

Secondary Cycle Two  
Secondary III and IV



# History of Québec and Canada Program

## Preliminary version

January 2017

### NOTICE

This preliminary version of the History of Québec and Canada program for Secondary III and IV is being sent to the schools so that they can familiarize themselves with it. This version must not be used in the classroom during the current school year.

Once it has been approved, the History of Québec and Canada program must be taught in all public and private schools in the English and French sectors of the Québec school system as of the 2017-2018 school year in the case of Secondary III and as of the 2018-2019 school year in the case of Secondary IV.

Preliminary version.

Do not circulate.

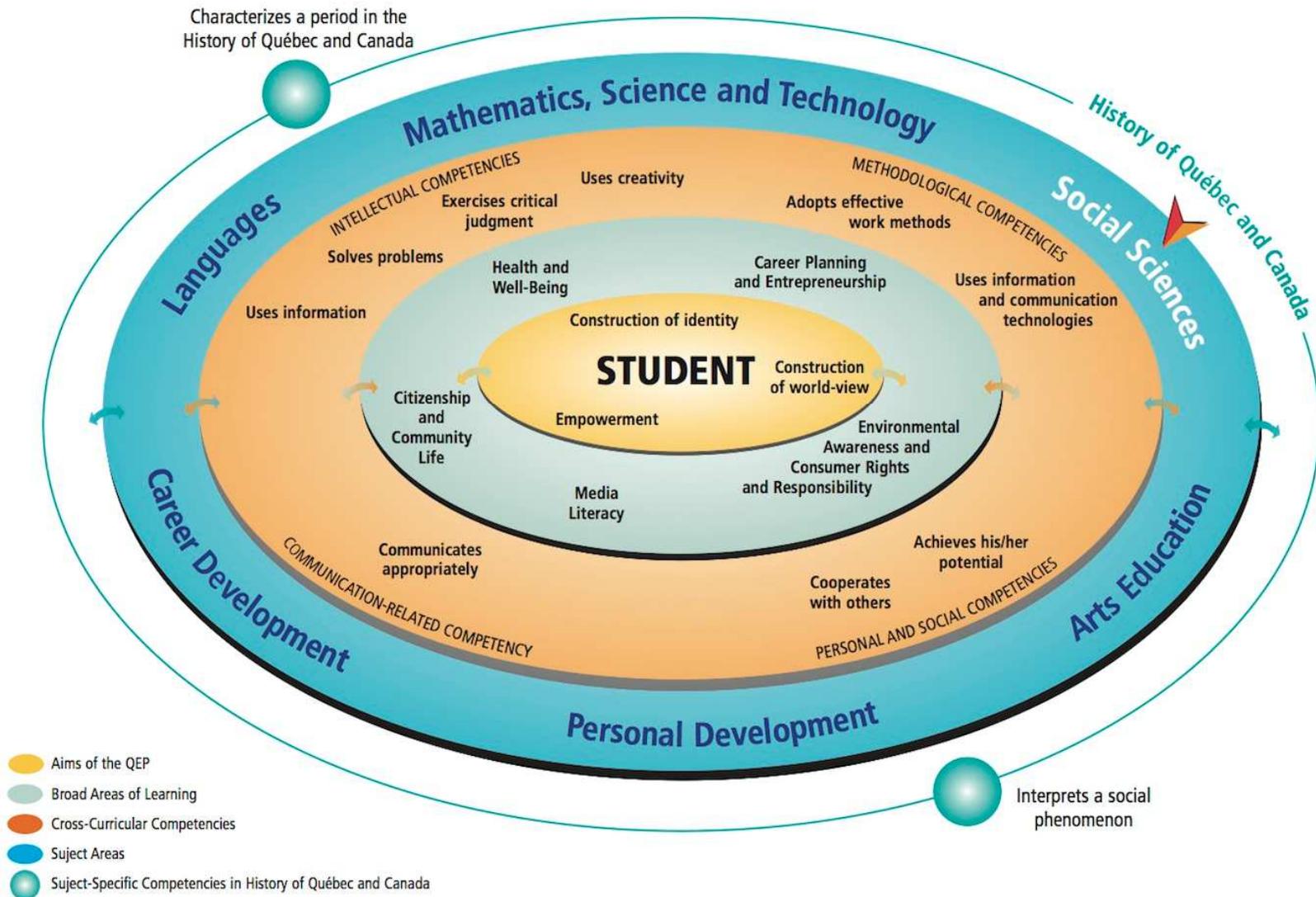
This document has undergone initial editing.

Ministère de l'Éducation et de l'Enseignement supérieur

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



## Introduction to the History of Québec and Canada Program

Studying the specific features of the path taken by a nation, a society, or a group helps its members to view themselves from a long-term perspective and to construct their identity as active participants in the historical process. Analyzing the evidence of the past from a historical perspective leads to the establishment of facts, changes and continuities, and the identification of their causes and consequences. As a discipline, history entails a rigorous and methodical approach and has its own specific requirements.

### Contribution of the History of Québec and Canada Program to Students' Education

History as a subject taught in school is based on history as a scientific discipline, and helps students to develop historical thinking, that is, a set of intellectual skills that involve distancing themselves from the past and using a method of critical analysis—the historical method. By studying evidence from the past, whether it is taught to them, or they learn it on their own, students grasp the importance of situating past experience in its historical context. Historical thinking sharpens students' critical judgment and develops intellectual rigour, preparing them for the discussion of contemporary issues and for social participation.

The history classroom is a place where different points of view are considered, and where conflicts, contradictions and topics of consensus and division may be taken into account. It provides a forum for the discussion of memory, identity and diversity. At school, history also plays

a cultural role, helping students to integrate the collective knowledge of a society, which in turn enriches the study of history.

The program aims to enable students to:

- acquire knowledge of the history of Québec and Canada
- develop the intellectual skills associated with the study of history
- develop critical thinking and discussion skills conducive to social participation

### Nature of the Program

The History of Québec and Canada program focuses on the characterization and interpretation of the distinguishing features of the path taken by Québec society. It involves the study of the interaction between the diverse groups within the complex entity that is the nation.

The study of the history of a nation does not begin when the existence of the nation is recognized. The groundwork for Québec's particular experience began with the first human contact with the North American territory. A nation is never cast in stone; it is open and always evolving. The history of Québec is also part of the Canadian, North American and world socio-historical context because various nations have shaped Québec society.

National history involves interaction between political and social history, in which the cultural, economic and territorial aspects are intertwined. It calls for and justifies the study of a society rooted in its specific features and those of its institutions, its historical actors and the social groups it is

composed of, as well as the study of the relations of historical actors with their milieu.

The History of Québec and Canada program contains two objects of study, which can be grasped by exercising the two competencies: the historical periods defined by key events in the history of Québec and Canada, and social phenomena related to human action in a given socio-historical context, chosen based on the association of this phenomenon with major changes.

The program aims to develop two competencies:

- Characterizes a period in the history of Québec and Canada
- Interprets a social phenomenon

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

The History of Québec and Canada program is consistent with the aims of the Québec Education Program, which are the construction of a world view, the construction of identity and empowerment that leads to action. It also possesses a set of characteristics shared with the other programs. Interaction with elements of the Québec Education Program, whether it is planned or spontaneous, explicit or implicit, contributes effectively to students' general education when it is justified, and not forced. The connections between the History of Québec and Canada program and the broad areas of learning, the cross-curricular competencies and the other subject areas foster the development and construction of the meaning of the competencies *Characterizes a period in the history of Québec and Canada* and *Interprets a social phenomenon*.

### Connections With the Broad Areas of Learning

The broad areas of learning set out the major contemporary issues, which are multidisciplinary and complex. They introduce specific considerations but are generally interdependent. At one point or another, the program touches on each of the broad areas of learning: *Health and Well-Being*, *Personal and Career Planning*, *Environmental Awareness and Consumer Rights and Responsibilities*, *Media Literacy* and *Citizenship and Community Life*. This last area clearly has much in common with the history program. Its educational aim, to enable students to take part in the democratic life of the classroom or the school and to develop an attitude of openness to the world and respect for diversity, is closely related to the aim of the History of Québec and Canada program, which is to enable

students to develop critical thinking and discussion skills conducive to social participation. Learning and evaluation situations can help the students to develop the aptitudes and attitudes set out in the broad area of learning. Distancing themselves from the past and using a method of critical analysis—the historical method—help the students to develop their capacity for critical thinking, which enhances their ability to assume their role as citizens.

### Connections With the Cross-Curricular Competencies

Through the learning they acquire at school, students develop a set of generic skills that transcend subject-specific competencies. The Québec Education Program, which calls these skills *cross-curricular competencies*, emphasizes the importance of the learning contexts, usually subject-related, in their development. The cross-curricular competencies are exercised in interaction with each other and all make a significant contribution to the development of the competencies targeted by the history program. In characterizing a period in the history of Québec and Canada and interpreting a social phenomenon, students draw on learning that goes beyond the framework of the program. Some of the cross-curricular competencies are essential to the development of intellectual skills related to the study of history. The contribution of competencies such as *Uses information*, *Solves problems*, *Exercises critical judgment* and *Adopts effective work methods* is obvious.

## **Connections With the Other Subject Areas**

The subjects enrich each other. It would be difficult to evaluate the exact contribution of any particular subject area to students' learning in history; various subjects may play a role, depending on their focus. In the history classroom, students read, write, analyze graphs and tables, solve problems and assign meaning to works of art and architecture. All of the programs have the potential to contribute to the characterization and interpretation processes in the History of Québec and Canada program. While it is to be hoped that students will make instinctive or natural connections with respect to what they learn in different subjects, they must be encouraged to use certain elements of this learning when appropriate.

## Pedagogical Context

Teaching involves not only getting students to learn in school, but also to become independent learners. Teaching includes planning instructional and evaluation methods and bringing together a variety of conditions and approaches that are conducive to learning. The teacher possesses the competencies, skills and knowledge that the students gradually develop and acquire; the interdependence of teacher, students and knowledge forms the heart of the classroom dynamic.

### The Students' Role in the History Classroom

Characterizing a period in the history of Québec and Canada and interpreting a social phenomenon put students in contact with a significant amount of information, which allows them to increase and reconsider their understanding of the history of Québec and Canada. Whether the students obtain this information from the resources available to them or from their teacher, it originates in a set of sources whose meaning and importance the students have to determine. They have to distinguish essential information from complementary, anecdotal or incidental information regarding a given subject. To do so, they verify the source of the information, and then make a judgment about its relevance to the object of study. Cross-checking the information allows them to establish a set of facts situated in time and space and to perceive its importance. Taking the long term into consideration improves their capacity to choose information and leads them to pose various questions. Rigour in the characterization process ensures the construction of useful knowledge, which is enriched by an equally rigorous and methodical interpretation process.

When students characterize a period, they explore a set of specific features related to a part of the period, or the entire period. Their discoveries sharpen their curiosity and motivate them to pursue their effort to give meaning to the past. Although the study of history is carried out in the present, which is the source of questions about the past, when the students analyze a social phenomenon or ensure the validity of their interpretation, they have to distance themselves from contemporary references in order to understand the motivations of the historical actors. They demonstrate critical judgment in seeking the causes and consequences of change and continuity. They are careful not to come to conclusions without comparing their interpretation with those of others and weighing it against the evidence. Both characterization and interpretation foster the development of intellectual skills related to the study of history, such as conceptualization, analysis, the consideration of different interpretations, comparison and synthesis.

The competencies *Characterizes a period in the history of Québec and Canada* and *Interprets a social phenomenon* cannot develop without the joint input of students' peers and the teacher. The history classroom is a place for discussion, where students share their understanding of the facts, their chronology and the causal connections among them. Students benefit from various classroom situations, such as accounts of historical events by the teacher, based either on the interpretations of historians or of historical actors, and discussion of the meaning of written documents or of topics of current interest, all of which allows students to make use of their competencies and test their knowledge.

As students learn about the history of Québec and Canada, they reflect on their identity and their role as stakeholders in history. They prepare for participation in society and the discussion of current issues by developing historical thinking, that is, by distancing themselves from the past and by using a method of critical analysis, the historical method. By acquiring a solid foundation of knowledge and developing intellectual skills related to the study of history through the exercise of the subject-specific competencies, students refine their understanding of contemporary society.

## **The History Teacher's Role**

History teachers are professionals, experts in the teaching of history at the secondary level and in the adaptation of the historical method for use in the classroom. They are rigorous in choosing pedagogical approaches and planning their teaching and learning sequences. By demonstrating the importance and relevance of studying the past, they encourage students to investigate the particular features of the history of Québec and Canada and to find answers to their questions. As students develop their ability to characterize and interpret, teachers convey knowledge, provide information, prepare and guide them, and regulate their learning. Teachers use a variety of strategies to enable students to grasp the meaning of the sources they consult and the various interpretations and perspectives they encounter in the study of history.

Teaching history involves giving students access to the uncertain and changing results of the characterization and interpretation of the distinguishing features of the path taken by a society. The history classroom is a place for discussion and research, in which open-mindedness and intellectual curiosity are valued. Teachers promote this

kind of environment by instilling a sense of endeavour in the students and requiring that every student participate. In modelling ways to characterize and interpret, teachers use discernment and a variety of intellectual skills, some of them intrinsic to the historical method, whose main steps and requirements the teachers understand. As the students learn, the teachers allow them to question their preconceptions, to test their ability to contextualize information and to compare the results of their characterizations or interpretations. Teachers ensure, both during and at the end of a teaching and learning sequence, that the students have been provided with situations conducive to the development of their competencies and that their knowledge is based on established facts.

History teachers acknowledge the contribution that they have to make in preparing students for their role as citizens. Although such preparation involves the entire school team, the history classroom provides a favourable context for the development of aptitudes inherent to citizenship. The study of history involves many issues that lead students to confront their conceptions, and it is by teaching history and fostering the development of historical thinking that teachers prepare students to engage in thoughtful discussion of the various aspects of a question and in social participation.

## **Sources and Resources**

The study of the past is not carried out in a vacuum: critical analysis of sources is essential for characterization and interpretation. The history classroom is rich and stimulating when it provides students with the opportunity to discover evidence of the words, actions, objects, techniques and everyday lives of historical actors that has come down to us over time.

Rigour and discernment are called upon in working with sources. The sources are likely to be diverse in nature. They may include written documents, visual documents, audiovisual documents, or artifacts. Appendix 1 presents the different types of documents, and suggests strategies for carrying out a critical analysis of them. It also explains how to use and produce technical tools commonly used in history, such as representations of time and historical maps.

Information and communications technologies (ICT) facilitate access to sources. Digital resources enable students to consult large numbers of documents that provide them with a link to the past. These sources may serve in a variety of ways: they may provide students with an entry point, help them establish facts, or enable them to compare and contrast different interpretations. ICT also allow students to keep a record of their research, and to summarize and to map out this information. They may also facilitate conceptualization.

