Chapter 3: 1945-1980: The Modernization of Quebec & the Quiet Revolution

In class activity- Recap Activity: Notes 3.4 (Parts 1 & 2), Notes 3.5

Task:
Use your class notes, Mr. O’Neill’s PowerPoints and your textbook to help you answer the questions below. DO NOT leave any question blank.

Part 1: Quebec Society under the Bourassa Government (Textbook, pages. 254-265)

1. Consult Document 72, on page 254 in your textbook (and your notes). What consequence did the adoption of the health insurance plan have for the population of Québec?

Quebec citizens now had access to free healthcare service (not just hospitalization). In addition, the CLSC network was developed soon after.

2. Consult Document 73, on page 254 in your textbook. What main idea can be associated with this section in the Charter of Human Rights and Freedoms?

The idea that all Quebecers are equal → no matter race, religion, gender, sender identity, sexual orientation, culture, etc. All Quebecers have access to the same rights.
3. Consult Document 74, on page 255 in your textbook. Complete the following table by classifying the Baie-James hydroelectric plants according to the project’s phases of development.

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• La Grande 4</td>
<td>• La Grande 1</td>
<td>• Sarcelle</td>
</tr>
<tr>
<td>• Robert Bourassa Spillway</td>
<td>• La Grande 2A</td>
<td>• Eastmain 1</td>
</tr>
<tr>
<td>• La Grande 3</td>
<td>• Laforge 1</td>
<td>• Eastmain 1A</td>
</tr>
<tr>
<td></td>
<td>• Laforge 2</td>
<td></td>
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<td></td>
<td>• Brisay</td>
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4. Document 75, on page 255 in your textbook, features Premier Robert Bourassa in front of the James Bay hydroelectric development project that bears his name. Referring to the information on page 255 and your notes, explain why the James Bay Project was coined “the Project of the Century”.

- Largest energy producing project in North America
- The large amount of time it took to complete the project

5. Which groups of people were concerned about the potential impacts of the James Bay Project? What were/are these impacts? Provide 4 possible impacts.

- Groups concerned: The Cree/Inuit people
- Impacts: Mercury poisoning of waterways, diversion of water flow, changing the migration patterns of animals, disrupt the hunting fishing (traditional) activities of the Indigenous people
6. How was the Quebec government able to move forward with the James Bay project after it was stopped because of the lack of consultation with indigenous groups?

The government used negotiations with the Cree and Inuit people and eventually signed the James Bay and Northern Quebec Agreement with the Cree and Inuit people.

7. Consult Document 78, on page 257 in your textbook. Indicate what was agreed on under the James Bay and Northern Quebec Agreement that ensured protection of the cultural identity of the Cree and the Inuit. Please indicate 3 points.

- Protection of the culture and traditional way of life of the Inuit and Cree
- Concession of exclusive hunting and fishing rights to Indigenous peoples in certain parts of the territory of the James Bay region
- $225 million towards financial compensation of the Indigenous groups affected by the James Bay project


Difference:

Cree use a ‘band council’ system and the Inuit use a ‘village council’ system to govern

Similarity:

Both councils are elected

9. Which school of thought (ideology) in Quebec society can be associated with Document 77, on page 256 in your textbook?

Feminism

10. Consult Document 79, on page 258 in your textbook. Indicate how the members of the FLQ identified themselves.

As revolutionaries that fought for the rights of French Quebecis against the Anglopone bosses and elites. The wanted sovereignty for Quebec (by any means – even violence).
11. Consult Document 80, on page 258 in your textbook. Indicate two consequences of the implementation of the *War Measures Act*.

- The Canadian Army was called in to protect the public (especially in Montreal)
- Civil liberties were suspended → people could be arrested without reason and held for long periods of time
- There was a curfew that was implemented

12. Explain how the FLQ’s actions in the 1960s into the October Crisis of 1970 could be considered as acts of terrorism.

The FLQ used violence to scare the population and government to try and push their own political views and demands.

13. Referring to Document 81, on page 259 in your textbook, explain how relations between the unions and governments led to legal consequences for the three presidents of Québec’s labour confederations.

Your answer must specify each of the elements below and establish connections between them.

- Relations between unions and governments
- An action by union leaders
- A legal consequence for the three labour confederation presidents

The relationship between the government and unions was strained (not good). Therefore, union leaders pushed worker strikes despite the government’s injunction (rule) to make the strikes illegal. As a result, the leaders of the unions were sent to jail.
14. Among the following elements, which ones correspond to feminist demands in the 1970s?

