French heritage to the North American setting. They thus created a distinct society, bequeathing a legacy which has been passed on and evolved through to the present time.

This module lends itself well to the study of local history. By observing and analyzing the traces of the French Régime in his environment today, the pupil should become aware of this unique heritage and of the need for it to be preserved.

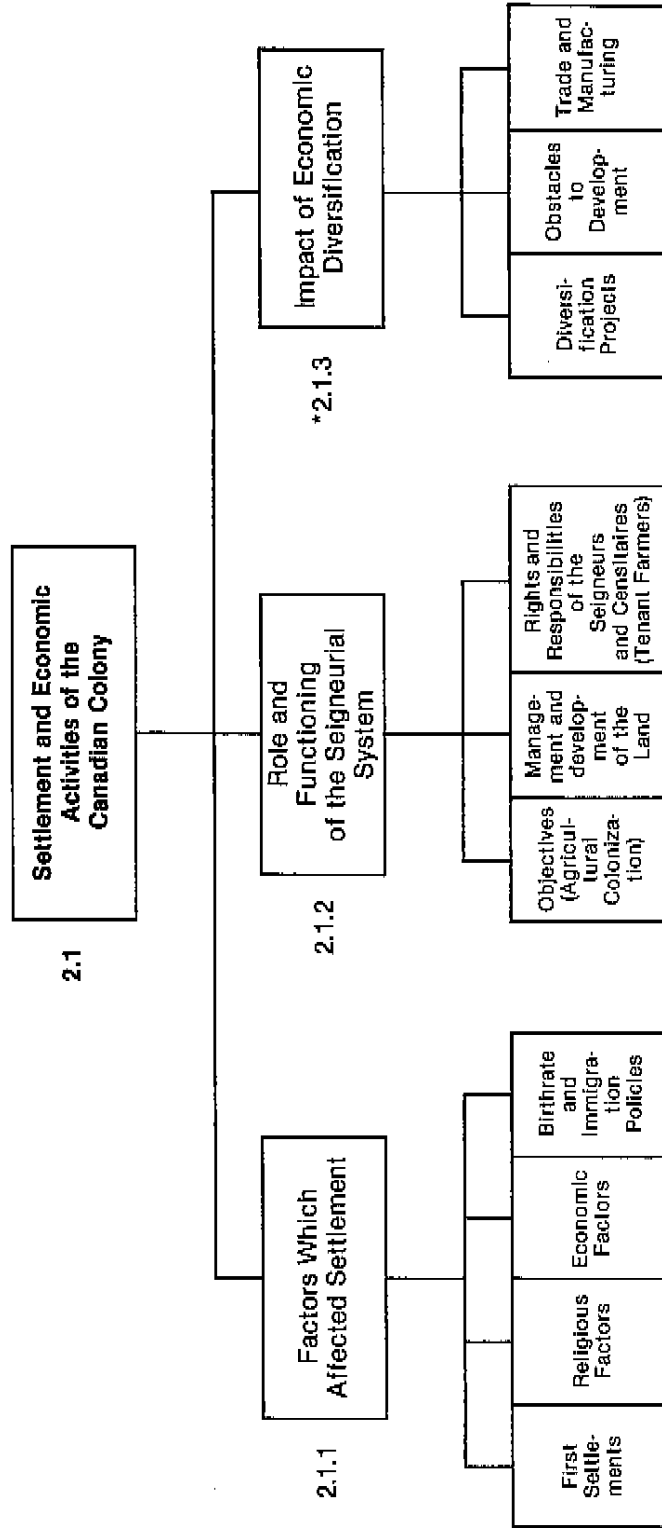
## Unit 2.1

**Terminal Objective**  
 2.1 To describe and explain the settlement and economic activities of the Canadian colony.

**Intermediate Objectives:**

- 2.1.1 To identify the factors which influenced the settlement of the Canadian colony.
- 2.1.2 To describe the role of the seigneurial system and the way in which it functioned.
- \*2.1.3 To determine the impact of certain efforts to diversify the Canadian economy.

**ORGANIZATION OF CONTENT**



## Unit 2.2

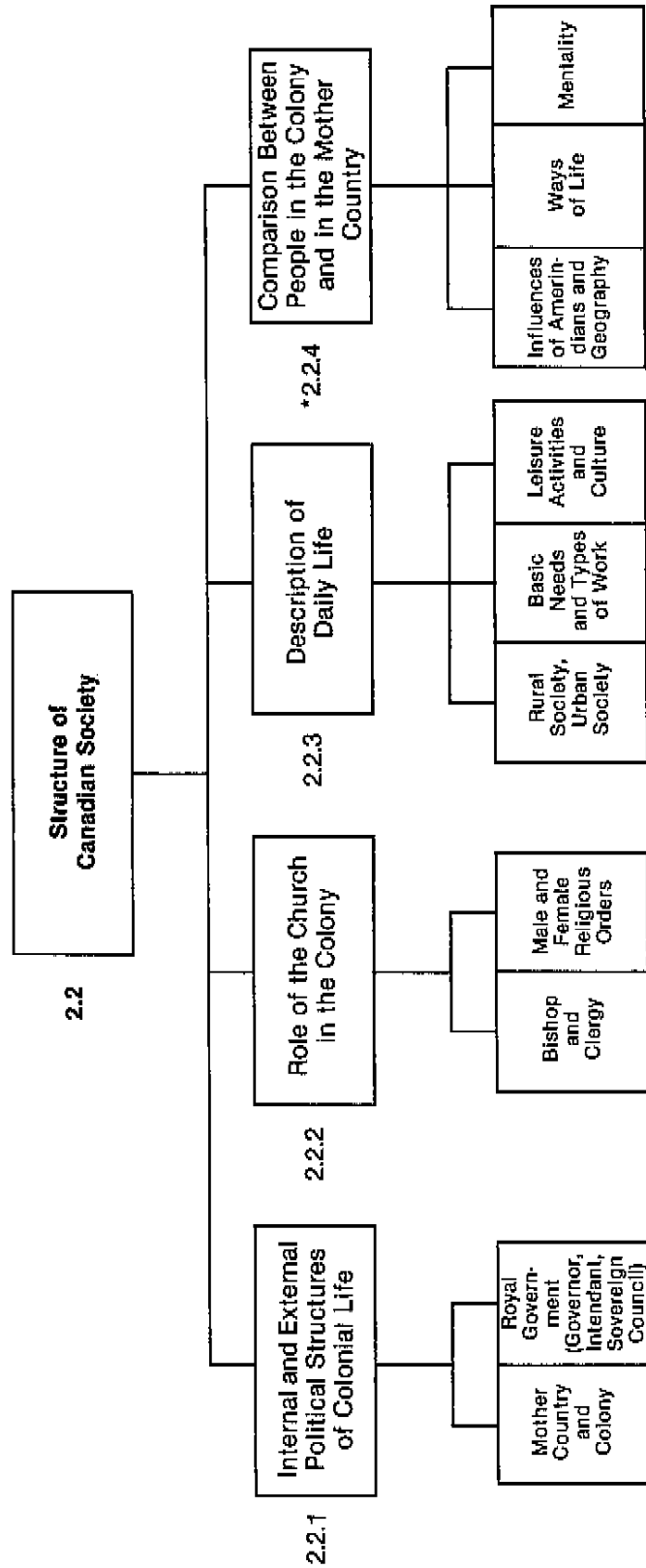
### Terminal Objective

2.2 To describe the structure of Canadian society at the time.

#### Intermediate Objectives:

- 2.2.1 To describe the internal and external political structures of colonial life.
- 2.2.2 To show the importance of the Church within the colony.
- 2.2.3 To describe various aspects of daily life in the towns and in the country.
- \*2.2.4 To compare the colonists with people in the mother country at the end of the period.