Other relevant resources may be used in addition to ICT. Resources available in the students' immediate surroundings, such as those showcased by their local history society, their municipal or community administration, or eyewitness accounts by older people, can help them grasp realities that have affected Québec, Canada and even countries around the world. Visits to libraries, museums and archives may also help students to gain a better understanding of history. The staff at these institutions can guide students and enable them to enrich their knowledge of the past. Indeed, these individuals embody the concern to preserve the memory of a society.

## Teaching and Learning Sequences

Teachers plan teaching and learning sequences to facilitate the acquisition of knowledge and the development of the intellectual skills associated with the study of history through the exercise of competencies. Each sequence is structured around a topic or object of study and seeks to fulfill a specific purpose. Sequences vary in duration. Each sequence places students in one or more learning and evaluation situations that are meaningful, open and complex and that present challenges appropriate to their abilities.

A situation is meaningful when students perceive the connections between problems they have already encountered, the learning they are in the process of acquiring and the relevance of its future applications. Characterizing periods in the history of Québec and Canada and interpreting social phenomena become fully meaningful when students realize that these activities can give them a better understanding of the characteristics of their society, of other societies and various social phenomena, past or present.

A situation is open if it enables students to explore several avenues rather than only one, involves various tasks, favours the use of several different types of research and communication media, or allows for different types of student work.

A situation is complex insofar as it requires the use of several elements of program content, allows students to interrelate various elements and makes use of the key features of either or both competencies. It sometimes enables students to make connections with the broad areas of learning, various cross-curricular competencies and the other subjects.

It requires research and the selection and analysis of data, and calls for an approach based on various intellectual skills.

Since students do not all learn at the same pace, teachers plan sequences that are flexible enough to permit differentiated instruction. This can be achieved, for example, by presenting new situations, by varying certain parameters concerning the context and means employed to carry out tasks, or by offering a choice of documents to be used.

## The Purposes of Evaluation

Evaluation consists in exercising professional judgment with a view to regulating teaching and learning. Evaluation is part of the learning process.

Within the limits established by the program and the *Framework for the Evaluation of Learning*, the teacher chooses, adapts, develops and masters evaluation tools to assess students' learning. While the students are performing tasks and at the conclusion of these tasks, the teacher tries to understand the reasons for their successes and their difficulties. He or she observes or infers the acquisition of knowledge and the development—or lack of development—of intellectual skills, know-how and the processes and strategies necessary to develop and exercise the competencies.

Evaluation has two purposes: to help students learn, and to recognize learning. In a given situation, the teacher determines the purpose served by evaluation according to the context and the decisions and actions called for.

When the purpose is to help students learn, diagnostic and formative evaluation is used. At the start of a teaching and learning sequence, the

teacher can verify what the students already know with regard to the projected learning. This makes it easier to establish conditions conducive to learning and to implement appropriate measures to help a group of students or a particular student. During the learning process, evaluation involves checking the extent to which the teacher's efforts have had the expected results and adjusting teaching practices to the requirements of the situation. When students are evaluated for the purpose of helping them to learn, they receive various forms of feedback to enable them to regulate their learning and thus to be better prepared for the learning to come.

When the purpose of evaluation is to recognize learning, the aim is to determine what has been learned. This is done at the end of a sequence, term or school year. The students are placed in various situations requiring them to use the competencies, which draw, for example, on their knowledge and intellectual skills. The teacher conveys the results of the evaluation according to the specified procedures.

# Competency 1 Characterizes a period in the history of Québec and Canada

## Focus of the Competency

To characterize a period in the history of Québec and Canada students must distance themselves from the past and establish the historical facts in a rigorous manner. The relevance of the facts varies according to whether or not they reflect the specific features of the path of a nation, a society or a group. Facts concern periods that are delineated by significant breaks. Characterizing a period in the history of Québec and Canada involves identifying the distinctive features of the period, establishing connections among them and describing them. These features constitute historical facts that have been established regarding a given period and a given territory whose natural features make it possible to understand the settlement of the territory.

Students acquire and develop the intellectual skills essential to the study of history mainly through the establishment of historical facts. By accessing sources, dating them and establishing their origin, students retrace the events that have marked the history of Québec and Canada. They discover that most of them have several aspects, which are cultural, economic, political, social and territorial in nature. They identify actors who took part in the events or witnesses who described them. They note the actions and words of the characters, groups and governments that took these actions or gave expression to them.

The relationship with time is of primary importance in the study of history. The prescribed historical periods serve as a guide to establishing chronology. Dates constitute reference points, but are not sufficient in

themselves. When characterizing a period in the history of Québec and Canada, students give shape to history, taking into consideration what happened before and after events in order to establish the chronology and thus to situate the events in their context. This task, a prerequisite for analyzing change and continuity, reveals the unexpectedness of certain events, the sequence of some, and the simultaneity of others. The relationship with time is key to the diachronic and synchronic analysis that is sometimes required when characterizing a period and interpreting a social phenomenon. To consider duration, students must form an adequate representation of time.

History and geography are two subjects in their own right. Since history belongs to a concrete, specific space, it cannot be understood without taking into account geographical features. When students study history, they acquire and use geographical knowledge to situate in space the actions and events they have uncovered by establishing the facts. Whenever it is necessary, students identify the geopolitical boundaries of territories. They identify the evidence of territorial settlement and the natural features that help explain the settlement. They also refer to various geographic scales, since establishing facts sometimes involves locating other territories.

Characterizing a period in the history of Québec and Canada allows students to establish a framework for the interpretation of a social phenomenon. The first competency basically involves establishing a set

of distinctive features that are integrated into a coherent whole by the description of part or all of the period studied. In characterizing a period, students rigorously establish facts and situate them in time and space; they link several facts in order to describe what happened at that time.

Characterizing a period in the history of Québec and Canada requires the use of sources and contributes to the development of a set of intellectual skills that are associated with the study of history, particularly conceptualization, comparison and synthesis. In no way do the key features, summarized in the diagram on the following page, constitute a linear process; they are brought into play in a dynamic way and are combined to provide a better overview of the distinguishing features of a period in the history of Québec and Canada. Characterizing a period in the history of Québec and Canada fosters the development of historical thinking, which, in turn, prepares students for the discussion of current issues and for social participation.

The evaluation of learning focuses on the acquisition of knowledge, the performance of intellectual operations (that is, know-how related to the key features of the competencies), and the application of competencies. The teacher relies on observable and measurable evidence to form a judgment based on the evaluation criteria specified in the *Framework for the Evaluation of Learning – History of Québec and Canada*.

## Key Features of Competency 1

### Establishes historical facts

Retraces events • Considers the aspects of society • Identifies historical actors and witnesses • Identifies actions and words

### Establishes a chronology

Refers to chronological reference points • Establishes the sequence of events

**Characterizes a period in the history of Québec and Canada**

### Considers geographical features

Determines the limits of a territory • Identifies natural features of a territory • Identifies evidence of the settlement of a territory

### Evaluation Criteria

- Proficiency in subject-specific knowledge
- Appropriate use of knowledge
- Coherent representation of a period in the history of Québec and Canada

## Competency 2 Interprets a social phenomenon

### Focus of the Competency

To interpret a social phenomenon students must distance themselves from the past and use a method of critical analysis—the historical method—as well as a rigorous approach. The use of this method provides an opportunity to acquire or improve the intellectual skills associated with the study of history. The historical method, whose basic principles are applied in this competency, is not employed in a vacuum. It makes use of learning, such as the knowledge acquired in characterizing a period, which the students now employ in other contexts and develop further through the interpretation process. Interpreting a social phenomenon means assigning meaning to it and explaining it. A social phenomenon encompasses all of the cultural, economic, political, social and territorial aspects of society. Once the object of interpretation is defined, it is analyzed. A number of considerations related to the historical perspective must be taken into account in order to ensure the validity of the interpretation.

In studying the specific features of the path taken by a nation, a society or a group, numerous concerns emerge. First, the students must define the object of interpretation, the social phenomenon. By taking into consideration all of the aspects of society, they identify the relevant aspects of the Québec, Canadian, North American and world socio-historical context, that is, the prevailing conditions at the time of the events relating to the social phenomenon studied. They reflect, alone or with others, on the combination and interaction of these conditions and of human actions. Lastly, they begin their analysis by formulating tentative

explanations that are historically relevant and that they will seek to prove or disprove throughout the interpretation process.

Analyzing a social phenomenon is an essential key feature of the competency *Interprets a social phenomenon*. It is based on the students' critical assessment of the phenomenon according to the angle suggested by the wording used to describe it. When the students analyze a social phenomenon, they establish changes and continuities related to it, seek to assign limits to its duration, and identify causes and consequences of these changes and continuities. Since not all causes have the same effect, nor all consequences the same impact, the students must determine the results of these causes and consequences in the short, medium and long term, as well as from one period to another, if necessary. In addition, for each social group studied, students observe that, viewed from different perspectives, change may sometimes create advantages and sometimes disadvantages.

Change results from the interaction between actions and general circumstances at any given time. These actions and circumstances must be seen in perspective because they belong to a particular frame of reference, often far-removed from contemporary standards and concerns. Students seek to ensure that their interpretation is valid by avoiding presentism as far as possible and by adopting a historical perspective. Accordingly, they try not to view the social phenomena of the past in current terms and they identify the actors' intentions as well as the beliefs

and values that underlie their actions, situating them in their respective historical contexts. Students either infer these beliefs and values from their sources or base them on the interpretations of witnesses or historians. Consideration of several interpretations sheds light on certain debates regarding the interpretation of the distinguishing features of the path taken by Québec society.

Interpreting a social phenomenon enables students to assign meaning to it and to explain it. Interpretation is based on rigour and the historical method, of which the key features of the competency are an adaptation. Defining the object of interpretation and analyzing a social phenomenon, whether with a focus on general or specific considerations, enable the students to establish changes and continuities, determine their causes and consequences, and ensure the validity of their interpretation by taking into account the frame of reference of their sources and other interpretations. The interpretation leads students to explain why things were a certain way.

Interpreting a social phenomenon requires the use of sources and contributes to the development of a set of intellectual skills that are associated with the study of history, such as conceptualization, analysis, examination of different interpretations, comparison and synthesis. Although the historical method presents characteristics of a linear process, interpretation cannot be reduced to a number of steps. The key features of the competency, summarized in the diagram on the following page, combine to foster the interpretation of a social phenomenon, the changes that shaped it and the traces it left on subsequent periods. Interpreting a social phenomenon promotes the development of historical thinking, which, in turn, prepares students for the discussion of current issues and for social participation.

The evaluation of learning focuses on the acquisition of knowledge, the performance of intellectual operations (that is, know-how related to the key features of the competencies), and the application of competencies. The teacher relies on observable and measurable evidence to form a judgment based on the evaluation criteria specified in the *Framework for the Evaluation of Learning – History of Québec and Canada*.

## Key Features of Competency 2

### Defines the object of interpretation

Identifies elements of the context

- Considers the aspects of society
- Formulates tentative explanations

### Analyzes a social phenomenon

- Establishes changes and continuities
- Identifies causes and consequences

**Interprets a social phenomenon**

### Ensures the validity of his/her interpretation

- Distinguishes intentions, values and beliefs
- Considers other interpretations

### Evaluation Criteria

- Proficiency in subject-specific knowledge
- Appropriate use of knowledge
- Rigour of the interpretation

## Program Content

The content of the History of Québec and Canada program, which is summarized in the table in Appendix 2, is designed to be taught over a two-year period, representing 100 hours of instruction per year, as stipulated in the *Basic school regulation for preschool, elementary and secondary education*. It is organized in chronological order. Secondary III focuses on the study of periods and social phenomena from the origins of the history of Québec and Canada to 1840, whereas Secondary IV covers the periods and social phenomena from 1840 to the present day. The year 1840 constitutes the dividing point between the first and second year of the program, because of the important—and complex—changes it evokes, for this date marks the emergence of a modern, liberal State, the establishment of a new political balance and the beginning of industrialization, which led to far-reaching socio-cultural changes.

The elements of the program content, that is, the periods, social phenomena, historical knowledge and concepts, are contextualized in texts accompanied by succinct timelines that allude to certain circumstances, historical actors and events among those referred to in the Knowledge to be acquired sections. These background texts do not cover all aspects of the characterization or interpretation process; their purpose is to clarify the general context in which the main events take place and the various aspects of society interact. They provide the teacher with guidelines for the selection of focuses for the study of the periods and social phenomena through the use of the competencies. Each text is followed by a diagram summarizing the program content.

### Periods in the History of Québec and Canada

Periodization involves dividing time into segments to facilitate the study of history. A period, the object of study of the competency *Characterizes a period in the history of Québec and Canada*, is defined by turning points, or watershed events. Periodization is constructed; it can be debated; it may vary depending on the topic studied. Since facts and events do not hold the same meaning for everyone, the establishment of historical periods for a nation, society or group must be based on consideration of the distinguishing features of the path it has taken in relation to all aspects of society.

The periodization used in this program is designed to make the specific nature of Québec society intelligible within the Canadian, North American and world socio-historical context. The event that the last year of a period refers to is the starting point for the study of the following period, which is indicated at the beginning of each timeline. Only the beginning of the first period studied, in Secondary III, and the end of the last period covered, in Secondary IV, do not constitute turning points.

### Social Phenomena

The term *social phenomenon* refers to human action in a given socio-historical context. A social phenomenon, the object of study of the second competency, encompasses all the aspects of society: cultural, economic, political, social and territorial. The social phenomena covered in this program are social phenomena of the past. Each period in the history of Québec and Canada presents a set of social phenomena, of which one

has been highlighted. The choice is based on the association of this phenomenon with major changes in the history of Québec society and with the construction of the identity of its members. The social phenomena are presented in chronological order. Each phenomenon concerns one of the historical periods covered in the program.

The formulation of the social phenomena sets out the educational aim, the dimensions that must be taken into account throughout the analysis of changes, continuities, and their causes and consequences. The background texts provide context for the periods and explain the formulations used regarding the social phenomena, which suggest how the objects to be interpreted may be conceived as problems. The social phenomena allow students to limit their interpretation to specific features of the history of Québec and Canada and help them to apply the basic principles of the historical method. These phenomena highlight the interactions among the various aspects of society and foster the establishment of connections between political history and social history.

## Historical Knowledge

Knowledge and competencies are mutually reinforcing. Historical knowledge is central to the development of the subject-specific competencies. Students consolidate knowledge by using it, and acquire knowledge by characterizing and interpreting it. The acquisition of knowledge requires tasks that go beyond targeted and repetitive practice. It can only really occur when the knowledge is used in appropriate ways in contexts that foster the establishment of connections between elements of knowledge and the recognition of their complexity.