A. Pay equity
B. Abortion rights
C. Maternity leave
D. Access to higher education
E. Establishment of child care services
F. The right to vote in provincial elections

15. Consult Document 85, on page 261 in your textbook, and indicate one feminist concern.

Feminist groups wanted the right to unrestricted abortions.

16. Indicate a cause of the Oil Crisis on the early 1970s and a consequence for Quebec/Canada because of the Oil Crisis of the early 1970s.

Cause:

The invasion of Israel by Egypt and Syria lead to the intervention of Western countries which lead to the limited production of oil by OPEC countries.

Consequence:

The cost of oil in Canada increased drastically which caused the price of goods to rise drastically.
17. Indicate if the following statements, regarding relations between Québec and Ottawa, are true or false. If you indicate that a statement is false, correct it.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> In order for Canada to obtain full autonomy, Pierre Elliott Trudeau had to call on the Canadian Parliament to amend the Constitution.</td>
<td></td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>b)</strong> The provinces had to reach an agreement with Ottawa on the new power-sharing arrangement and the amending formula.</td>
<td><strong>X</strong></td>
<td></td>
</tr>
<tr>
<td><strong>c)</strong> Constitutional negotiations were started between Ottawa and the provinces.</td>
<td><strong>X</strong></td>
<td></td>
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<tr>
<td><strong>d)</strong> In 1971, a conference was held in Vancouver, British Columbia.</td>
<td></td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>e)</strong> The conference was successful and Québec’s autonomy was respected in certain jurisdictions.</td>
<td></td>
<td><strong>X</strong></td>
</tr>
</tbody>
</table>

**Corrections:**

a) Canada had to patriate the constitution (take away the power the British Parliament had over the constitution)

d) The conference was held in **VICTORIA**, British Columbia

e) From Quebec’s perspective, the conference was a failure because Quebec didn’t gain any more autonomy

18. Consult Document 86, on page 262 in your textbook. Indicate how the Parti Québécois’ position on sovereignty was a result of the failure of the conference in Victoria in 1971.

The PQ thought that because the Victoria Conference was a failure, Quebec should now consider sovereignty since Canada was unwilling to give Quebec more autonomy.


The French language should be the language used by everyone in Quebec.
20. What were the consequences of the “Official Languages Act” in Quebec? Name at least 2 consequences.

- French became the only official language in Quebec
- Immigrant children could only go to English schools if they had a good knowledge of English

21. Consult Document 88, on page 263 in your textbook. Indicate the specific point on which Francophones and Anglophones or allophones in Québec disagreed with respect to the Official Language Act (Bill 22).

Many Francophones thought that Bill 22 did not go enough to protect the French Language whereas Anglophones and Allophones thought Bill 22 was restrictive.

22. Refer to page 264 in your textbook. Which social issues did artists and theatre groups advocate for in their artistic productions? Name 2 issues.

- Women’s right
- Workers rights
- Advocating for the unemployed

23. Consult Document 90, on page 265 in your textbook. How did some artists contribute to the political dimension of neo-nationalism?

Some Quebecois artists performed at Quebec nationalist concerts/events. Some wrote songs about being proud to be Quebecois → some voiced their pro-sovereignty views.
Part 2: Quebec Society under the Lévesque Government (Textbook, pages. 266-271)

1. Document 91, on page 266 in your textbook, illustrates the victory of the Parti Québécois in 1976. What was unique about this victory?

The PQ were the first political party elected in Quebec that had sovereignty as part of their political platform.

2. Among the following reasons, circle the ones that explain why the Lévesque government did not seek to achieve Québec sovereignty as soon as it was elected.

   - A. The Lévesque government had promised to wait until its second mandate to achieve sovereignty.
   - B. The Lévesque government wanted to adopt reforms that it considered necessary.
   - C. The Parti Québécois was worried about losing a referendum on sovereignty.
   - D. The Parti Québécois promised to consult the population.
   - E. The Lévesque government wanted to prove that it would be able to lead a future country.

3. Describe, in your own words, what a REFERENDUM is.

   A vote to ask the population their opinion on a specific topic (like Quebec sovereignty for example)

4. In 1971, How did the Pierre-Elliot Trudeau Federal government plan to promote equality among Canada’s various cultural groups, recognition of Indigenous rights and the status of both official languages of Canada?

   The Trudeau government implemented an official policy on Canadian multiculturalism.
5. Identify at least 2 distinct characteristics of the federal government’s 1976 Immigration Act.

**Immigration to Canada was now based on three ‘classes’ of immigrants:**
- Independent immigrants based on a points system
- Family class → immigrants that have family member already living in Canada
- Refugees looking to leave their homeland because they are in danger

6. Document 92, on page 267 in your textbook, illustrates the involvement of Jean Alfred, a Haitian immigrant, in politics. In addition to criteria favourable to refugees, what criterion allowed Québec to receive thousands of Haitians in the 1970s?