#### ORGANIZATION OF CONTENT



Module 3

**THE CONQUEST AND THE START OF BRITISH RULE**

## Module 3

### THE CONQUEST AND THE START OF BRITISH RULE

#### GENERAL OBJECTIVE

ON COMPLETION OF THIS MODULE, THE PUPIL SHOULD UNDERSTAND THE EFFECTS OF THE CONQUEST AND OF THE AMERICAN REVOLUTION ON THE ST. LAWRENCE COLONY.

#### Terminal Objectives:

The pupil should be able:

- 3.1 To explain the causes and immediate effects of the Conquest.
- 3.2 To describe the main consequences of the American Revolution for the Province of Québec.<sup>1</sup>

#### ORIENTATION OF THE MODULE

The Conquest can be explained, apart from military events, in terms of the structural differences between the two imperial and colonial systems which were in conflict in North America. This clash had a decisive influence on the unfolding of events on the continent: it facilitated the achieving of American independence, which, in turn, reinforced the British character of the territories to the north of the United States. At the heart of this development, the St. Lawrence colony, definitively separated from France, became the Province of Québec, a British colony. Nevertheless, the immigration of the American Revolution prompted the mother country to grant certain concessions to its new colony, thus ensuring the continuance of French society. Another consequence of the formation of the United States was the influx of the Loyalists, an event which, by upsetting the demographic balance of the Province of Québec, clearly brought to light the difficulties which two different cultures experienced in trying to coexist within the same British colony.

Since 1950, the debate surrounding the interpretation of the Conquest has been the main concern of Québec historiography. The material in this module could be used to sensitize pupils to the different aspects of this issue.

1. At the time of the British Empire, the term "province" was used to refer to the different colonies in continental America. The political and geographical reality it referred to then was quite different from the one it refers to now.

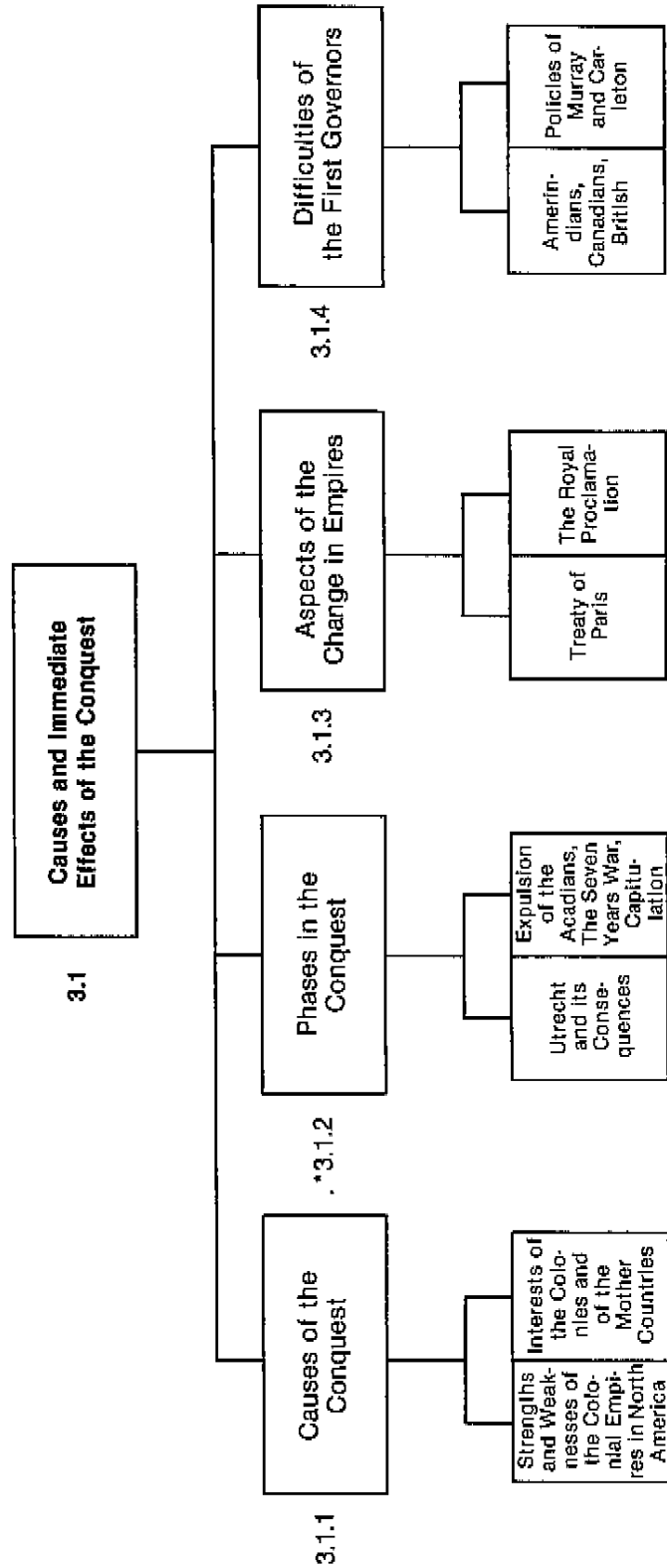
## Unit 3.1

**Terminal Objective**      **3.1 To explain the causes and immediate effects of the Conquest.**

**Intermediate Objectives:**

- 3.1.1 To explain the main causes of the Conquest.
- \*3.1.2 To identify the main phases in the Conquest.
- 3.1.3 To explain the main aspects of the change in empires.
- 3.1.4 To describe the difficulties the first governors had in reconciling British colonial policies with colonial realities.

**ORGANIZATION OF CONTENT**



## Unit 3.2

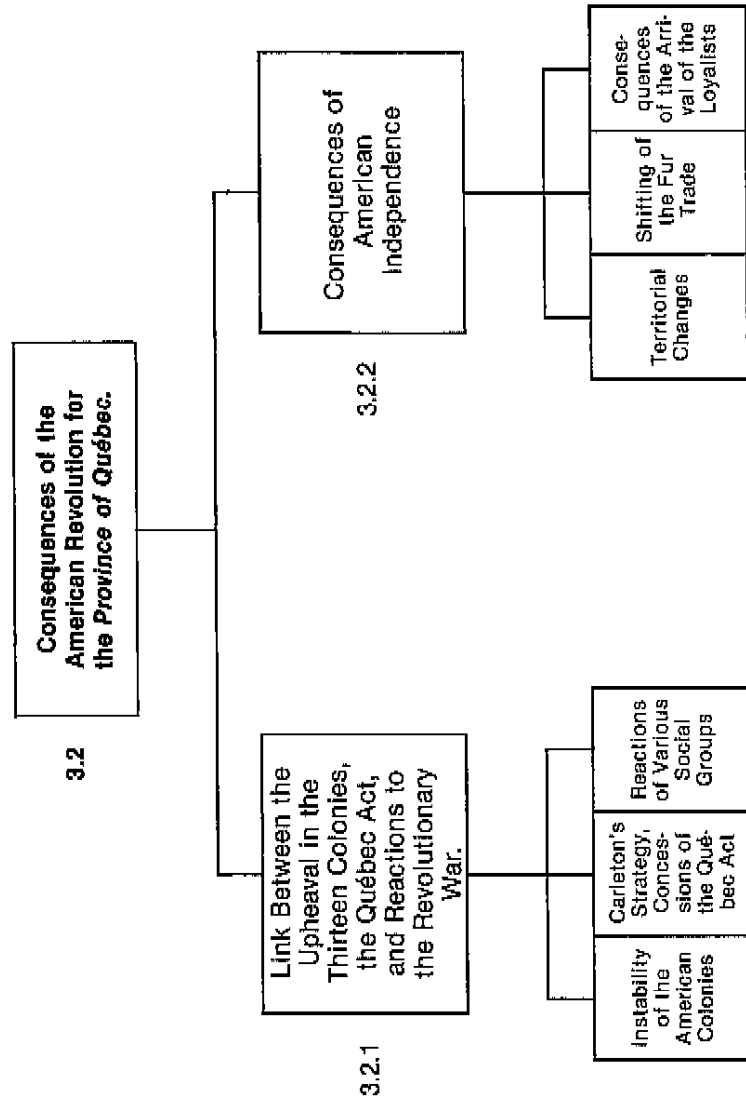
### 3.2 To describe the main consequences of the American Revolution for the Province of Québec.