The *Knowledge to be acquired* is made up of essential knowledge selected from within current knowledge concerning the topics addressed in the program, which students are expected to acquire by characterizing a period in the history of Québec and Canada and interpreting a social phenomenon. This knowledge is not specific to either of the competencies and may therefore be used for purposes of both characterization and interpretation. Since the selection of knowledge is based on the specific features of the period and of the social phenomenon studied, the knowledge is not repeated from one period or social phenomenon to another if no significant change has occurred; the study of continuities requires that knowledge about earlier periods and social phenomena be taken into account.

The richness and diversity of the learning and evaluation situations presented to students favour the acquisition of all the historical knowledge in the program. It is outlined in the sections entitled *Knowledge to be acquired*, which follow each of the program content diagrams. Knowledge is not presented in a chronological or hierarchical manner in these sections. It is interrelated and covers all the aspects of society.

The *Knowledge to be acquired* sections include knowledge about geography. This knowledge is referred to when it is necessary for characterizing a period and interpreting a given social phenomenon. It is integrated into the historical knowledge because it is situated in time.

## Concepts

A concept is a mental representation of a concrete or abstract object of knowledge. Certain concepts lend themselves to generalization: students can apply them to periods or social phenomena other than those for which

they were originally constructed, in which case the concepts acquire new features. Conceptualization requires the use of a set of strategies and knowledge. The development of concepts, which enhances the students' capacity to use the competencies, provides them with valuable intellectual tools.

Concepts form a part of the shared cultural knowledge of different societies. They make it possible to grasp a phenomenon and to conceptualize it so as to be able to give it meaning: as their construction is never entirely completed, they are descriptive rather than normative. Since most students have already formed an initial representation—even if it is mistaken or incomplete—of the concepts to be constructed, work on conceptualization in the classroom is designed to enable them to move from preconceptions to more functional, formal concepts. Among the strategies teachers and students may use for this purpose are analogy, counter-example, comparison, inference, deduction and induction.

The study of history leads to the development of many concepts. In the History of Québec and Canada program, the construction of a limited number of specific concepts is prescribed. They constitute a fundamental but not exclusive basis for the development of the ability to conceptualize. They have been chosen for their relevance to the periods and social phenomena, which they help the students understand, and for their role in the representation of the aspects of society. In addition to the specific concepts, there are common concepts, which are addressed in all of the social science programs. An understanding of the common concepts facilitates the study of history. The construction of concepts is essential for purposes of characterization and interpretation; the prescribed concepts concern both periods and social phenomena.

The prescribed concepts are not set out in any specific statement in the *Knowledge to be acquired* sections. They are mentioned in the text presenting each period and social phenomenon concerned and presented in the diagram that follows each text.

## Cultural References

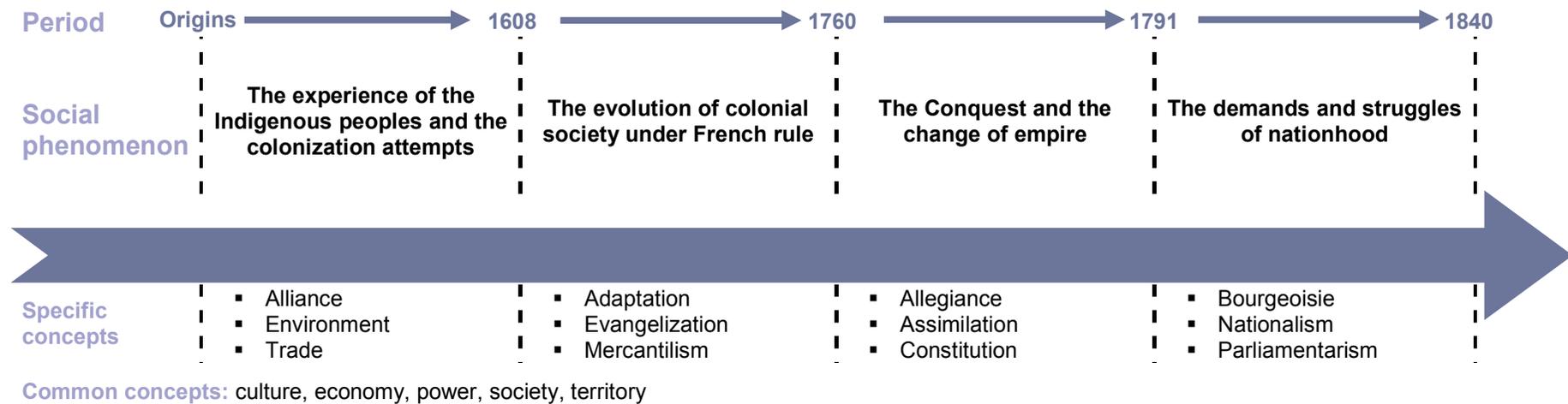
Culture concerns all the social phenomena associated with a nation, a society, or a group. These phenomena have to do with ways of life, habits and customs, values and beliefs, knowledge and achievements, traditions, institutions, etc., from a given era. Culture encompasses a set of aspects: artistic, linguistic, territorial, sociological, historical, etc.

In the history classroom, cultural references may take various forms: an event, a media product, an infrastructure, as long as they can be used to examine social phenomena or significant tendencies. They may also be heritage items, territorial references, works of art, scientific discoveries, public personalities, etc.

The very nature of the subject makes history a rich vehicle of learning in the area of culture. Using cultural references in the history classroom would thus seem to be a given. In particular, cultural references facilitate conceptualization and synchronic and diachronic comparison, and help students construct their identity. The History of Québec and Canada program content is composed of cultural references, whose learning must be planned.

## Program Structure – Secondary III

The following diagram presents the periods in the history of Québec and Canada and the social phenomena covered in Secondary III that form the basis for the development of the competencies *Characterizes a period in the history of Québec and Canada* and *Interprets a social phenomenon*. The diagram provides an overview of the first year of the program. It indicates the specific concepts that relate to the period and the social phenomenon concerned, as well as the common concepts stemming from the aspects of society addressed in all of the social science programs.



## Period

## Social phenomenon

## Origins to 1608 The experience of the Indigenous peoples and the colonization attempts

According to the Asian migration hypothesis and current research on the subject, thousands of years ago, when the climate facilitated access to northwestern America, peoples from Asia tracking game crossed land bridges freed from ice to reach the central and southern parts of the continent. Northeastern North America was settled about 15 000 years ago, with the advent of milder weather. Successive waves of migration continued over the centuries.

A number of groups, who were originally nomadic, gradually became sedentary when conditions improved. The Indigenous peoples' way of life was shaped by the relationship they maintained with their environment and the available resources in the territory. They lived by hunting, fishing, gathering and farming to varying degrees, depending on the territory they occupied. According to the seasons, they obtained what they needed from their environment and engaged in trade to compensate for the resources they lacked and to maintain relations with other peoples.

In the 1500s, the territory that is currently Québec was occupied by peoples with their own languages, customs and beliefs. Whether allies or rivals, they had autonomous social and political structures that formed the basis for the way they made decisions. Although every Indigenous group was unique, the First Nations and the Inuit nation had a number of common characteristics. The Iroquoians, Algonquians and Inuit shared the resources of the Appalachians, the St. Lawrence Valley and the Canadian Shield. All maintained reciprocal relationships. They saw themselves as one element in a vast whole, the preservation of whose

balance formed the heart of their world view. They did not constitute the focal point of their environment.

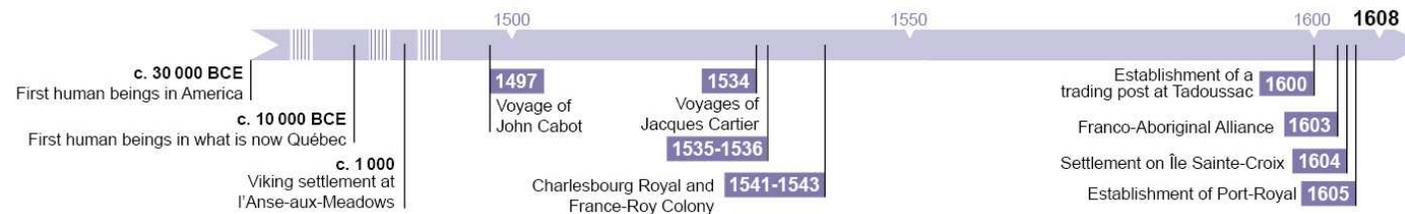
The 16th century witnessed an increase in contact between Indigenous peoples and Europeans. The Basque hunters and Norman and Breton fishermen who frequented the waters and the shores of the eastern North American continent discovered many marine mammals and rich stocks of fish from which they would profit for centuries to come. In the course of their voyages, they forged relationships with the first occupants of the territory. The colonization efforts sponsored by the French Crown intensified these relationships.

Jacques Cartier and other explorers seeking wealth used the experience of the Indigenous peoples in an attempt to tame what they saw as a vast and rugged country. The contrast between the European and Indigenous perspectives coloured these initial contacts. These differing perspectives led to mutual misunderstanding, but nonetheless provide a sense of their perception of the advantages and disadvantages of their relations.

The relations between Indigenous peoples and Europeans formed the basis on which French colonization in America was organized. Indigenous trading networks, alliances, and knowledge of the territory and its resources were assets from which the French benefited. The events of this period in the history of Québec and Canada laid the groundwork for the emergence of a French society in America.

To characterize the period Origins to 1608, the students identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of Indigenous peoples and of the various actors who influenced the path taken by society. In order to describe what happened at the time of initial contact between the Indigenous peoples and Europeans, the students make connections among various sources of information relating to different aspects of society.

The object of interpretation is *The experience of the Indigenous peoples and the colonization attempts*. The interpretation process involves explaining how relations among the Indigenous peoples and their knowledge of the territory contributed to the exploitation of its resources by the French and to their attempts at settlement. The social phenomenon evokes change and transformation, highlights the interaction of various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps students to analyze changes and continuities as well as causes and consequences. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the students to ensure the validity of their interpretation.



Period

**Origins to 1608**

Social phenomenon

**The experience of the Indigenous peoples and the colonization attempts**



**Knowledge to be acquired**

Period

Social phenomenon

**Origins to 1608      The experience of the Indigenous peoples and the colonization attempts**

<b>First occupants of the territory</b>
a. Migrations that led to the settlement of northeastern America
b. Linguistic groups
c. First Nations and Inuit nation
d. Occupied territory
e. Ways of life
<b>Social relationships among the Indigenous peoples</b>
a. Matrilineal and patrilineal structures
b. Role of shamans
c. Child-rearing
d. Sharing of goods
e. Oral tradition
f. Gifts and counter-gifts
<b>Decision making among the Indigenous peoples</b>
a. Appointment of chiefs
b. Role of chiefs
c. Council of elders
<b>Indigenous trade networks</b>
a. Economic activities
b. Trade among nations
c. Scope of trade networks over the continent
d. Use of waterways

<b>Alliances and rivalries among the First Nations</b>
a. System of alliances
b. Objects of rivalry
c. Wars
d. Fate of prisoners
<b>First contacts</b>
a. Situation in Europe
b. European explorations in America
c. European fisheries and whale hunting
d. Products traded between Indigenous peoples and Europeans
e. Perspectives of the Indigenous peoples
<b>Exploration and occupation of the territory by the French</b>
a. First voyages of Jacques Cartier
b. Settlement colony at Cap-Rouge
c. Other French colonization attempts in northeastern America
d. Franco-Aboriginal Alliance of 1603

## Period

## Social phenomenon

**1608-1760 The evolution of colonial society under French rule**

The end of the wars of religion, formally recognized by the Edict of Nantes, restored social order in France. The Crown, temporarily freed from infighting, put the colonization of North America back on the agenda. The King granted chartered companies a monopoly of the fur trade. The settlement of French subjects in New France seemed essential to the rise of France. At Tadoussac, where the French established their first alliance with Indigenous nations in 1603, the only priority was to meet the requirements of trade, whereas Port-Royal, in Acadia, received about 80 colonists in 1605. However, not until Samuel de Champlain founded Québec, in 1608, was a permanent settlement established in New France.

The colony's prosperity depended on its economic and social development and on the mother country's mercantilist policy. Champlain made alliances with the Algonquin, the Innu (Montagnais) and the Huron-Wendat (Huron), whose knowledge of the territory promoted the economic and territorial expansion of the fur trade and the adaptation of the colonists. Successive chartered companies led the colony: the economy was heavily focused on one product and population growth was slow.

European administrative structures—which developed first in the cities—and social structures, were reproduced, and then adapted to the context of New France. The seigneurial system, which organized the distribution and settlement of land, marked the connections between the colonists and the elites. Religious orders were active. Récollets, Jesuits, and Ursulines sought to convert the Indigenous peoples and provided the

colonists with support and guidance. Hospitals were founded, and schools were built, largely at the instigation of female religious orders. Gradually, from one generation to another, the colonists took their distance from the mother country. Their circumstances required them to adopt a way of life compatible with the environment; the emerging society began to acquire its own identity. The *habitants* adapted to the territory, in part by borrowing certain objects and certain dietary habits from the Indigenous peoples. In trade, each side pursued its own interests, sometimes to the detriment of its trading partner. As the colony developed, some Indigenous populations became more fragile, threatened in particular by epidemics and wars.

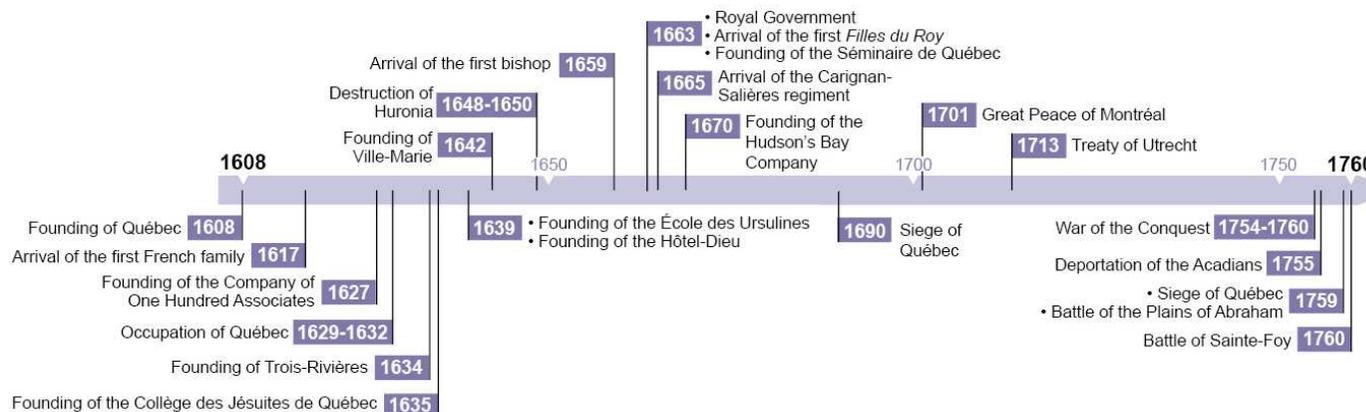
The establishment of Royal Government in 1663 marked a turning point. By making New France a royal colony, Louis XIV undertook its political and judicial reorganization, giving it a sovereign council, among other things. While the governor commanded the army and oversaw diplomacy with the First Nations, the intendant introduced a set of measures endorsed by the mother country to stimulate the economy and regulate the civil life of the *habitants*. Jean Talon, who arrived in 1665 and was the first intendant to reside in New France, developed trade and industry and promoted the increase of agricultural production. He encouraged the adoption and application of demographic policies that, although temporary, had repercussions on the natural growth of the population, particularly through the arrival of a large number of women.