The French language → many Haitians spoke French, an important factor for immigrating to Quebec.

7. Indicate the name of the law implemented by the Parti Québécois in 1977 to protect the French language.

The Charter of the French Language or ‘Bill 101’

8. Name at least 2 distinct elements of the “Charter of the French Language”.

Among other answers, here are 2:
- French became the official language of commerce/business
- Immigrant children could not go to English schools (except for some exceptions)

9. How did Anglo-Québecers feel about the “Charter of the French Language” after its implementation?

Anglophones and Allophones thought Bill 22 was restrictive and discriminatory. Many Anglos left Quebec after ‘Bill 101’ (“Anglephone exodus”).
10. What consequence did the “Charter of the French Language” have on the Anglo-Quebecker population in Quebec?

Many Anglos left Quebec after ‘Bill 101’ as they felt there were more opportunities for them outside of the province.

11. Document 93 on page 267 in your textbook, illustrates Vietnamese refugees who were received in 1979. Indicate the action taken by the Trudeau government that made this possible.

Part of the Immigration act implemented in 1976 focussed on allowing refugees into Canada. Many Vietnamese people made it to Canada from Vietnam as they fled from persecution of a Communist government.

12. Consult page 263 in your textbook as well as Documents 94 and 96, on page 268. Indicate how Bill 101 differed from Bill 22 with regard to language of instruction.

‘Bill 101’ was more restrictive:

- Bill 22 → Immigrant children could only go to English schools if they had a good knowledge of English
- Bill 101 → Immigrant children could not go to English schools (except for some exceptions)
13. Indicate if the following statements, regarding the adoption of reforms by the Lévesque government, are true or false. If you indicate that a statement is false, correct it.

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<tr>
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<tr>
<td>a) Adopted in 1977, the Rand Formula required employers to finance unions directly from their operating funds.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>b) Adopted in 1977, the <em>Automobile Insurance Act</em> provided for the compensation of victims of road accidents.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>c) Adopted in 1977, the <em>Act to Govern the Financing of Political Parties</em> was intended to encourage favouritism and bring greater transparency to political party financing.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>d) Adopted in 1978, the <em>Act Respecting the Preservation of Agricultural Land</em> was intended to promote the expansion of urban agglomerations in the Vallée du Saint-Laurent.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>e) The <em>Act Respecting Labour Standards</em>, which came into effect in 1980, imposed rules on all employers, in particular, the obligation to grant maternity leave.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Corrections:**

a) Employees were responsible for paying for unions through deductions from their wages.

b) The Act to Govern the Financing of Political Parties was established to DISCOURAGE favouritism.

c) The Act to Govern the Financing of Political Parties was established to DISCOURAGE favouritism.

d) This act was created to stop urban agglomerations from destroying agricultural lands.
14. Consult Document 97, on page 269 in your textbook. Indicate one of the demands put forward by feminists in the 1970s.

Equal access to jobs, pay equity and maternity leave, access to child care services (like daycare), abortions with NO restrictions.

15. Match the causes of Québec’s economic downturn at the end of the 1970s with their consequences.

a) Oil crisis in Iran
   1) Tax losses for the government

b) Industrial relocation toward countries with lower wages
   2) Job losses in Québec

c) Rise in the unemployment rate
   3) Wave of inflation

16. What solution did some experts and politicians propose in response to increased taxes and debt caused by the maintenance of government services?

They suggested that the government cut services in order to reduce the amount of money the government spends.
Dates to Remember:

Establishment of the Health Insurance Act in Quebec: **1970**

Establishment of the CLSC network in Quebec: **1974**

Signing of the James Bay and Northern Quebec Agreement: **1975**

The October Crisis: **1970**

The labour confederations’ Common Front/strikes: **1972**

The Oil Crisis: **1973**

The Royal Commission on the Status of Women: **1970**

The Victoria Constitutional Conference: **1971**

The establishment of Bill 22 in Quebec: **1977**

The election of the Parti Quebecois as Quebec’s majority government (for the first time): **1976**

Agreement signed between the federal and Quebec provincial government allowing Quebec to determine the number of immigrants allowed in Quebec: **1978**

Establishment of the Charter of the French Language (BILL 101) in Quebec: **1977**

The adoption of the Rand Formula in Quebec: **1977**

The adoption of the Act Respecting the Preservation of Agricultural Land: **1978**

Establishment of the Act Respecting Labour Standards: **1979**

Establishment of the Automobile Insurance Act in Quebec: **1977**