**Terminal Objective**

**Intermediate Objectives:**

- 3.2.1 To establish the link between the upheaval in the Thirteen Colonies, the Québec Act, and the reactions of the inhabitants of the *Province of Québec* to the Revolutionary War.
- 3.2.2 To describe the consequences of American independence for the *Province of Québec*.

**ORGANIZATION OF CONTENT**



Module 4

**THE EARLY STAGES OF PARLIAMENTARY  
GOVERNMENT**

## Module 4

### THE EARLY STAGES OF PARLIAMENTARY GOVERNMENT

#### GENERAL OBJECTIVE

ON COMPLETION OF THIS MODULE, THE PUPIL SHOULD UNDERSTAND THE SOCIO-ECONOMIC CHANGES AND CLASHES WHICH MARKED THE EARLY STAGES OF PARLIAMENTARY GOVERNMENT.

#### Terminal Objectives:

The pupil should be able:

- 4.1 To explain how society in Lower Canada evolved between 1791 and 1840.
- 4.2 To describe the events of 1837-38 and the first steps toward the union of the two Canadas.

#### ORIENTATION OF THE MODULE

In order to resolve the problems posed by the integration of the Loyalists into the colony, Great Britain recognized the existence of two majorities by dividing up the *Province of Québec*. Lower Canada adapted to the resulting changes in economic conditions by turning toward forestry development. At the same time the arrival of the British immigrants further diversified its population. On the political front, however, both Canadas took up the struggle against the mother country in order to obtain improvements in the parliamentary system of 1791. The economic and social climate in Lower Canada characterized and accentuated the conflict. Great Britain endeavoured to resolve the problems of the two colonies by reuniting them. Following this reform, the mother country recognized the principle of responsible government, which initiated a period of greater colonial autonomy.

This module should enable the pupil to become aware of the difficulties posed by historical interpretation, by allowing him to examine the writings of various witnesses to these particularly controversial times in our history.

**Unit 4.1**

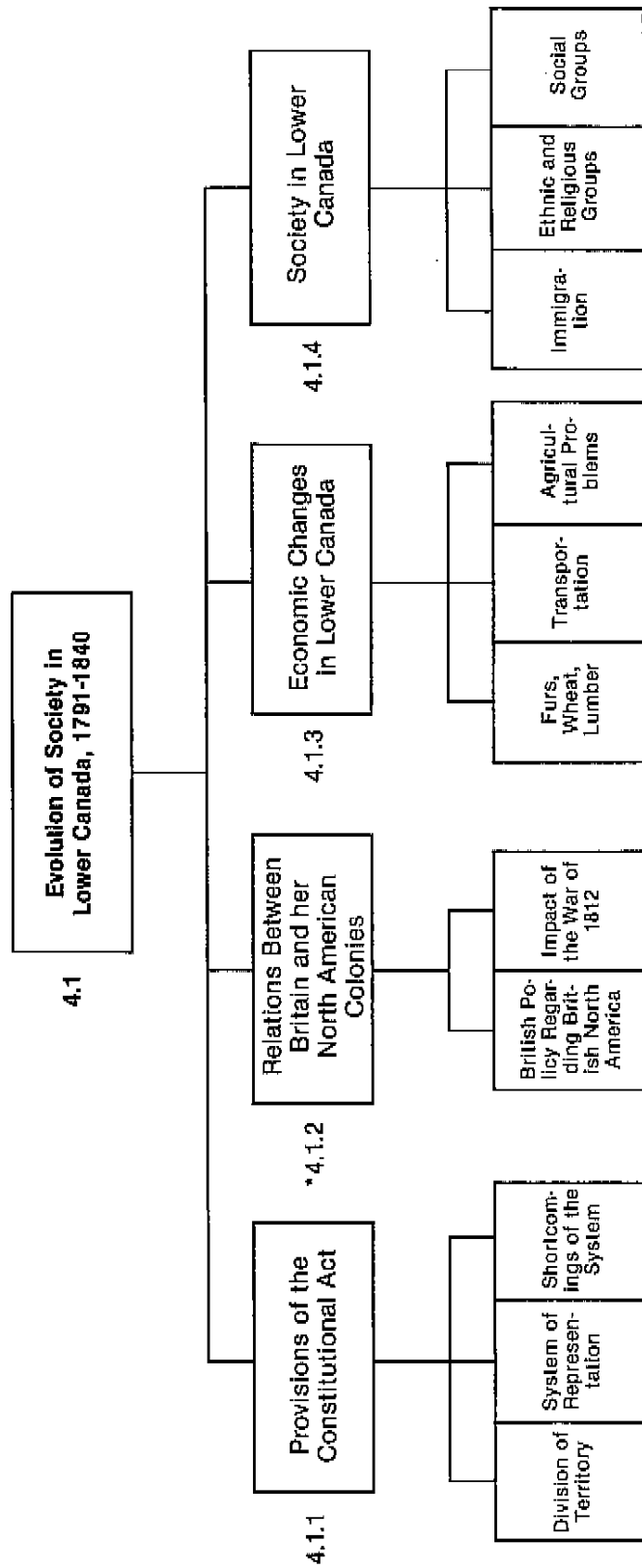
**Terminal Objective**

**4.1 To explain how society in Lower Canada evolved between 1791 and 1840.**

**Intermediate Objectives:**

- 4.1.1 To describe the main provisions of the Constitutional Act.
- \*4.1.2 To describe and explain the relationship between Britain and her North American colonies.
- 4.1.3 To describe the economic changes which took place in Lower Canada.
- 4.1.4 To describe the various elements of society in Lower Canada around 1840.