The territory of North America was vast and its resources were coveted. Competition for their exploitation gave rise to repeated hostilities between

the Iroquois and other inhabitants of the colony. France and Great Britain attempted to establish their supremacy on the continent, as elsewhere in Europe, India and the West Indies. New France was the object of rivalry that redefined its boundaries and influenced decisions concerning it. The years leading to the British conquest of New France were punctuated by intercolonial wars. Confrontations between British subjects, French subjects and their Indigenous allies in the Ohio Country, where the Seven Years' War began, spread to the disputed northeastern territories before extending to Québec, which fell into the hands of the British following a major siege and the battle of the Plains of Abraham.

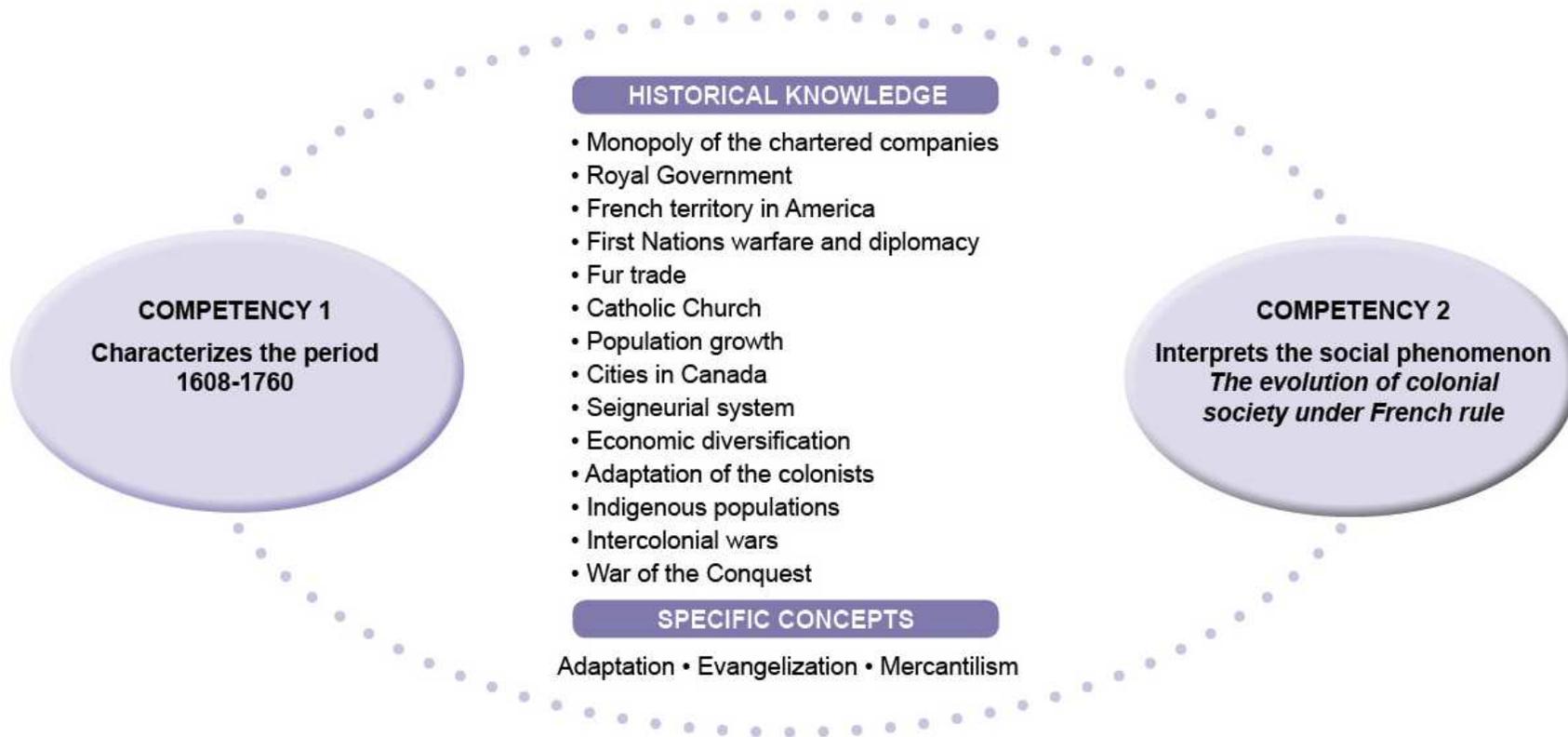
The object of interpretation is *The evolution of colonial society under French rule*. The interpretation process involves explaining the relations between the colonial society and France. The social phenomenon evokes change and transformation, highlights the interaction of various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps students to analyze changes and continuities as well as causes and consequences. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the students to ensure the validity of their interpretation.

To characterize the period 1608-1760, the students identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe what happened at the time of New France, the students make connections among various sources of information relating to different aspects of society.



Period  
**1608-1760**

Social phenomenon  
**The evolution of colonial society under French rule**



**Knowledge to be acquired**

Period

Social phenomenon

**1608-1760 The evolution of colonial society under French rule**

<b>Monopoly of the chartered companies</b>
a. Privileges and obligations of chartered companies
b. Mercantilism
c. First governors
<b>Royal Government</b>
a. Absolutism (the divine right of kings)
b. Minister of the Marine
c. Governor
d. Military organization
e. Intendant
f. Sovereign Council
<b>French territory in America</b>
a. First settlements in the St. Lawrence Valley
b. Fishing territory
c. Territory claimed
d. Settled territory
e. British possessions
f. Treaty of Saint-Germain-en-Laye (1632)
<b>First Nations warfare and diplomacy</b>
a. Alliances with Europeans
b. Iroquois wars
c. Great Peace of Montréal

<b>Fur trade</b>
a. Exploitation of the resource
b. Exploration of the territory
c. Role of agents
d. <i>Congé de traite</i> (trade licence)
<b>Catholic Church</b>
a. Religious orders
b. Evangelization of Indigenous peoples
c. Social services and health care
d. Role of the bishop
e. Support and guidance for colonists
f. Establishment of parishes
<b>Population growth</b>
a. Social and geographic origins of immigrants
b. Settlement policy
c. <i>Filles du Roy</i>
d. Natural increase
<b>Cities in Canada</b>
a. Land use
b. Urban population
c. Slavery
d. Administrative and cultural centre
e. Public square

<b>Seigneurial system</b>
a. Social organization
b. Territorial organization
c. Social diversity of seigneurs
d. Daily life
<b>Economic diversification</b>
a. Obstacles to economic diversification
b. Measures taken by intendants
c. Agricultural activities
d. Artisanal work
e. Triangular trade
<b>Adaptation of the colonists</b>
a. European cultural footprint
b. Geographical distance from the mother country
c. Acclimatization
d. Relations with Indigenous peoples
<b>Indigenous populations</b>
a. Residents
b. Acculturation
c. <i>Métissage</i>
d. Susceptibility to infectious diseases
<b>Intercolonial wars</b>
a. Colonial empires
b. Objects of colonial rivalries
c. Power relations
d. Treaty of Utrecht
e. Seven Years' War

<b>War of the Conquest</b>
a. Clashes in Ohio
b. Deportation of the Acadians
c. Capture of Louisbourg
d. British advance in the St. Lawrence Valley
e. Siege of Québec
f. Battle of the Plains of Abraham
g. Battle of Sainte-Foy
h. Canadian militia

## Period

## Social phenomenon

**1760-1791 The Conquest and the change of empire**

The British army officially captured the city of Québec five days after the battle of the Plains of Abraham in 1759. Montréal, where French troops had fallen back, capitulated the following year in the face of the enemy's significant military deployment. The British controlled much of the territory of New France, which had been devastated by several years of war, leaving the population exhausted. Although the war between the mother countries continued on other fronts, a transition got under way in the colony with the establishment of the military regime.

In keeping with the terms of the treaties of capitulation of 1759 and 1760, the social and administrative structures developed under French control were not systematically suppressed. The new administrators nonetheless adopted a set of measures to ensure the functioning of the colony. The fate of the population awaited the conclusion of the Seven Years' War. It was sealed in 1763 by the Treaty of Paris and the Royal Proclamation, which gave the new British colony its first constitution. The territory of the Province of Quebec, limited to the St. Lawrence Valley, was now a possession of the British Crown. The Royal Proclamation quelled a revolt by certain Indigenous nations, who were granted a vast territory to the west and north of the British colonies. In 1764, civilian government replaced the military administration, and provision was made for the application of English civil and criminal law.

The intentions of the British authorities were clear. The gradual assimilation of the new subjects into British culture was the desired goal. However, the first governors were conciliatory toward the predominantly rural *Canadiens*, who formed the vast majority of the colonial population.

The French and Catholic character of the colony, which the British merchants deplored, underlay the concessions granted by James Murray and his successor Guy Carleton. While disputes between Great Britain and the Thirteen Colonies multiplied, the British maintained relative peace in the Province of Quebec by ratifying the *Quebec Act* in 1774, and by fending off the American invasion.

In the Province of Quebec, which had been deserted by part of the political and economic elite of the former French colony after the capitulation of Montréal, the top administrative positions were now mainly in British hands. Scottish merchants dominated the colonial economy, whose focal point continued to be the fur trade. New capital promoted economic recovery, to which the *Canadiens* contributed in various ways. The colony's management was the responsibility of the governor and advisors loyal to the British Crown; *Canadiens* who wished to hold administrative positions had to swear allegiance to the latter. The practice of the Catholic religion remained dominant despite the royal instructions advocating the establishment of the Anglican Church. The handful of Catholic schools coexisted with an increasing number of Protestant schools.

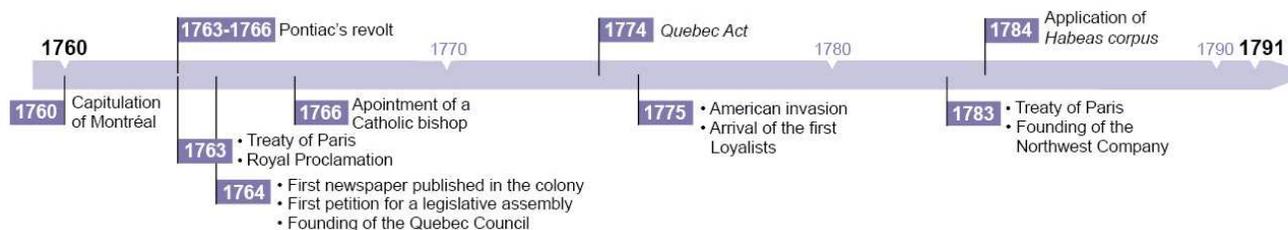
The clergy and the *Canadien* seigneurs acquiesced to the policies of the first governors and, later, those of the Crown, while the new *Canadien* professional bourgeoisie and some British merchants expressed dissatisfaction with the governance of the colony. The Loyalists, who arrived in the province after the American Declaration of Independence, added their support to grievances about constitutional problems. The

political and demographic circumstances, the demands expressed by a number of influential members of the colony and the many petitions sent to London contributed to the adoption of the *Constitutional Act*, which divided the Province of Quebec into two parts, and to the granting of a legislative assembly.

To characterize the period 1760-1791, the students identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe what happened during the time when the colony was called the Province of Quebec, before the passing of the *Constitutional Act*, the students make connections among various sources of information relating to different aspects of society.

The object of interpretation is *The Conquest and the change of empire*. The interpretation process involves explaining how the change of empire affected colonial society. The social phenomenon evokes change and transformation, highlights the interaction of various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps students to analyze changes and continuities as well as causes and consequences.

The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the students to ensure the validity of their interpretation.



Period

**1760-1791**

Social phenomenon

**The Conquest and the change of empire**



**Knowledge to be acquired**

Period

Social phenomenon

**1760-1791 The Conquest and the change of empire**

<b>Military regime</b>
a. Capitulation of Montréal
b. Emigration of the <i>Canadiens</i>
c. Reconstruction of the colony
d. Military administration of the colony
e. Conditions imposed on the <i>Canadiens</i>
<b>Royal Proclamation</b>
a. Treaty of Paris (1763)
b. Political, legal and administrative structures
c. Territory of the Province of Quebec
d. Territorial rights of Indians
e. Other British colonies in North America
<b>Status of Indians</b>
a. Pontiac's revolt
b. Indian Department
c. First Nations' demands
<b>The instructions to Governor Murray</b>
a. Establishment of civil government
b. Assimilation of the <i>Canadiens</i>
c. <i>Test Act</i>
d. Concessions made to the <i>Canadiens</i>
<b>Protest movements</b>
a. Interest groups
b. Purposes of the petitions

<b>Quebec Act</b>
a. Religion and civil rights
b. Executive, legislative and judicial powers
c. Role of the governor
d. Reactions of various groups
e. Territory of the Province of Quebec
<b>American invasion</b>
a. Intolerable Acts (Coercive Acts)
b. Letters to the <i>Canadiens</i>
c. Occupation of Montréal and siege of Québec
d. Declaration of Independence of the United States
e. Territory of the Province of Quebec and the United States after the Treaty of Paris (1783)
f. Migration of Indigenous populations
<b>Loyalists</b>
a. Living conditions of migrants
b. Loyalist settlements
<b>Colonial economy</b>
a. British economic policy
b. Control by British merchants
c. Fur trade
d. Agricultural production
e. Fisheries

<b>Sociodemographic situation</b>
a. British immigration
b. Acadian refugees
c. Composition of the population
d. Use of the French language
e. Natural increase of the <i>Canadiens</i>
f. <i>Canadien</i> professional class
<b>Catholic Church</b>
a. Clergy
b. Religious orders
c. Schools
d. Hospitals
<b>Anglican Church</b>
a. Places of worship
b. Schools

## Period

## Social phenomenon

**1791-1840 The demands and struggles of nationhood**

The number of appeals sent from the Province of Quebec to Great Britain concerning the colony's socio-political situation multiplied during the 1780s, partly in connection with the arrival of the Loyalists. Among the sometimes contradictory demands, the demand for a legislative assembly rallied more and more supporters among French- and English-speaking members of the colony. London amended the colony's constitution in 1791 by ratifying the *Constitutional Act*, which instituted representative parliamentary government, granting the right to vote to men and also to women under certain conditions. The Act established Lower Canada and Upper Canada, incorporated a legislative assembly for each of the two colonies into the existing political structure, and safeguarded the principal gains of the *Quebec Act*.