**ORGANIZATION OF CONTENT**



## Unit 4.2

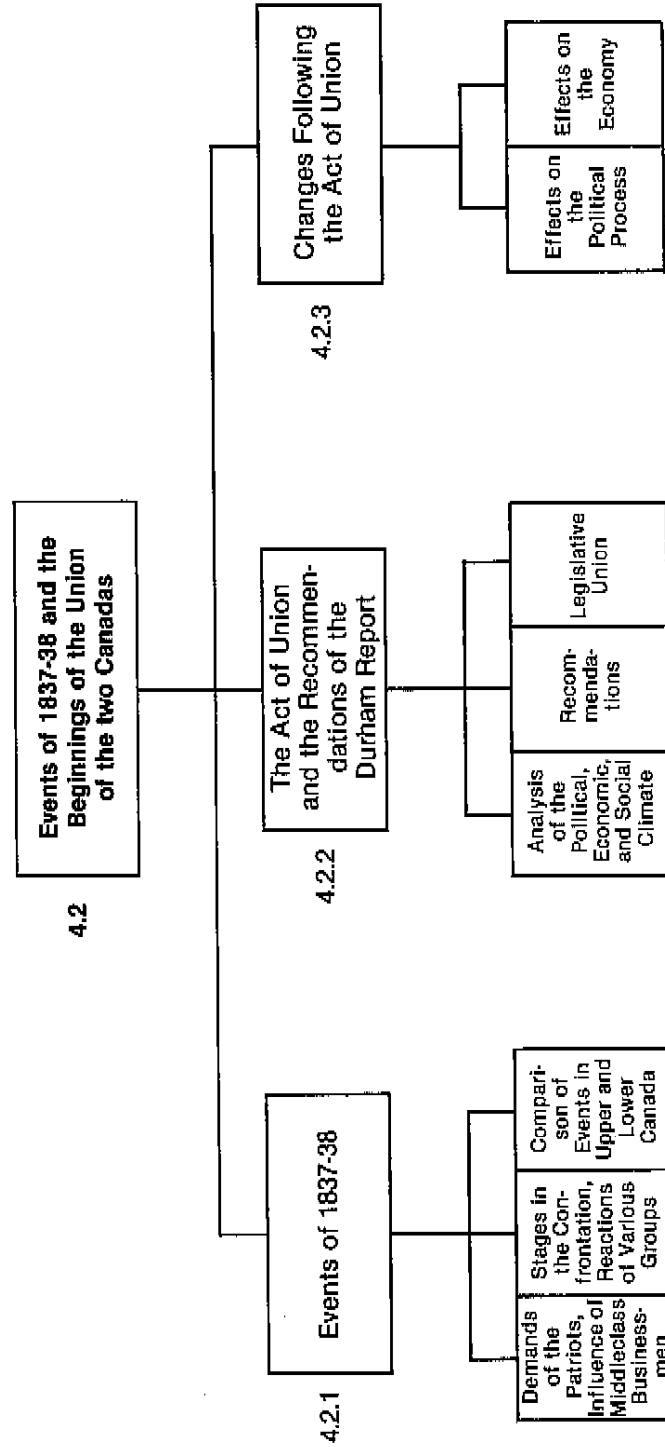
**4.2 To describe the events of 1837-38 and the beginnings of the union of the two Canadas.**

### Terminal Objective

#### Intermediate Objectives:

- 4.2.1 To explain the course of events in 1837-38.
- 4.2.2 To show that the Act of Union partially fulfilled the recommendations of the Durham Report.
- 4.2.3 To describe the changes which took place following the Union of the Canadas up to 1854.

#### ORGANIZATION OF CONTENT



Module 5

## QUÉBEC AND CONFEDERATION

## Module 5

### QUÉBEC AND CONFEDERATION

#### GENERAL OBJECTIVE

ON COMPLETION OF THIS MODULE, THE PUPIL SHOULD UNDERSTAND THE NEW DEVELOPMENTS IN QUÉBEC AND CANADA IN THE SECOND HALF OF THE 19<sup>th</sup> CENTURY.

#### Terminal Objectives:

The pupil should be able:

- 5.1 To explain the origins of the Canadian federation and the main terms of the British North America Act.
- 5.2 To describe and explain the evolution of Québec within the new Canadian context.

#### ORIENTATION OF THE MODULE

The gradual slackening of the ties with Great Britain, the growing strength of the United States, and the economic and political problems of a united Canada created a favourable climate for the grouping of the colonies in British North America. Confederation laid the foundations for a larger Canada, which from then on could look to further expansion on the continent. The face of modern Québec began to take shape amidst the many changes that were taking place at that time. Due to the initial impact of industrialization, towns became more important. At the same time, the limits of the populated areas were more clearly defined. Urban and rural inhabitants often lived under difficult social conditions, the impact of which created attitudes still evident in the mid-twentieth century.

This module should also enable the pupil to reach a deeper understanding of the importance and complexity of political history. The analysis of constitutional documents and of the federal system should give him a better appreciation of the usefulness of a knowledge of the past in understanding the problems of the present.

## Unit 5.1

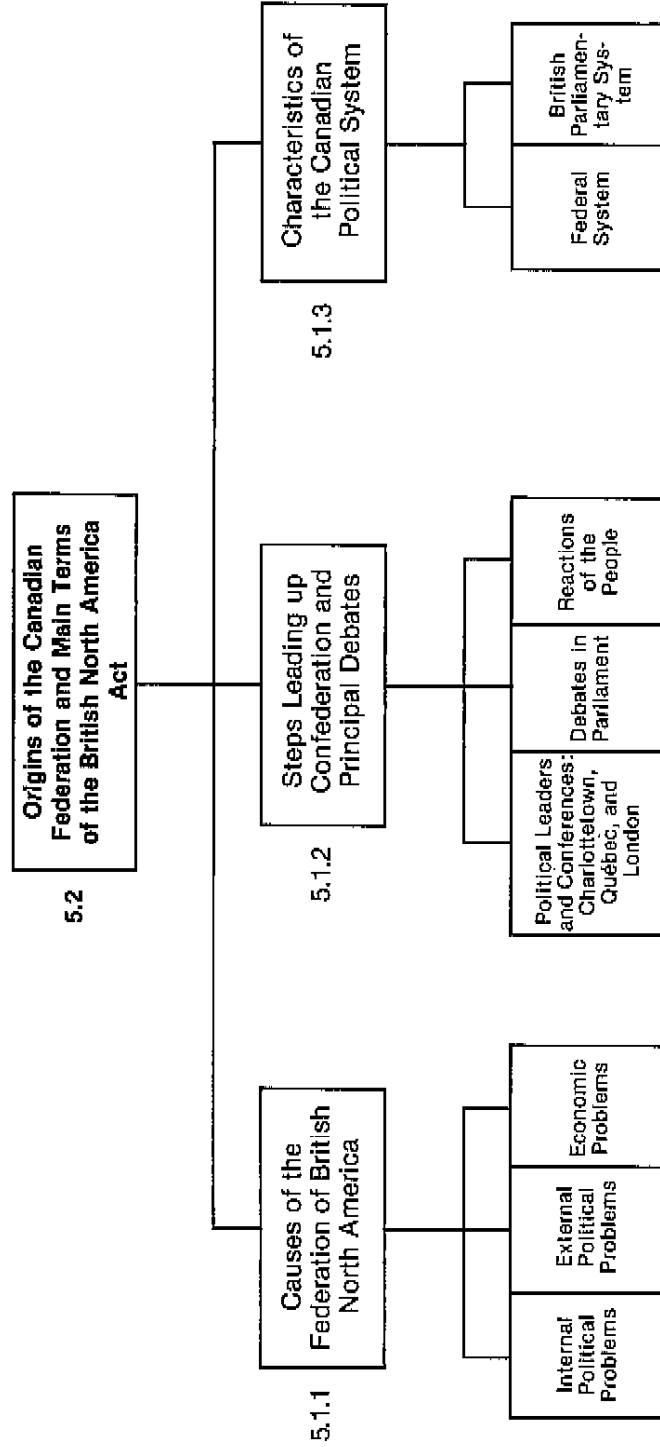
### Terminal Objective

- 5.1 To explain the origins of the Canadian federation and the main terms of the British North America Act.