The *Constitutional Act* led to the territorial, legal, ethnic and linguistic division of the colony. English speakers, who formed a large majority west of the Ottawa River, were in the minority in Lower Canada, mainly concentrated in the cities of Montréal and Québec and the town of William Henry (Sorel). In the 19th century, linguistic duality became more pronounced. The press disseminated the often conflicting views of the *Canadien* bourgeoisie and the English-speaking merchant bourgeoisie. Political dissension prompted the rise of *Canadien* nationalism, which was amplified by prevailing socio-economic conditions.

The population of Lower Canada grew owing to the high birth rate of the *Canadiens* and to immigration, which came mainly from the British Isles (often Ireland) and generally took place under difficult conditions. The newcomers settled in the cities, where they sought employment as

unskilled workers in emerging industries stimulated by the availability of capital. The local economy, in which francophones were the main source of labour power, was essentially agricultural. New lands, of which one seventh were reserved for the Anglican Church, were granted according to the now preferred townships system. Great Britain's demand for Canadian wheat burgeoned. At the turn of the 19th century, production was rising. Until the agricultural crisis of the 1830s, and despite the disparities, farmers' living conditions improved. Outside the growing season, while the women tended to family life and looked after the farm, increasing numbers of men worked in the timber trade. The growth of the latter in the context of Napoleon's continental blockade reinforced the gradual integration of the colonial economy into the British economy. Along with cod, furs were still one of the main products traded. Nevertheless, the fur trade slowly declined and so, too, the involvement of the Indigenous peoples in economic activities.

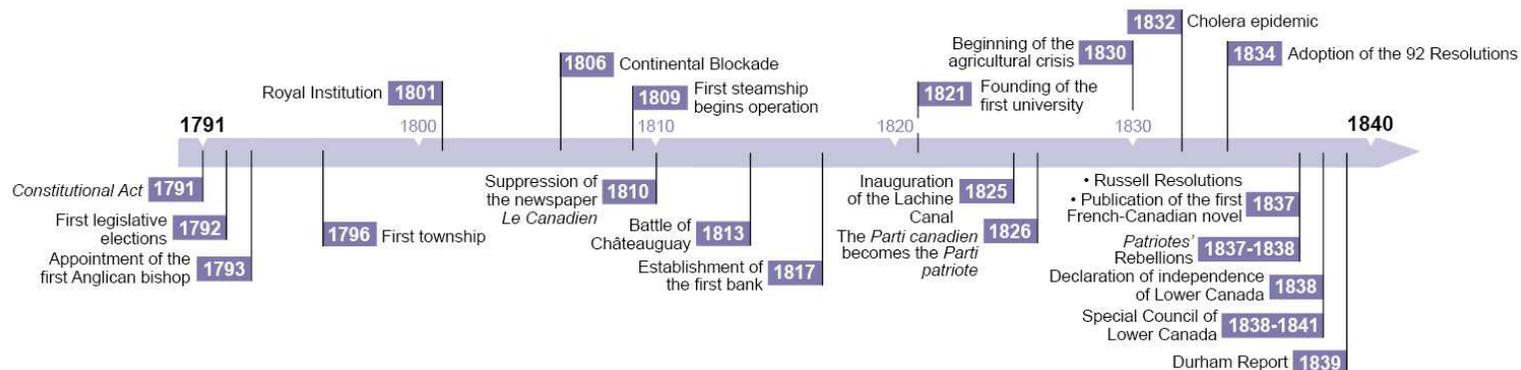
The first election campaign in Lower Canada got under way in the spring of 1792. The Legislative Assembly became the theatre of the first debates between members whose interests led them to support the *Parti canadien*, which was in the majority, and the members linked to the British merchant class. In addition to language and economic issues, the assembly's weak powers and the ineffective exercise of democracy fuelled tensions, which were high under the administration of Governor James Craig. At that time, the governor held enormous authority and the councils were appointed rather than elected. The assembly demanded control of the colonial government's actions.

Inspired by the national and liberal movements then active in Europe and the decolonization movement in Latin America, the parliamentary majority stepped up pressure on the mother country. In 1826, the *Parti canadien*, led by Louis-Joseph Papineau, became the *Parti patriote*. It both benefited from and contributed to the rise of *Canadien* nationalism. Following the adoption of the Russell Resolutions, which constituted Britain’s response to the 92 Resolutions adopted by the representatives of Lower Canada, popular assemblies were held. Rallying calls were issued and boycotts were organized. As during the British-American War, the Catholic religious elites fell into line with the British authorities. Their position contrasted with that of the *Patriotes* and of certain parish priests. Conflicts between paramilitary organizations took place in Montréal. Arrest warrants were issued, and the *Patriote* leaders were arrested or chose to go into exile when armed revolt broke out. The victory of the *Patriotes* at Saint-Denis was not an indication of the outcome, as defeats piled up in both Lower and Upper Canada. The rebellions of 1837 and 1838 were quelled. Of the hundreds of individuals apprehended, some were condemned to exile, while others were executed.

London sent Lord Durham to conduct an inquiry. He weighed the effects of the refusal to grant responsible government to the Legislative Assembly and the concentration of power in the hands of the Château Clique or the Family Compact. In addition, observing that a “racial crisis” divided the colony of Lower Canada, he recommended the union of the two Canadas, with the objective of assimilating the *Canadiens*.

To characterize the period 1791-1840, the students identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period’s events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe what happened in Lower Canada before the passing of the *Act of Union*, the students make connections among various sources of information relating to different aspects of society.

The object of interpretation is *The demands and struggles of nationhood*. The interpretation process involves explaining the rise of nationalism in a



colony seeking political autonomy. The social phenomenon evokes change and transformation, highlights the interaction of various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps students to analyze changes and continuities as well as causes and consequences. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the students to ensure the validity of their interpretation.

Period

**1791-1840**

Social phenomenon

**The demands and struggles of nationhood**



**Knowledge to be acquired**

Period

Social phenomenon

**1791-1840**

**The demands and struggles of nationhood**

<b>Constitutional Act</b>
a. Legislative Assembly and Legislative Council
b. Governor and Executive Council
c. Right to vote and to stand for election (men and women)
d. Territory of Lower Canada and Upper Canada
<b>Parliamentary debates</b>
a. Authority of the governor
b. Subjects debated in the Legislative Assembly
c. Political parties
<b>Nationalisms</b>
a. Linguistic duality
b. British nationalism
c. <i>Canadien</i> nationalism
<b>Liberal and republican ideas</b>
a. National liberation movements in the Western world
b. Political liberalism
c. Republicanism
d. Newspapers

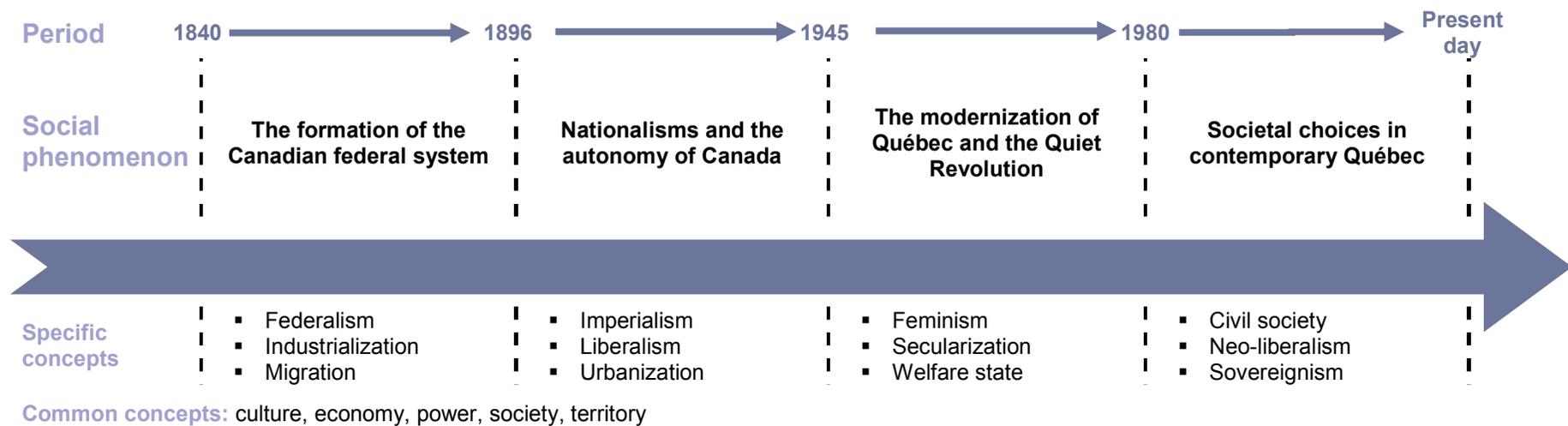
<b>Population</b>
a. Composition of the population in Lower Canada and Upper Canada
b. Population growth in Lower Canada and Upper Canada
c. Social groups
d. Indian agents
e. Abolition of slavery
<b>Rebellions of 1837-1838</b>
a. The 92 Resolutions
b. The Russell Resolutions
c. Popular assemblies
d. The colonial state's repressive measures
e. Upper and lower Catholic clergy
f. Armed conflict
g. Declaration of independence of Lower Canada
h. Suspension of the constitution
i. Rebellions in Upper Canada
<b>Capital and infrastructure</b>
a. Founding of banks
b. Construction of roads and bridges
c. Construction of canals
d. Construction of railways

<b>Agriculture</b>
a. Organization of the territory
b. Corn Laws
c. Intensive wheat farming
d. Crisis of the 1830s
<b>Fur trade</b>
a. Expansion of fur territories
b. Fur market
c. Merger of companies
<b>Timber trade</b>
a. Preferential tariffs
b. Continental Blockade
c. Wood processing
d. Shipbuilding
e. Trades
f. Timberland
<b>Migration flows</b>
a. Social and economic conditions in Great Britain
b. Epidemics and quarantine
c. Places of settlement of immigrants
d. Emigration to the United States
e. Migration to cities
f. Regions of colonization

<b>British-American War of 1812</b>
a. Alliance with First Nations
b. Catholic Church
c. Participation of <i>Canadiens</i>
<b>Anglican Church</b>
a. Diocese of Québec
b. Bishop's participation in the Councils
c. Clergy Reserves
d. Free public schools
<b>Durham Report</b>
a. Exercise of power
b. "Racial crisis"
c. Union of the two Canadas
d. Assimilation of the <i>Canadiens</i>
e. Responsible government

## Program Structure – Secondary IV

The following diagram presents the periods in the history of Québec and Canada and the social phenomena covered in Secondary IV that form the basis for the development of the competencies *Characterizes a period in the history of Québec and Canada* and *Interprets a social phenomenon*. The diagram provides an overview of the second year of the program. It indicates the specific concepts that relate to the period and the social phenomenon concerned, as well as the common concepts stemming from the aspects of society addressed in all of the social science programs.



## Period

## Social phenomenon

**1840-1896 The formation of the Canadian federal system**

The coexistence of two nations in Lower Canada and the lack of responsible government in the two colonies formed under the *Constitutional Act* were a source of ethnolinguistic and political tensions, according to Lord Durham. London reacted quickly to Durham's *Report on the Affairs of British North America*, and the colonies of Lower Canada and Upper Canada were united in 1840.

The sense of belonging to the *Canadien* nation that emerged in the early 19th century was put to the test by the *Act of Union*, intended to assimilate French Canada, whose political weight had decreased. In the new legislative assembly, Lower Canada was represented by 42 elected members: the same number as the less populous Upper Canada. English was the official language of Parliament, and Upper Canada's considerable debt was carried forward into the Province of Canada's budget. Notably, the failure of the Rebellions, the renewal of the political class and the increased influence of the Catholic Church combined to calm the agitation of the French Canadians.

Economic relations between London and the colony were changing. London gradually abandoned its preferential tariffs in favour of a free trade system, and left the colony to govern its own economic development. A closer trading relationship formed with the United States. The accumulation of capital by Montréal and Québec City merchants, who were primarily of British origin, the development of river and rail transportation networks, and technological progress created, among other things, an initial phase of industrialization in the St. Lawrence Valley. Factories were built and production was mechanized.

Existing towns grew, and new ones were founded. Public sanitation and other services struggled to keep up with the rapid pace of urbanization. A relentless process of proletarianization began. Town dwellers, including ever-rising numbers of European immigrants or new arrivals from rural areas, swelled the ranks of an unskilled workforce performing increasingly repetitive jobs. The business classes maximized their profits by exploiting cheap labour, with women and children in particular paying the price. The difficult working conditions of the common people led to strikes, encouraged by unions, with their steadily growing membership.

Many families found themselves in a difficult socio-economic situation. French Canadians began to emigrate in unprecedented numbers to the United States in search of jobs. The religious and civil authorities tried to stem the flow of emigrants by opening up new regions for colonization, often encroaching upon Indigenous land in the process. The families who settled in these and other more remote areas became subsistence farmers or worked for the colony's growing forestry industry. At the same time, market farming developed close to towns and villages.

The Catholic Church emerged as the main actor in the preservation of the rights and identity of the French-Canadian people, which was reflected in certain forms of socio-cultural expression. The ranks of the clergy were buoyed by a new fervour and the arrival of a large number of religious communities from France. Already responsible for hospitals and schools, priests, nuns and brothers were also in charge of most social institutions, which received additional support from women of the bourgeois classes. The Catholic religious elite relied on the nationalism of survival and took

advantage of the ultramontane movement to promote an influential Church whose conservative values were opposed to the liberal values defended by the *Institut canadien*, among others. Amidst these ideological divisions, the place of women, who were excluded from the political sphere in the second half of the 19th century, was increasingly becoming a subject for debate.

Papineau's successors took an approach based on active participation by Lower Canada in the affairs of the colony. The alliance between reformers Louis-Hippolyte LaFontaine and Robert Baldwin ultimately led to the application of ministerial responsibility in 1848. The Rebellion Losses Bill passed under this democratic principle intensified the simmering discontent between the Tories and Reformers. The troubles of 1849 were followed by a period of political instability in the 1850s. Calm was not restored until 1867, a key year in the history of Québec and Canada, owing to the passing of the *British North America Act*. The Canadians of British origin, who formed a majority in the new territorial entity; the French Canadians, essentially concentrated in Québec; and the Aboriginal peoples of the former colonies were united in a federal system under the leadership of John A. Macdonald, a Conservative and the first Prime Minister of Canada.

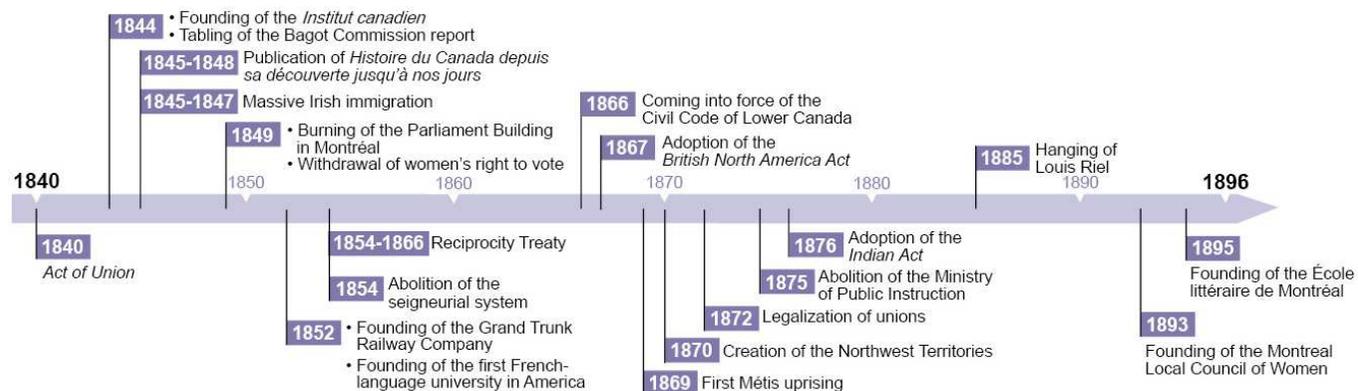
Under the Canadian federation, powers were divided between London, Ottawa and the provinces, particularly in social and legal spheres such as education, language and civil legislation, and with regard to the Aboriginal populations, who were henceforth largely subject to the *Indian Act* of 1876. Nevertheless, the Dominion of Canada was created mainly out of a need to reconcile certain other, mostly economic imperatives. The federation helped develop a domestic market that, for better or for worse,

would give rise to the National Policy in response to the ups and downs of the world economy.

The territory of Canada, initially limited to the central and eastern regions, began to expand westward. The process of uniting the vast area located north of the 49th parallel under a single political entity was by no means easy. The Métis opposed the annexation of their land, and debates on the educational rights of Catholics generated tension between the French-Catholic and English-Protestant communities. This tension exacerbated dissension between the provinces and the federal state. The full scope of that dissension became clear at the first interprovincial conference initiated by Honoré Mercier, as the premiers claimed provincial autonomy. French-Canadian nationalist sentiments re-emerged. The election of Wilfrid Laurier's government, coinciding with the beginning of a second phase of industrialization in Canada, saw conservative policy called into question and marked the beginning of a cycle of national affirmation that was now pan-Canadian in scope.

To characterize the period 1840-1896, the students identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe what happened during the time of the Province of Canada and in the early decades of the Dominion of Canada, the students make connections among various sources of information relating to different aspects of society.

The object of interpretation is *The formation of the Canadian federal system*. The interpretation process involves explaining the establishment of a political framework within a period of sociodemographic and economic unrest. The social phenomenon evokes change and transformation, highlights the interaction of various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps students to analyze changes and continuities as well as causes and consequences. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the students to ensure the validity of their interpretation.

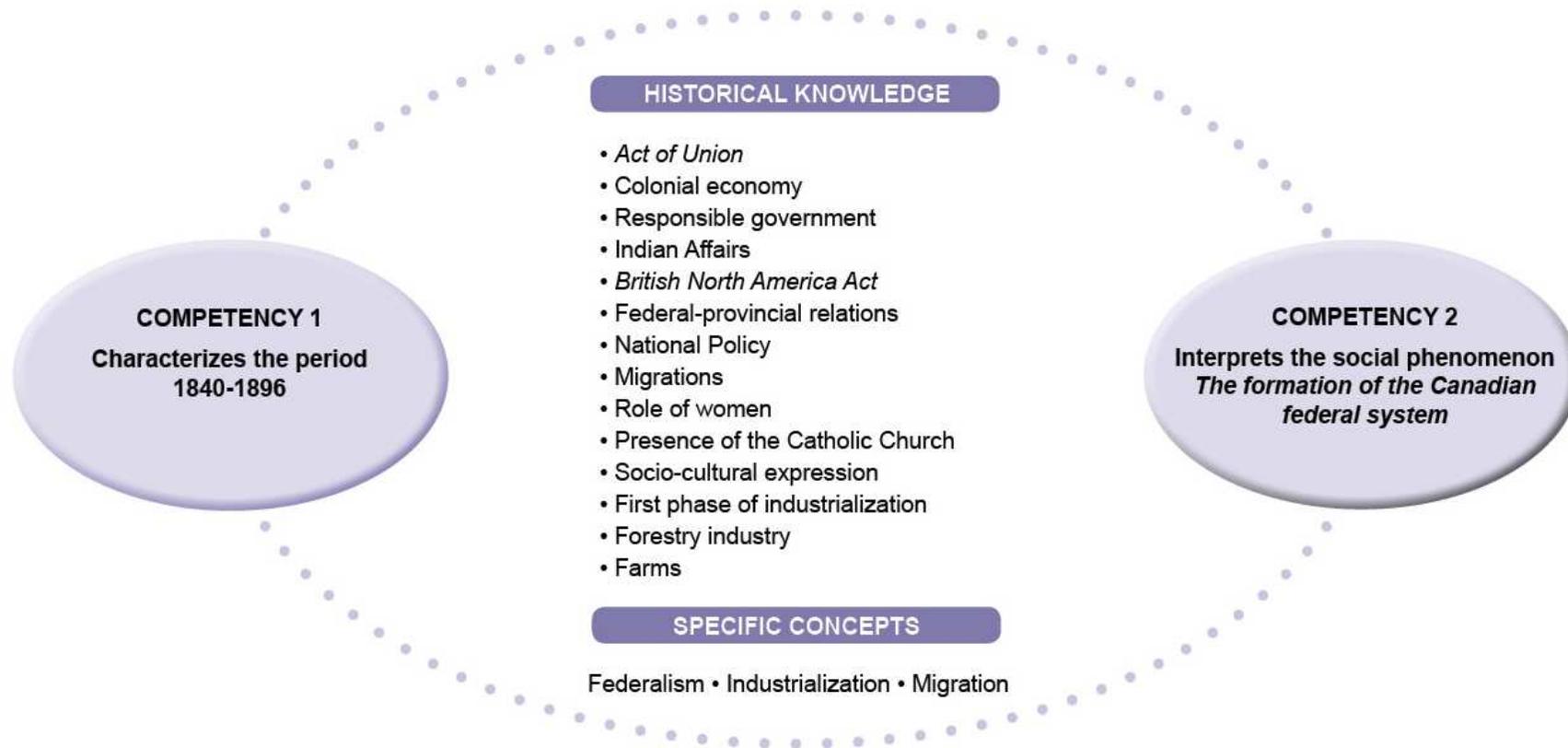


Period

1840-1896

Social phenomenon

The formation of the Canadian federal system



### Knowledge to be acquired

Period

Social phenomenon

**1840-1896**

**The formation of the Canadian federal system**

<b>Act of Union</b>
a. Socio-political and economic context
b. Political structure
c. Administrative provisions
d. Territory of the Province of Canada
<b>Colonial economy</b>
a. Adoption of free trade by the United Kingdom
b. Reciprocity Treaty with the United States
<b>Responsible government</b>
a. Alliance of Reformers
b. Functioning of responsible government
c. Ministerial instability
<b>Indian Affairs</b>
a. Creation of Indian reserves in Lower Canada
b. Catholic and Protestant missions
c. <i>Indian Act</i>
<b>British North America Act</b>
a. Great Coalition
b. Conferences
c. Structure of Canadian federalism
d. Territory of the Dominion of Canada

<b>Federal-provincial relations</b>
a. Areas of jurisdiction
b. Revenue sharing
c. Interprovincial conference
d. Métis uprisings
e. Catholic schools outside Québec
<b>National Policy</b>
a. Economic crisis of 1873
b. Tariff policy
c. Canadian Pacific transcontinental railway
d. Settling of the West
<b>Migrations</b>
a. Rural exodus
b. Emigration to the United States
c. Opening up of regions for colonization
d. Transatlantic immigration
<b>Role of women</b>
a. Legal and political status
b. Sectors of activity
c. Women's religious communities
d. English-speaking women's organizations

<b>Presence of the Catholic Church</b>
a. Ultramontanism
b. Anticlericalism
c. Nationalism of survival
d. Denominational dualism of social institutions
<b>Socio-cultural expression</b>
a. Patriotic works
b. Emergence of women's literature
c. Higher education
<b>First phase of industrialization</b>
a. Industrial capitalism
b. Eastern continental transportation network
c. Production sectors
d. Division of labour
e. Living and working conditions of men, women and children
f. The workers' movement
g. Urbanization
<b>Forestry industry</b>
a. Forestry regions
b. Lumber industry
<b>Farms</b>
a. Dairy production
b. Mechanization
c. Seigneurial rights

## Period

## Social phenomenon

**1896-1945 Nationalisms and the autonomy of Canada**

The first phase of industrialization took place in the second half of the 19th century, as Canada gradually became part of the capitalist economy. The development of the federation and the National Policy both stimulated industrial production and promoted the expansion of the territory. The year 1896 was a turning point for the British Dominion's social, economic and political development. The election of Wilfrid Laurier, the first French Canadian to hold office as Prime Minister of Canada, followed the next year by the election of a Liberal government in Québec, heralded the rise of Liberalism. Federal and provincial government policies and the actions of social movements helped to redefine Canada's autonomy on the political, economic and socio-cultural levels.

The socio-political context in Canada changed. New provinces joined the federation, and growing numbers of immigrants, often from eastern and southern Europe, settled the West and the towns and cities of central Canada. Although women were still deprived of many rights, their status gradually improved. Large numbers of them joined together to form English secular organizations, such as the Montreal Suffrage Association, presided over by Carrie Derick, or French-Catholic feminist organizations, such as the *Fédération nationale Saint-Jean-Baptiste*, founded by Marie Lacoste Gérin-Lajoie and Caroline Béïque. Within the area created by the *British North America Act*, the Indigenous peoples, still subjected to a policy of assimilation, struggled to maintain their traditional lifestyles; Québec represented a shrinking proportion of the Canadian population; in 1911, 22% of Canadians were born outside the country.

The strong opposition of many French Canadians to Canada's involvement in the Boer War, to the imposition of conscription in the First World War—and more broadly to imperialism in general—and to the application of Regulation 17 in Ontario reflected the tenor and evolution of the debate to which the different views of nationalism gave rise in Canada. Thereupon, the Dominion's political autonomy from Great Britain continued to grow, culminating, legally speaking, with the *Statute of Westminster* in 1931. From that time onward, the country was on an equal footing, diplomatically, with the rest of the world. Eight years later, Canada declared war on Germany in its own right, and the Canadian government organized the war effort and mobilized the population—conscripted and civilian alike.

The extent of Canada's autonomy also depended on economic imperatives. In the late 19th century, liberal policies left economic development up to private enterprise, which set the tone for the new phase of industrialization that was about to get under way. In Québec, this phase was marked by a massive influx of American capital and by the exploitation of natural resources, which promoted regional development, with mines and paper mills benefiting from increased demand. The second phase was also marked by industrial concentration and the development of the military industry, financed by income taxes and the sale of Victory Bonds. Pre-war prosperity and the more ephemeral prosperity of the war economy and the "Roaring Twenties" contrasted starkly with the misery experienced during the economic crisis that followed the collapse of the New York Stock Market in 1929. In times of

growth, the factories worked non-stop. Trade was sustained, the employment market was stable, and the unions prospered. In times of crisis, however, unemployment soared and it became more difficult to rally workers. Women played a more important role in the industrial sector as a cheap and often temporary source of labour, finding employment in the growing number of service jobs. The industrial society accentuated social divisions, and the least affluent populations suffered the most.

Urbanization continued to progress in Québec. The census of 1921 confirmed that the population had become primarily urban in the 1910s. Montréal took in the majority of the new arrivals, whose selection was tightly controlled. Québec City, Hull and Sherbrooke, among other urban centres, attracted new residents as well. Cities offered numerous services to their inhabitants, who became consumers of goods and leisure activities that were now more readily available. Urban areas began to spread, sometimes into zones intended for farming, a sector undergoing considerable transformation. The number of farms decreased and farmers themselves became better trained and equipped. New means of communication and transportation facilitated urban and rural exchanges, although town and country were still very different.

In the 1920s, while the spread of the doctrine of social Catholicism throughout the Western world led to the creation of Catholic unions in Québec, a new trend in French-Canadian nationalism emerged. Known as clerico-nationalism, it found a staunch proponent in the Abbé Lionel Groulx. The Church, which contributed to the development of the co-operative movement in response to socio-economic inequality, was an omnipresent player in social and economic affairs. Nevertheless, the seriousness of the crisis of the 1930s, which led to a questioning of capitalism, compelled the State to do more. Legislative assemblies

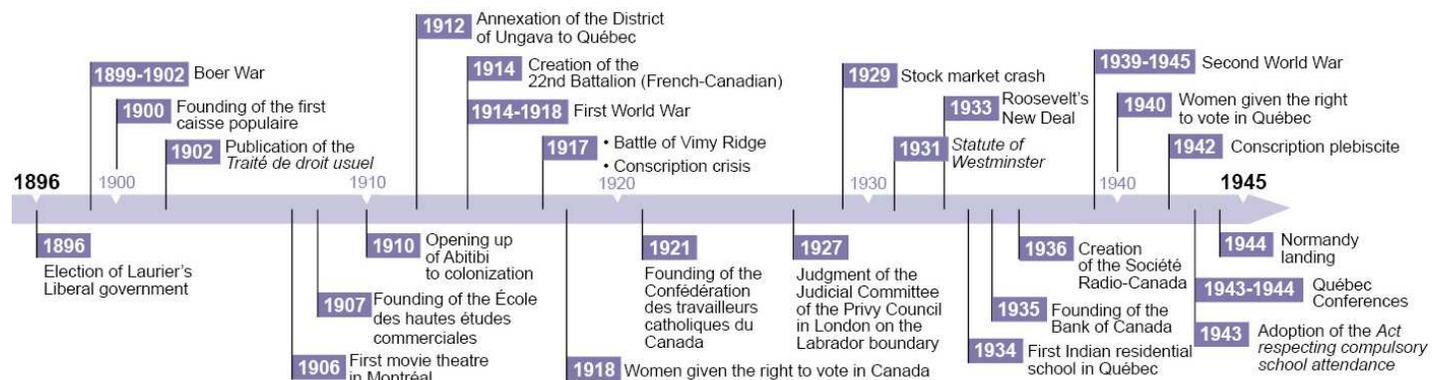
passed laws, set up social programs, launched public works programs and encouraged colonization to help the unemployed. The pressing need for economic, political and social reform that arose from the Great Depression carried the Union Nationale to power. Maurice Duplessis' first term as premier, which was marked by anti-union legislation and farm policies, nevertheless reassured the party's conservative wing and the clerical authorities through its weak intervention in the area of social assistance.