### Intermediate Objectives:

- 5.1.1 To identify the main causes of the federation of the British North American colonies.  
 5.1.2 To describe the major steps leading up to Confederation and the principal debates generated by it.  
 5.1.3 To describe the main characteristics of the Canadian political system.

### ORGANIZATION OF CONTENT



## Unit 5.2

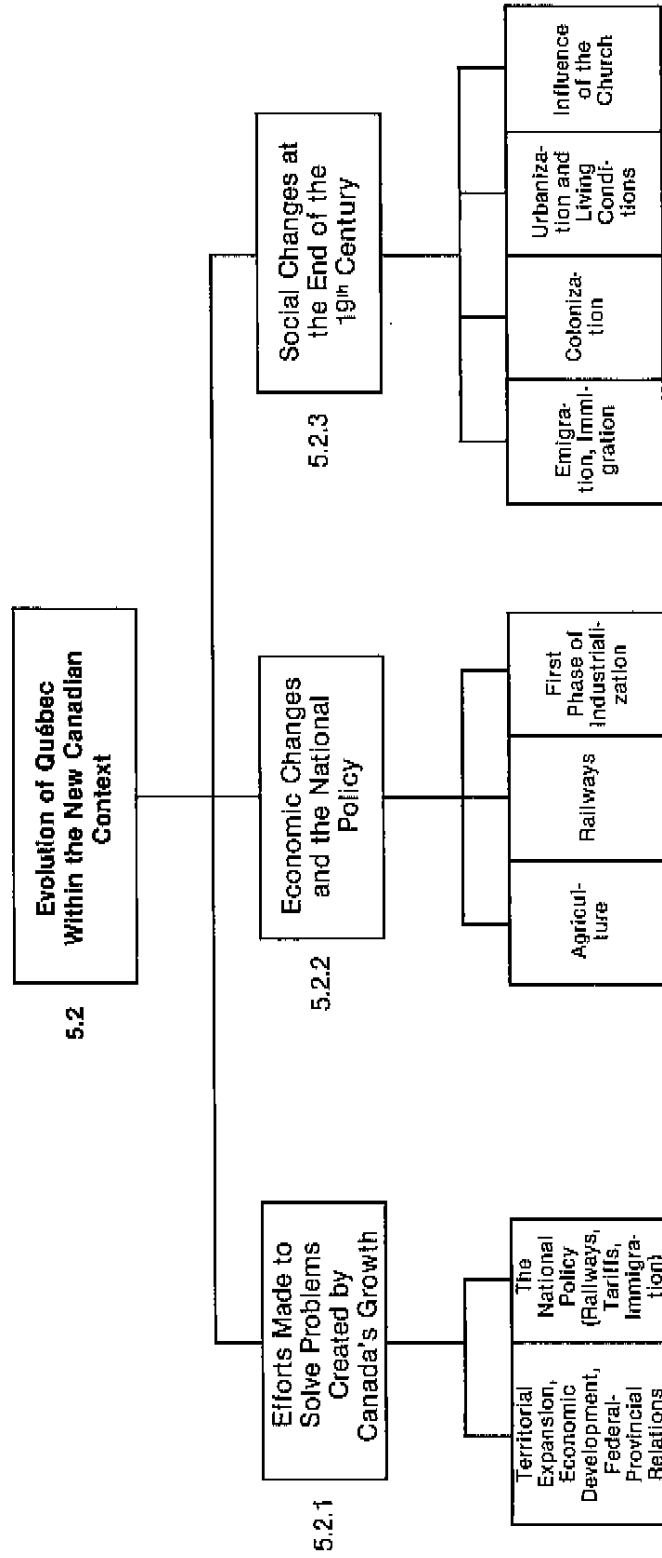
**5.2 To describe and explain the evolution of Québec within the new Canadian context.**

**Terminal Objective**

### Intermediate Objectives:

- 5.2.1 To discuss the efforts made to solve the problems created by Canada's growth.
- 5.2.2 To describe the main changes in the Québec economy in the context of the National Policy.
- 5.2.3 To describe the social changes which took place in Québec at the end to the 19<sup>th</sup> century.

### ORGANIZATION OF CONTENT



Module 6

**INDUSTRIAL DEVELOPMENT**

## Module 6

### INDUSTRIAL DEVELOPMENT

#### GENERAL OBJECTIVE

ON COMPLETION OF THIS MODULE, THE PUPIL SHOULD UNDERSTAND THE MAIN ECONOMIC, POLITICAL, AND SOCIAL FACTORS WHICH MARKED THE SECOND PHASE OF INDUSTRIALIZATION IN QUÉBEC.

#### Terminal Objectives:

The pupil should be able:

- 6.1 To describe the principal effects on Québec and Canada of North American economic expansion between 1896 and 1929.
- 6.2 To evaluate the effects of the Depression on Canada and Québec.

#### ORIENTATION OF THE MODULE

At the beginning of the 20<sup>th</sup> century, Canada experienced an economic boom which triggered its growth. World War I hastened the process of industrialization and helped Canada attain its full status as an autonomous nation. Rich in natural resources, especially in hydro-electric energy potential, Québec also prospered. Industrialization spread to new regions and increased notably in Montréal, where new groups of immigrants were settling. The Québec population became essentially an urban one and was forced to learn how to deal with the social problems caused by such rapid change. The Depression, however, undermined faith in ongoing progress and brought about the changes in attitude which placed Québec at the crossroads of modernity and tradition.

This module lends itself well to the use of one of the methods of historical inquiry. By questioning people in his milieu who lived during the period under study, it is possible for the pupil to become familiar with the techniques of oral history and to understand its richness and limitations.