Fears that conscription might be imposed for the second time allowed the progressive ideas of the Adélard Godbout government to hold sway for a single term, shaking off the yoke of the Catholic clergy in the process. Women, who had obtained the right to vote at the federal level in 1918 as a result of demands by activists in several provinces, were granted the same right at the provincial level in Québec in 1940. Decades of feminist activism paved the way for the majority of Québec women to be granted certain political, legal and social rights. Furthermore, the Liberal government introduced new legislation on education, including provisions for compulsory school attendance. New government departments were also created, along with the province's new hydroelectricity commission, Hydro-Québec. The end of the Second World War, the longest and bloodiest of the 20th century, ushered in a new phase of modernization the principal manifestation of which would be the Quiet Revolution.

To characterize the period 1896-1945, the students identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to

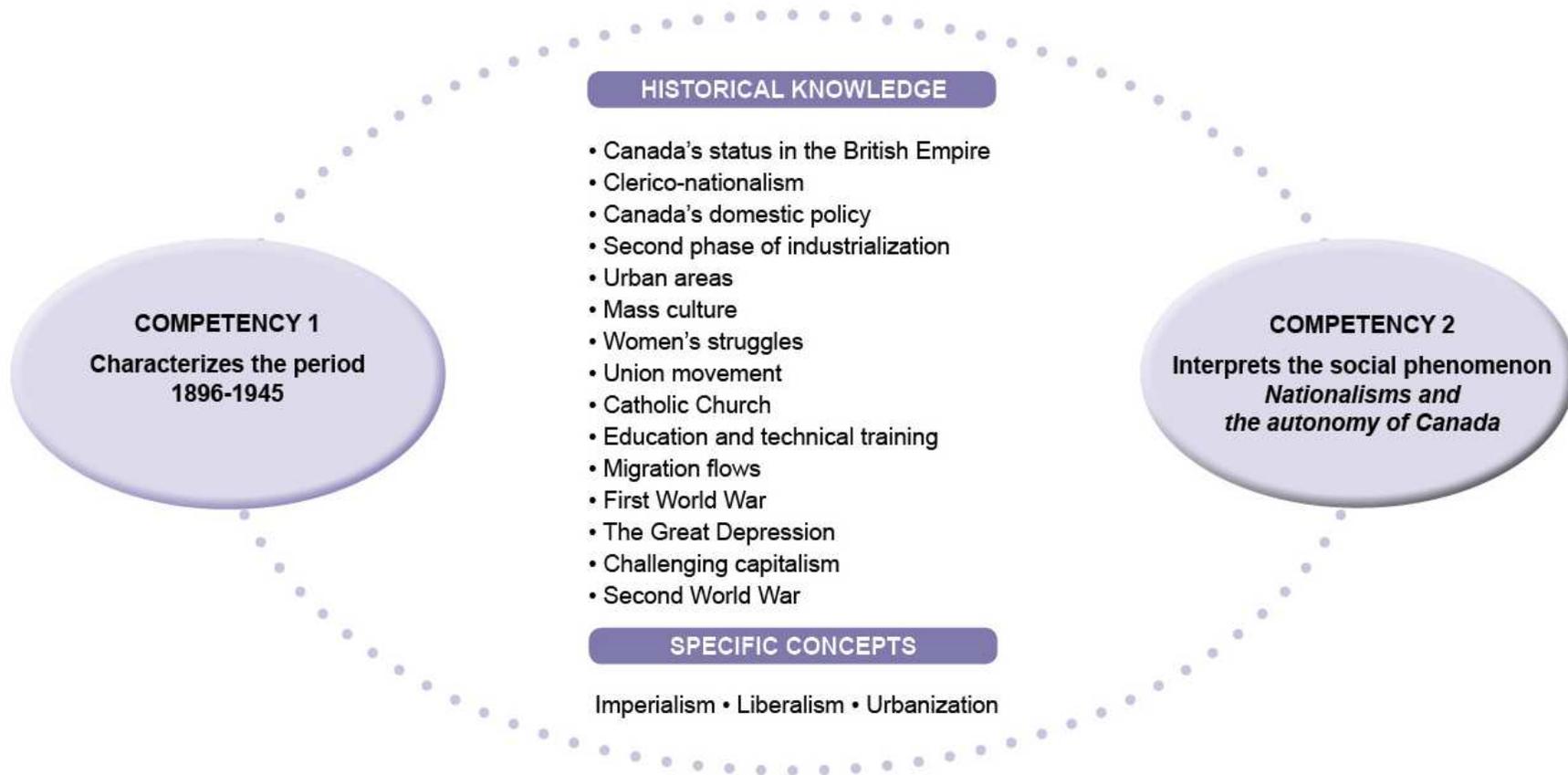
describe what happened in Québec in the first half of the 20th century, the students make connections among various sources of information relating to different aspects of society.

The object of interpretation is *Nationalisms and the autonomy of Canada*. The interpretation process involves explaining the preservation of Québec's specific language-related and cultural features at a time when Canada's political, economic and socio-cultural autonomy was being redefined. The social phenomenon evokes change and transformation, highlights the interaction of various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps students to analyze changes and continuities as well as causes and consequences. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the students to ensure the validity of their interpretation.



Period  
**1896-1945**

Social phenomenon  
**Nationalisms and the autonomy of Canada**



### Knowledge to be acquired

Period

Social phenomenon

**1896-1945**

**Nationalisms and the autonomy of Canada**

<b>Canada's status in the British Empire</b>
a. Imperialism
b. French-Canadian nationalism
c. Canadian military support
d. <i>Statute of Westminster</i>
<b>Clerico-nationalism</b>
a. <i>L'Action française</i>
b. <i>The Programme de restauration sociale</i>
c. The role of the French-speaking population in the economy
<b>Canada's domestic policy</b>
a. The Liberal era
b. The French-Catholic minority
c. The Indian residential school system in Canada
d. Taxation powers
e. Canada's territory
<b>Second phase of industrialization</b>
a. Natural resources
b. Manufacturing and domestic production
c. The war industry
d. Monopoly capitalism
e. Foreign investment
f. The role of the State
g. Trade

<b>Urban areas</b>
a. Public health
b. Infrastructure
c. Services
<b>Mass culture</b>
a. Radio
b. Cinema
c. <i>Romans du terroir</i> (novels of rural life)
d. Professional sports
e. Cabarets
<b>Women's struggles</b>
a. Access to education
b. Labour market
c. Legal recognition
d. Right to vote and to stand for election
<b>Union movement</b>
a. American and Catholic unions
b. Strikes
c. Labour legislation
<b>Catholic Church</b>
a. Numerical strength of the clergy
b. Moral and cultural influence
c. Cooperatives

<b>Education and technical training</b>
a. School attendance of francophones and anglophones
b. Legislation
c. Education of boys and girls
d. Improvement of agricultural practices
<b>Migration flows</b>
a. Ethnic origins of immigrants
b. Support measures for new immigrants
c. Immigration controls
d. Rise of xenophobia
<b>First World War</b>
a. European national interests
b. War-time government
c. Conscription crisis
d. War effort of men and women
e. Soldiers' civil re-establishment
f. League of Nations
<b>The Great Depression</b>
a. The stock market crash of 1929
b. Socio-economic problems
c. Colonization
d. Federal and provincial government measures
<b>Challenging capitalism</b>
a. Keynesianism
b. Socio-political ideologies

<b>Second World War</b>
a. European political and economic climate
b. War-time government
c. Conscription plebiscite
d. War effort of men and women
e. Demobilization

## Period

## Social phenomenon

**1945-1980 The modernization of Québec and the Quiet Revolution**

In 1945, Germany's surrender and Japan's capitulation ended the Second World War, which had disrupted the balance of power in the West. More than 40 000 Canadians died during the conflict. When Québec's soldiers came home, the anxiety, pain and deprivation of the war years gradually gave way to prosperity and a new era of modernization. After years of conservatism, Québec came into its own in the 1960s and subsequent years, while at the same time, an irreversible change was taking place, both in terms of mentality and politics.

Up until the energy crisis of the 1970s, Québec took advantage of an international climate that was favourable to economic development. Trade improved, in North America first, and then abroad. The needs of the United States, Canada's primary economic partner, increased, notably as a result of the Cold War with the USSR. Montréal lost its financial and commercial supremacy to Toronto, which became home to many English-speaking Quebecers, especially in the 1970s, particularly following the relocation of head offices there. The consumer society emerged as consumption of a range of goods and services led more than ever to economic growth. Lifestyles became more standardized under the influence of American culture.

The influence of the Catholic Church, at its peak in the first decades of the 20th century, was in decline; gradually Québec society and its institutions were becoming more secular. The moral authority of the clergy was called into question as society turned to values conveyed by artists in different disciplines, trade unionists, intellectuals and certain forms of mass media. The population was rejuvenated by the baby boom. Among the

Indigenous peoples, natural population growth also increased as a result of sedentarization, but their culture continued to decline. In particular, compulsory attendance at residential schools designed to propagate Judeo-Christian culture helped accelerate the decline of certain Indigenous languages and weaken the social fabric in a number of communities. Indigenous ancestral lands were coveted by a State keen to continue the province's economic development. The agreements signed with the Cree, Inuit and Naskapi were a reflection of the need for conciliation between the Québec government and the First Nations and Inuit, among whom a form of Indigenous nationalism and new leaders were emerging.

Québec's net migration was positive. Most new arrivals, who were of increasingly diverse origins, settled in the heart of Montréal, while many francophones moved to the suburbs. Montréal became more cosmopolitan and anglicized, as many newcomers adopted English as their language, mainly for socio-economic reasons. Outside the main population centres, where the exploitation of raw materials stimulated the economy, producers took advantage of technological developments in the agricultural sector. Their farms expanded and grew more productive, among other reasons, because of the rural electrification program.

The modernization of Québec went hand in hand with women gaining access to areas usually reserved for men and the devaluing of their traditional responsibilities. The economic independence they had achieved by working outside the home, especially starting in the 1960s, had given women more freedom of choice, and they made some

substantial legal and social gains in their quest for equality in areas such as spousal status, contraception, divorce and maternity. They added their voices to the demands of their male counterparts in the workforce as the union movement grew and became both national in scope and secular. The Asbestos and Murdochville strikes, along with strikes in the public and parapublic sectors, showed how intense and complex workplace conflicts had become.

Returned to power in 1944, Duplessis was a proponent of economic liberalism and conservative social policies. For close to 15 years, a period often viewed in the collective consciousness as a time of “Great Darkness,” his actions were driven by regionalism and a desire for provincial autonomy from an interventionist federal government. Paul Sauvé’s brief tenure began a process of renewal that was given concrete expression by Jean Lesage’s Liberal government, which followed other Western leaders in laying down the conditions for a welfare state. For the next 20 years, action and debate would be dominated by nationalist issues and language rights, addressed by Bills 63, 22 and 101, with the 1960s marking an important break in Québec’s history.

Québec entered the Quiet Revolution. Buoyed by a broad social consensus, the State became a driving force for modernizing its institutions and promoting Québec’s identity. The principles underlying the welfare state were supported by the creation of government departments and State-owned corporations, and the professionalization of the civil service. The health and social services systems and the education system were reformed, economic intervention tools were created and a foreign policy was put in place, leading to the reopening of Québec government offices abroad, notably in Paris and London.

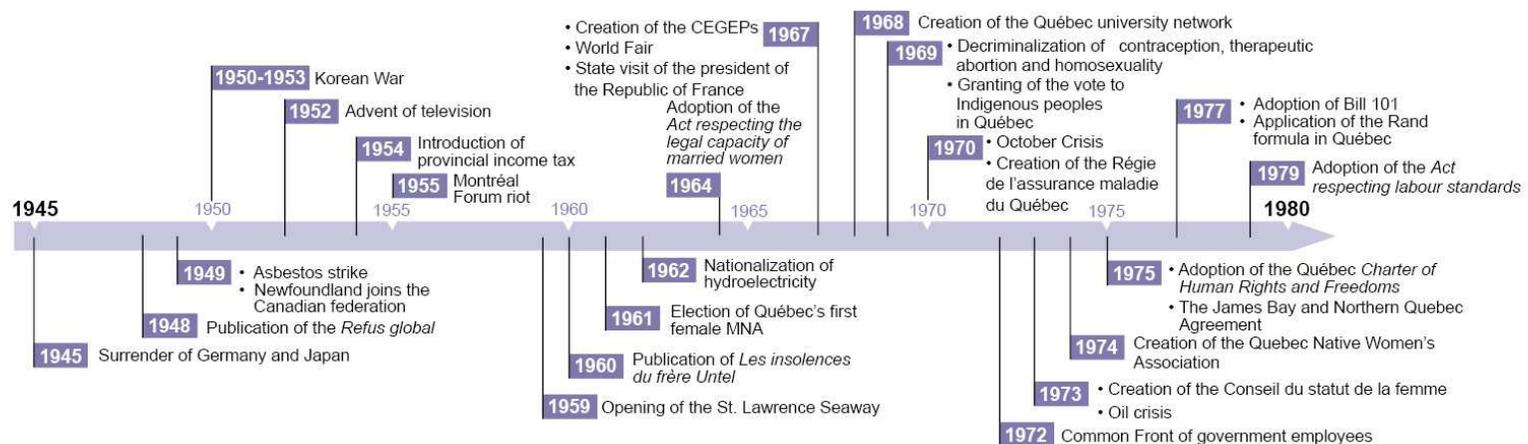
Socio-economic and political transformations and a change in mentality were at once the impetus for and the result of a neo-nationalist current that rejected a traditional form of nationalism. The term *French Canadian* was replaced by *Québécois*. The artistic community benefited from the beginnings of cultural policy and flourished, led by important figures such as Pauline Julien, Félix Leclerc, Alfred Pellan, Mordecai Richler and Michel Tremblay. Some artists, along with other members of society, including many young men and women, promoted Québec’s national project. Montréal hosted both the World Fair and the Olympic games, becoming a showcase through which the rest of the world was able to discover Québec and Canada.

In the early 1970s, while Robert Bourassa was in office at the provincial level and Pierre Elliott Trudeau at the federal level, certain Québec nationalists became radicalized. The October Crisis, which led to the imposition of the *War Measures Act*, divided Québec. The assassination of Minister Pierre Laporte may have discredited the Front de libération du Québec (FLQ), but it did not curtail Québec’s quest for equality and independence. Founded following the creation of the sovereignty-association movement, which brought together activists from the *Ralliement national* and the *Rassemblement pour l’indépendance nationale*, the Parti Québécois was voted into power in 1976. Four years later, René Lévesque’s government held a referendum on sovereignty-association, in which Quebecers were asked to decide on the province’s continued place in the Canadian federation.