## Unit 6.1

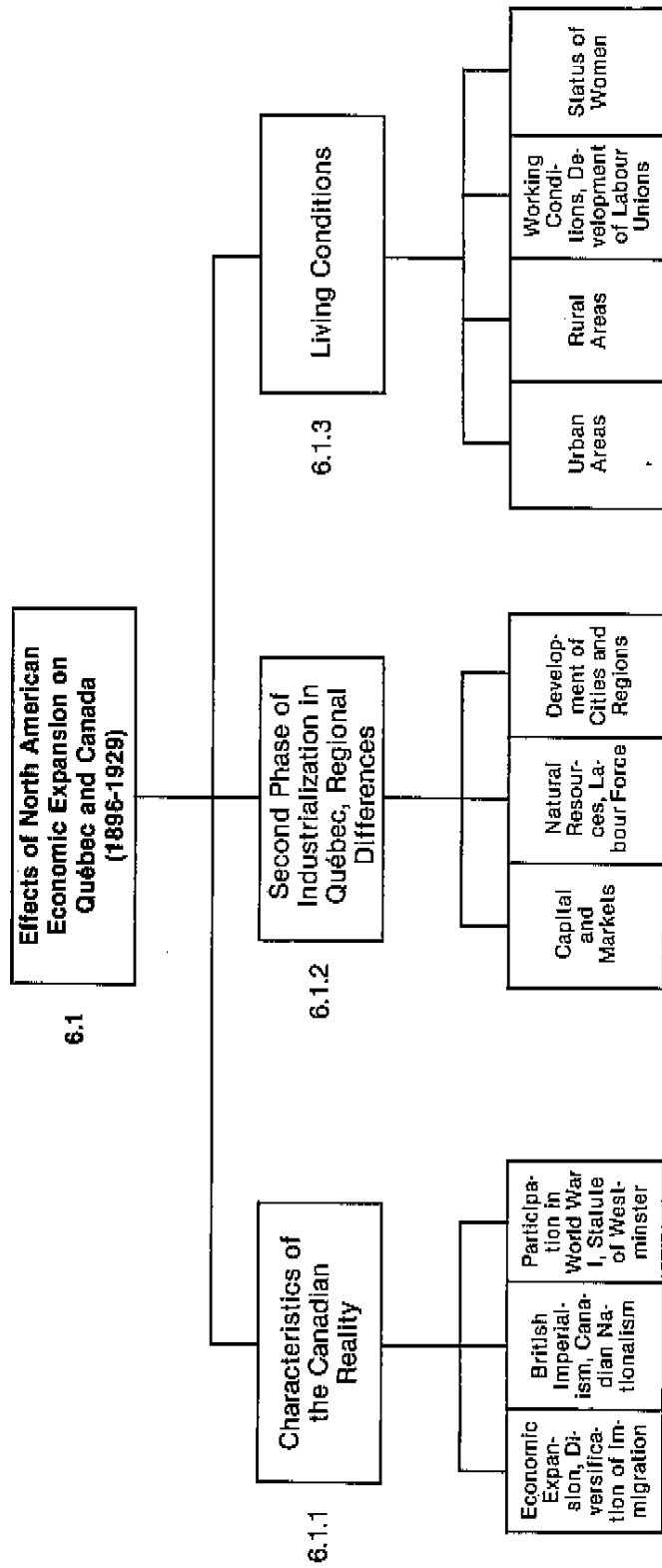
### Terminal Objective

6.1 To describe the principal effects on Québec and Canada of North American expansion between 1896 and 1929.

### Intermediate Objectives:

- 6.1.1 To describe some characteristics of the Canadian reality during this period.
- 6.1.2 To show that the second phase in the industrialization of Québec varied from one region to another.
- 6.1.3 To describe living conditions at the time.

### ORGANIZATION OF CONTENT



## Unit 6.2

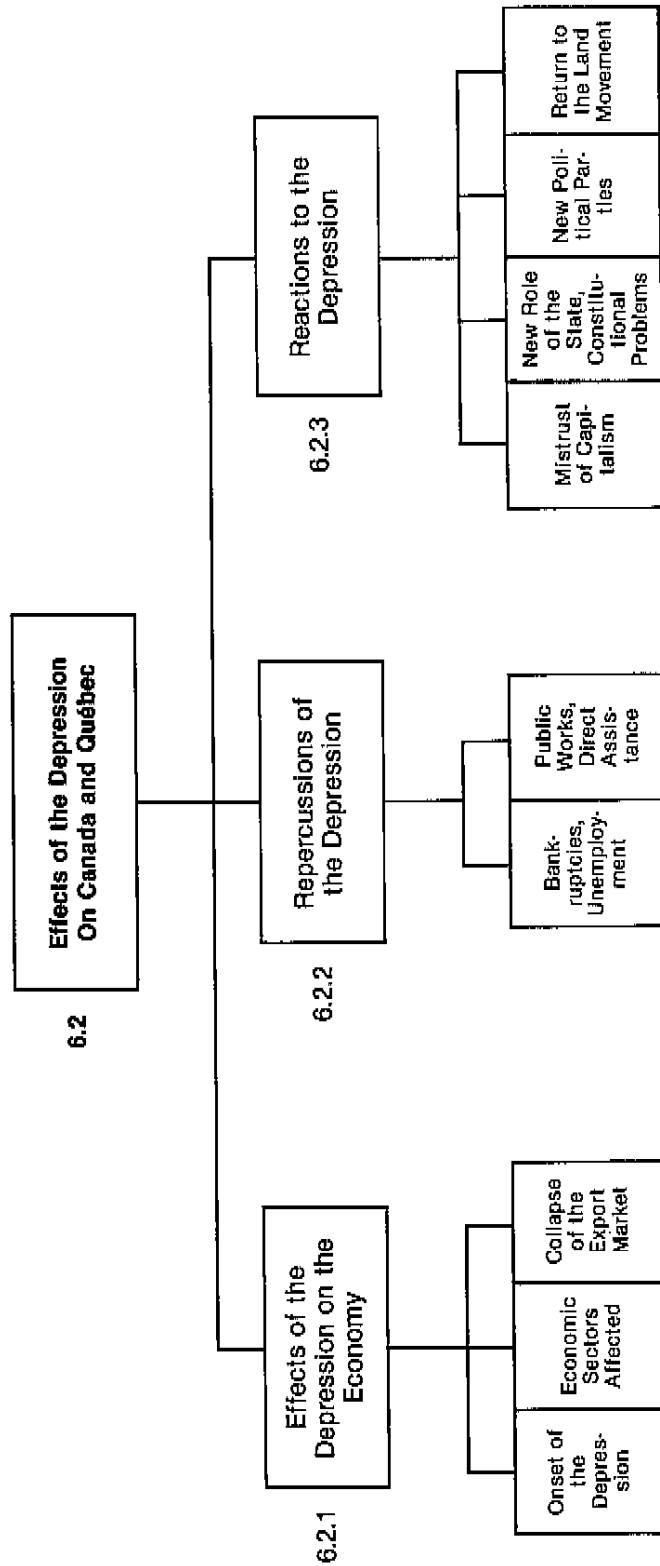
### 6.2 To evaluate the effects of the Depression on Canada and Québec.

#### Terminal Objective

#### Intermediate Objectives :

- 6.2.1 To show the effects of the Depression on the Canadian and Québec economies.
- \*6.2.2 To describe some of the repercussions of the Depression on the lives of Canadians and Quebecers.
- 6.2.3 To compare the main reactions of Canada and Québec to the Depression.

#### ORGANIZATION OF CONTENT



Module 7

**CONTEMPORARY QUÉBEC**

## Module 7

### CONTEMPORARY QUÉBEC

(1939 TO THE PRESENT TIME)

#### GENERAL OBJECTIVE

ON COMPLETION OF THIS MODULE, THE PUPIL SHOULD UNDERSTAND THE PRINCIPAL CHANGES WHICH HAVE TAKEN PLACE IN QUÉBEC SOCIETY SINCE 1939.

#### Terminal Objectives:

The pupil should be able:

- 7.1 To analyze some of the effects of World War II on Québec.
- 7.2 To analyze the conflict between traditionalism and the changes which took place in Québec society during the Duplessis era.
- 7.3 To describe and explain the 'Quiet Revolution' and subsequent years.

#### ORIENTATION OF THE MODULE

While Canada as a nation took part in World War II, Québec was again the seat of an anticonscription movement as it had been in 1917. The war temporarily abated the debates on social issues which had been caused by the Depression, in the period of prosperity which followed the return to peace, improved means of communication opened Quebecers to outside influences, particularly to that of the United States. Immigration and urbanization movements intensified. The period was also marked by Duplessis' influence, but various groups began to question some of the traditional values of Québec society. The "Quiet Revolution" resumed, and hastened the pace of these changes, defining the characteristics of Québec society as we know it today. By developing an awareness of the cultural wealth and diversity of contemporary Québec, the pupil will be able to understand more fully the significance of the major debates of concern today.

While an understanding of events in the milieu is an educational objective of the overall program, this last module lends itself particularly well to the analysis of newspapers and oral testimony as well as to the examination of local history. As the pupil synthesizes the skills he has already acquired, he will come to understand better the difficulties involved in interpreting the recent past.

## Unit 7.1

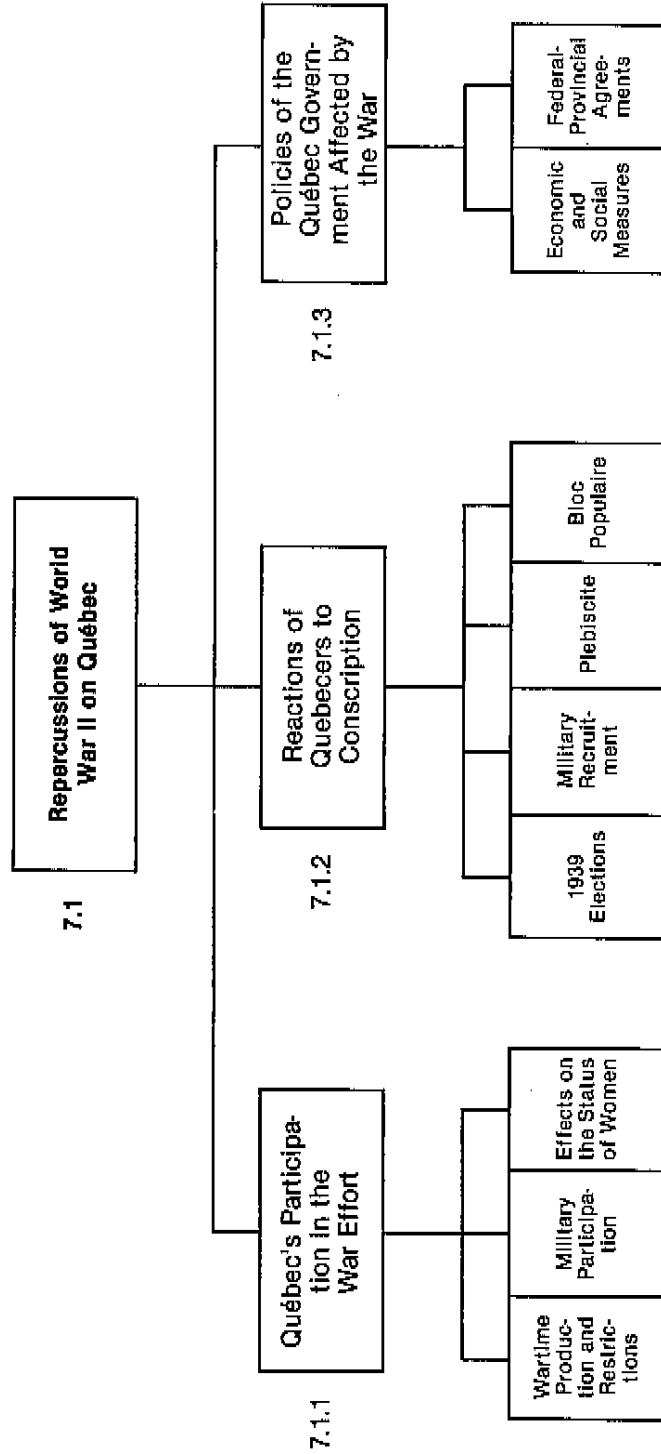
### Terminal Objective

7.1 To analyze some of the repercussions of World War II in Québec.

#### Intermediate Objectives:

- 7.1.1 To describe Québec's participation in the war effort.
- 7.1.2 To describe the various reactions of Quebecers to conscription.
- 7.1.3 To identify those policies of the Québec government which were affected by the war.

#### ORGANIZATION OF CONTENT



## Unit 7.2

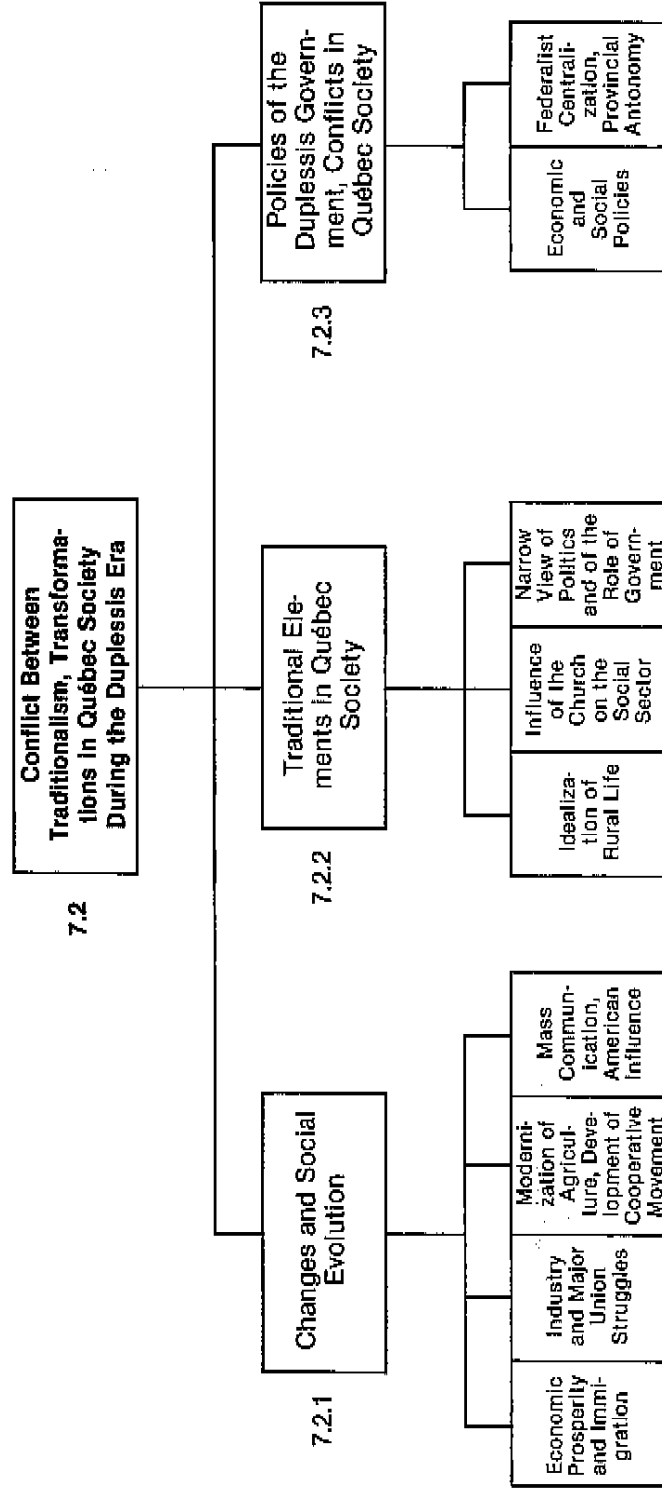
### Terminal Objective

7.2 To analyze the conflict between traditionalism and the changes which took place in Québec society during the Duplessis era.

### Intermediate Objectives:

- 7.2.1 To describe various changes associated with the social evolution of Québec during this period.
- 7.2.2 To identify some of the traditional elements of Québec society.
- 7.2.3 To explain the main policies of the Duplessis government with respect to the conflicts in Québec society at the time.

### ORGANIZATION OF CONTENT



## Unit 7.3

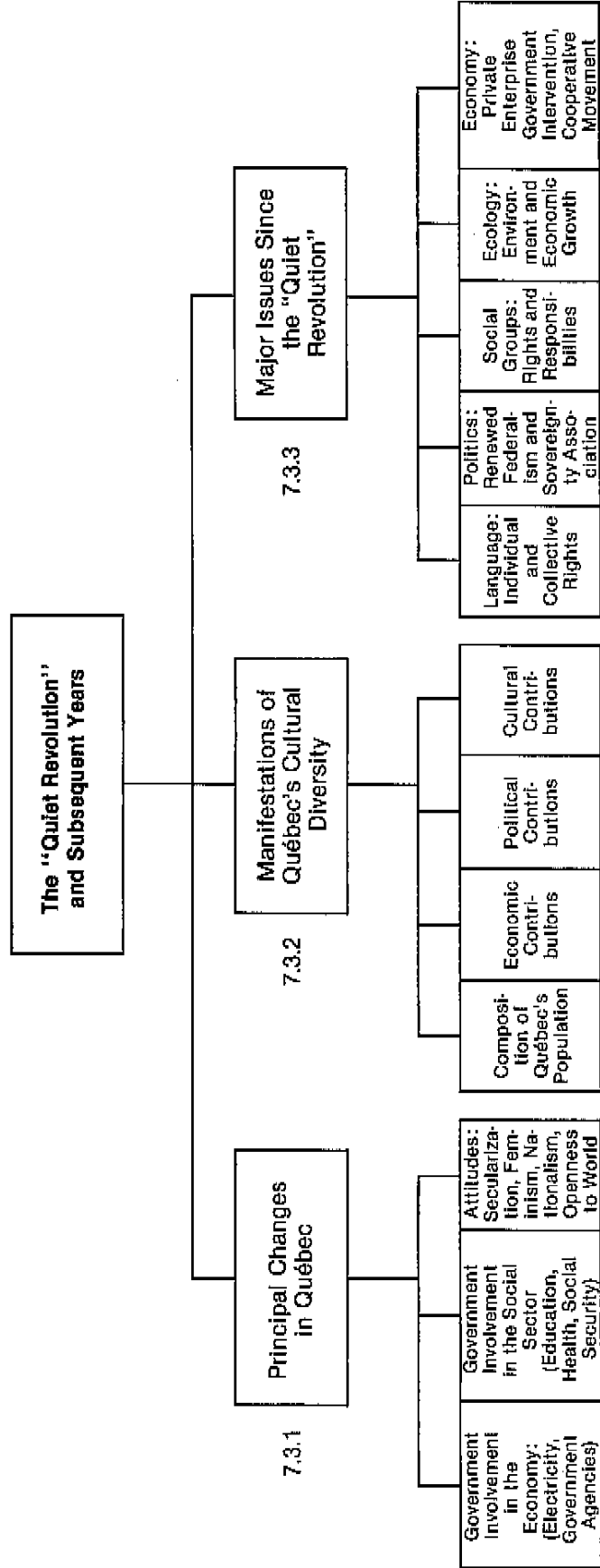
**7.3 To describe and explain the "Quiet Revolution" and subsequent years.**

### Terminal Objective

**Intermediate Objectives:**

- 7.3.1 To describe the principal changes in Québec in the 1960's.
- 7.3.2 To describe some of the manifestations of Québec's cultural diversity.
- 7.3.3 To discuss some of the major issues which have had impact on Québec society since the "Quiet Revolution."

### ORGANIZATION OF CONTENT



## **4. EVALUATION**

## 4. EVALUATION

The instructional objectives of the History of Québec and Canada course are concerned primarily with the cognitive and affective domains of learning. Evaluation of the extent to which these objectives have been achieved, of judgement made on the basis of specific criteria, is also concerned with these two domains.

### 4.1 Evaluation of Cognitive Development

The objectives of the seven modules of the course deal particularly with the cognitive domain of formal learning. The general objective of each module is broken down into terminal and intermediate objectives, which are expressed in terms of the observable behaviours that can be expected of the pupil on completion of the learning activity. The extent to which these specific objectives have been achieved can thus be evaluated by the teacher.

Evaluation, to be valid and fair, must take into account the characteristics of the pupils, of the discipline, and of the educational context. Two complementary forms of evaluation should be used to monitor the pupil's learning: formative and summative evaluations.

#### Formative Evaluation

This form of evaluation is used to assess the pupil's learning with regard to the objectives pursued and to certain established criteria. It makes it possible to check whether he has mastered the behaviours described in the intermediate objectives which are intended to lead to the attainment of the terminal objective.

The clear statement of objectives in the History of Québec and Canada course will enable the teacher to follow each pupil's learning progress, to detect difficulties that the pupil may experience in working toward the objective, and, in the event of difficulty, to offer him immediate assistance. In this sense, for-

mative evaluation constitutes an integral part of the learning process.

The fact that this form of evaluation has so many possible applications in education suggests that it should be used throughout the course.

#### Summative Evaluation

By means of summative evaluation it is possible to determine whether or not a set of course objectives has been attained on completion of a series of learning activities of varying duration. This form of evaluation makes it possible to make decisions concerning certification, promotion, and the awarding of diplomas, as well as to predict success, etc.

It is clear that the scores obtained by pupils in this form of evaluation will relate directly to the quality of the formative evaluation carried out during the learning process.

### 4.2. Evaluation of Affective Development

By transmitting values, attitudes, and interests, the teaching of the History of Québec and Canada course inevitably elicits affective responses from the pupil. Some of these values, attitudes, and interests are specified in the course's educational objectives (Section 2.4). Others are not stated explicitly, but are inherent in the cognitive content of the general, terminal, and intermediate objectives.

Since affective development involves a complex and personal process of internalization, it is difficult to evaluate.

The nature of the objectives of formal schooling, the great variety in teaching practices, and the clearly subjective nature of such evaluation put the onus on the teacher to establish criteria on which to make qualified and fair judgements.

## **5. CONCLUSION**

## 5. CONCLUSION

The History of Québec and Canada course should be taught in a dynamic and flexible way, suited to the needs of different areas, if its proposed educational objectives are to be attained. It is therefore the teacher's job to stimulate in his pupils a taste for inquiry and discovery, which is the essence of historical method. It is also the teacher's responsibility to awaken and develop the pupil's social conscience. The History of Québec and Canada course was designed in order to assist the teacher in his role as facilitator. By specifying the learning content in terms of hierarchically organized objectives, it seeks to facilitate the teaching process and to sustain the teacher's creativity. It should also help him to monitor his pupils' progress more closely and to detect any difficulties they may experience.

On the basis of the course objectives, the teacher should be able to plan his courses in a logical way suited to the particular needs of his milieu in such a way as to maximize the impact of his teaching. He is free to rearrange the objectives as he sees fit and to use the instruc-

tional methods which, in his opinion, will make it possible to achieve the aims of the course. He is left complete freedom in this regard: the statement of objectives in no way prescribes the instructional methods to be used.

To assist the teacher further in understanding the course objectives and in planning his classes, the Curriculum Guide is offered as an additional source of information. It offers suggestions as to possible activities and instructional materials to be used and includes a bibliography of the materials used in the preparation of the History of Québec and Canada course and of the accompanying guide.

It is hoped that both tools, the course and the Curriculum Guide, will encourage innovation and progress in the teaching of history in Québec, by developing the pupil's interest in the discipline and by conveying to him a taste for delving more deeply into the evolution of the society to which he belongs.