To characterize the period 1945-1980, the students identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period’s events and using geographical features to facilitate an understanding of these events. The

characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe what happened in Québec during the post-war period and the Quiet Revolution, the students make connections among various sources of information relating to different aspects of society.

The object of interpretation is *The modernization of Québec and the Quiet Revolution*. The interpretation process involves explaining the evolution of Québec mores at a time when the province’s institutions and the role of the State were undergoing significant change. The social phenomenon evokes change and transformation, highlights the interaction of various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps students to analyze changes and continuities as well as causes and consequences. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the students to ensure the validity of their interpretation.

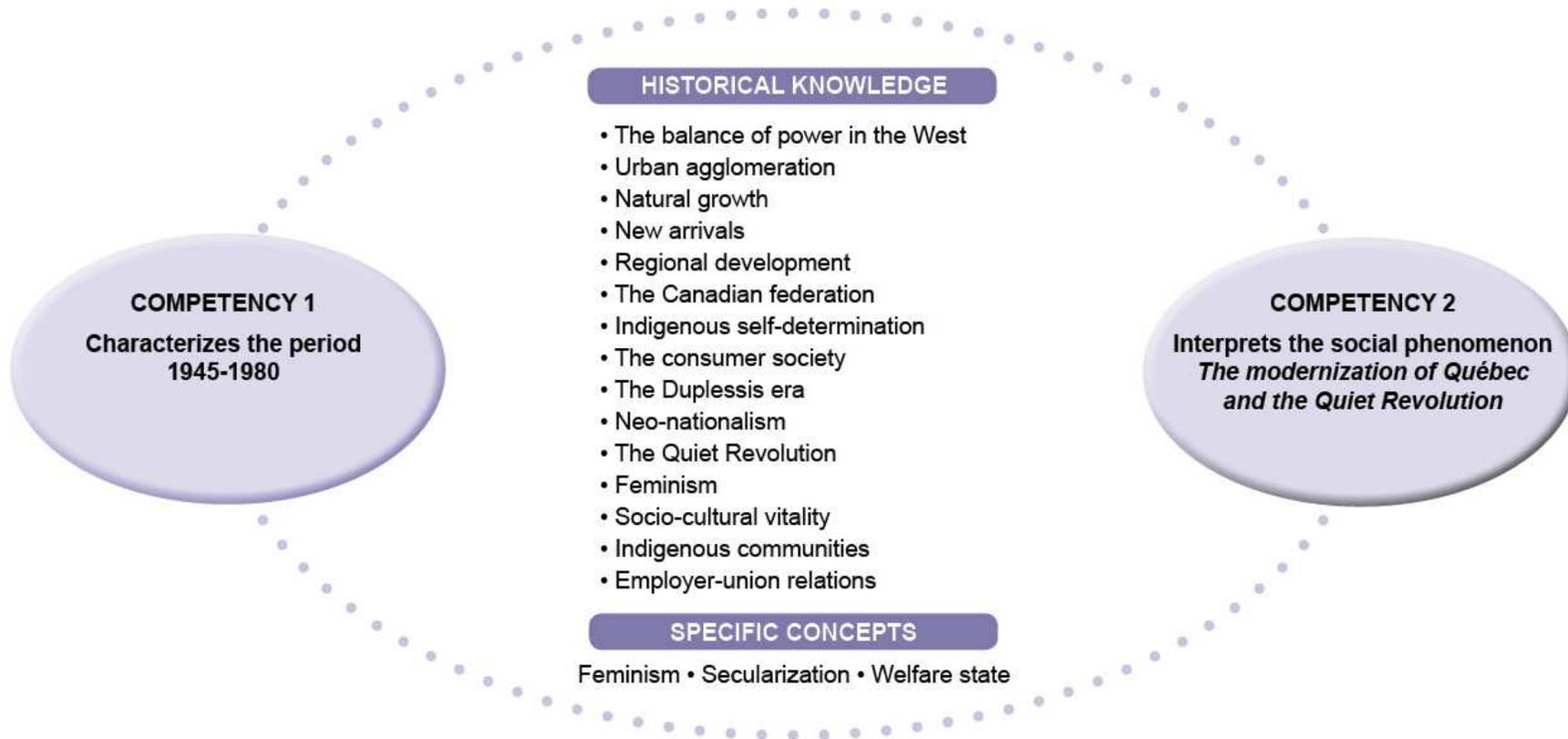


Period

**1945-1980**

Social phenomenon

**The modernization of Québec  
and the Quiet Revolution**



**Knowledge to be acquired**

Period

Social phenomenon

**1945-1980**

**The modernization of Québec and the Quiet Revolution**

<b>The balance of power in the West</b>
a. The Cold War
b. Canadian sovereignty in the Arctic
c. Social struggles in the United States and France
<b>Urban agglomeration</b>
a. Suburbs
b. Infrastructure
<b>Natural growth</b>
a. The baby boom
b. Falling birth rate
c. Birth rate of the Aboriginal population
<b>New arrivals</b>
a. Cultural communities
b. Creation of the Ministère de l'Immigration du Québec
c. Welcoming refugees
<b>Regional development</b>
a. Modernization of agriculture
b. Protection of agricultural land
c. Exploitation of natural resources

<b>The Canadian federation</b>
a. Federal social programs
b. Continentalization of the economy
c. The Laurendeau-Dunton Commission
d. Constitutional negotiations
<b>Indigenous self-determination</b>
a. Land and political claims
b. Recognition of ancestral rights
c. Statement of the Government of Canada on Indian Policy
<b>The consumer society</b>
a. Influence of American culture
b. Advertising
c. Increased purchasing power
<b>The Duplessis era</b>
a. Economic liberalism
b. Social conservatism
c. Provincial autonomy
d. Clericalism
e. Funding of education and health
f. Opposition

<b>Neo-nationalism</b>
a. Decolonization movement
b. Territorial identity
c. The <i>indépendantiste</i> movement
d. Creation of the Parti Québécois
<b>The Quiet Revolution</b>
a. Progressive economic and social measures
b. Creation of government departments and State-owned corporations
c. Reform of democratic institutions
d. Protection of the French language
e. Human rights and freedoms
f. Québec delegations abroad
g. Secularization
<b>Feminism</b>
a. Legal gains
b. Economic independence
c. Sexual and reproductive rights
d. Non-traditional trades and professional activities
<b>Socio-cultural vitality</b>
a. French-language songs
b. Emergence of Québec theatre
c. Cultural venues
d. Diversity of cultural events and cultural expression
<b>Indigenous communities</b>
a. Indian residential schools in Québec
b. Living conditions on the reserves, in Inuit villages and in cities
c. Governance

<b>Employer-union relations</b>
a. Unionization of State employees
b. Conflicts
c. Common fronts
d. Social and political action by the unions

## Period

## Social phenomenon

**From 1980 to the present day Societal choices in contemporary Québec**

When the Parti Québécois was elected in 1976, after successive Union Nationale and Liberal governments, it intensified measures designed to affirm Québec's distinguishing features, including the French language. The adoption of Bill 101 highlighted the cultural and linguistic issues that mobilized Quebecers in the period leading up to the 1980 referendum. In the decades that followed, Quebecers were faced with other complex issues with different repercussions. Analyzing the interplay of cultural, economic, political, social and territorial forces reveals the circumstances attendant upon past, present and future societal choices in contemporary Québec.

On May 20, 1980, almost 60% of Quebecers who voted rejected the government's request for a mandate to negotiate sovereignty-association. Following up on a commitment made during the referendum campaign, Prime Minister Trudeau invited the provincial governments to participate in constitutional reform. After several months of negotiation, and given the prospect of unilateral repatriation, the federal government was able to rally only nine of the ten provinces, Québec's demands not having been met. When the *Constitution Act, 1982*, containing the *Canadian Charter of Rights and Freedoms*, was ratified, Queen Elisabeth II was present, but there were no representatives from the Québec government, which had been absent when the agreement was finalized.

The election of Brian Mulroney's Conservatives at the federal level signalled the possibility of reconciliation. The Québec Liberals, voted back into power in 1985, stipulated five conditions for Québec's adherence to the Constitution, including recognition of the distinct nature of Québec

society. These conditions were discussed at length at the Meech Lake Conference, which led to an accord that would not be ratified by all the provinces, Newfoundland and Manitoba having not complied with the deadline. A final effort involving public referendums, in the wake of the 1992 Charlottetown Accord, was also unsuccessful.

The failure of Meech Lake revived nationalist fervour in Québec. The Bélanger-Campeau Commission and the Allaire Report conferred legitimacy on the sovereignist cause. During the 1995 referendum campaign, the Bloc Québécois and the Action démocratique du Québec joined forces with the Parti Québécois to promote the Yes option. The Québec Liberal Party, the Liberal Party of Canada and the Progressive Conservative Party rallied together on the No side to defend Canadian unity. The debate was fuelled by economic and territorial issues, and by suggestions to the effect that the federal government could refuse to negotiate if the sovereignty option prevailed. Quebecers were torn. On October 30, 1995, the Yes side garnered 49.42% of the votes cast, the No side, 50.58%. In the ensuing decades, changing power relations, combined with other issues, resulted in the constitutional question being pushed aside, although it continued to mark the debate over provincial jurisdictions and federal transfers.

In the 1980s and subsequent decades, periods of growth alternated with periods of recession. Mines and companies closed down during the crisis of the early 1980s, devitalizing many rural communities. It was a time of economies of scale. The tertiary sector gained ground, and the knowledge economy began to develop. Job insecurity and part-time work became

increasingly common in the case of young people and often of women, whose salaries and legal status still lagged behind despite supportive legislation and union action. As the neo-liberal trend brought about a redefinition of the role of the State throughout the Western world, successive Québec governments intervened in certain areas to maintain the population's socio-economic status, notably by establishing a network of childcare centres and parental insurance, which facilitated women's access to employment. Nevertheless, successive deficits led both the federal and provincial governments to reduce their level of funding in a variety of areas. This decline in government involvement has been temporarily curbed since the world economic crisis of 2008.

The world was swept up in a continuous wave of integration. Trade became global, and Québec, which benefited economically from the North American Free Trade Agreement (NAFTA), was no exception. The new border-free context helped disseminate cultures and ideas, a process that was facilitated by the democratization of Internet access, the 24-hour news cycle and the emergence of social networks. National affiliations were more evident and international relations more complex. At the same time, people became more aware of issues that had, until then, been ignored by their governments. Authorities began to worry about acid rain and climate change, as they were forced more than ever before to deal with the demands of economic development and the need to limit the impact of human activity on ecosystems. Singular events such as the ice storm and the Saguenay—Lac-Saint-Jean and Montérégie floods served to remind Quebecers of how fragile ecosystems are.

Following the signing of the Canada-Québec Accord, based on the 1978 Couture-Cullen Agreement, Québec's population increased mainly through immigration. Priority was given to French-speaking immigrants or

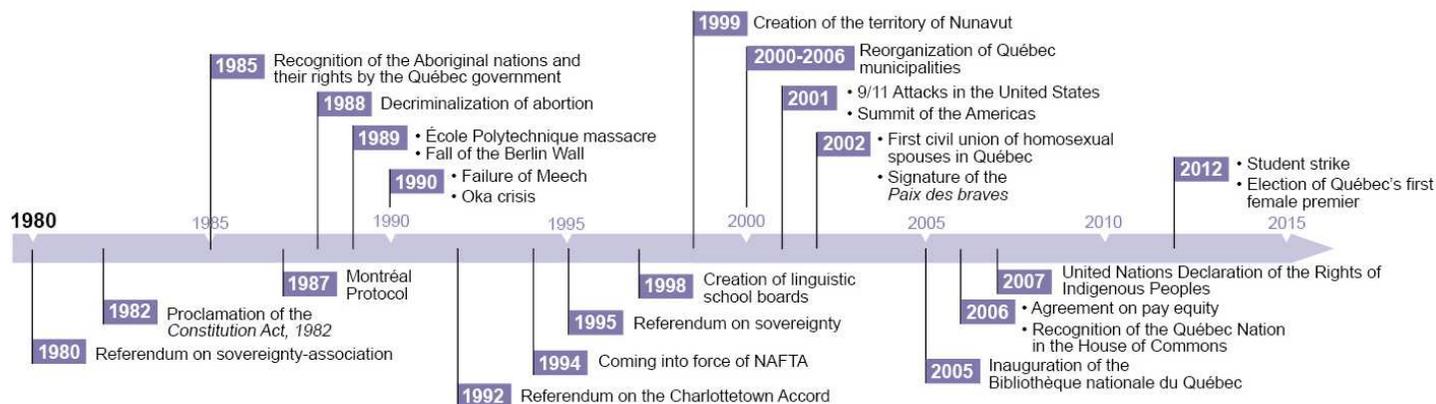
those who spoke Latin languages. New demographic and generational issues emerged. Women had fewer children, and had them later. Life expectancy improved. The aging of the population put additional pressure on the health system. In many Indigenous communities, living conditions were unfavourable: the population was increasing, but it was beset with major social problems. Education and employment rates were low. Marked discrimination and uneasiness toward the Indigenous nations were not uncommon. The self-determination and land claims movements grew, particularly after 1990, when a territorial dispute triggered a conflict at Oka between the Mohawks and the federal and provincial authorities. Although discrimination and uneasiness with regard to Indigenous peoples are still very much present, certain initiatives such as the establishment of the Truth and Reconciliation Commission of Canada allow for a better sense of what Indigenous peoples have experienced.

The attacks of September 11, 2001, shook the conscience of North Americans. The early 21st century signalled a rise in individualism and political and economic pragmatism offset by citizen movements, with Québec's economic development, in particular, giving rise to varying degrees of activism by different segments of civil society. While dealing with the issues of security, religious neutrality, ethics and transparency that arose, Québec earned international recognition in the first decade of the new millennium for its cultural and technological vitality. Working to safeguard its autonomy within the Canadian federal system, it attempted the difficult task of reconciling economic constraints with society's expectations.

To characterize the period from 1980 to the present day, the students identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using

geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe what happened in Québec on the eve and in the early years of the new millennium, the students make connections among various sources of information relating to different aspects of society.

The object of interpretation is *Societal choices in contemporary Québec*. The interpretation process involves explaining the cultural, economic, political, social and territorial circumstances that have led, are leading or will lead the people of Québec to make important demographic, environmental, technological and other choices. The social phenomenon evokes change and transformation, highlights the interaction of various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps students to analyze changes and continuities as well as causes and consequences. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables the students to ensure the validity of their interpretation.

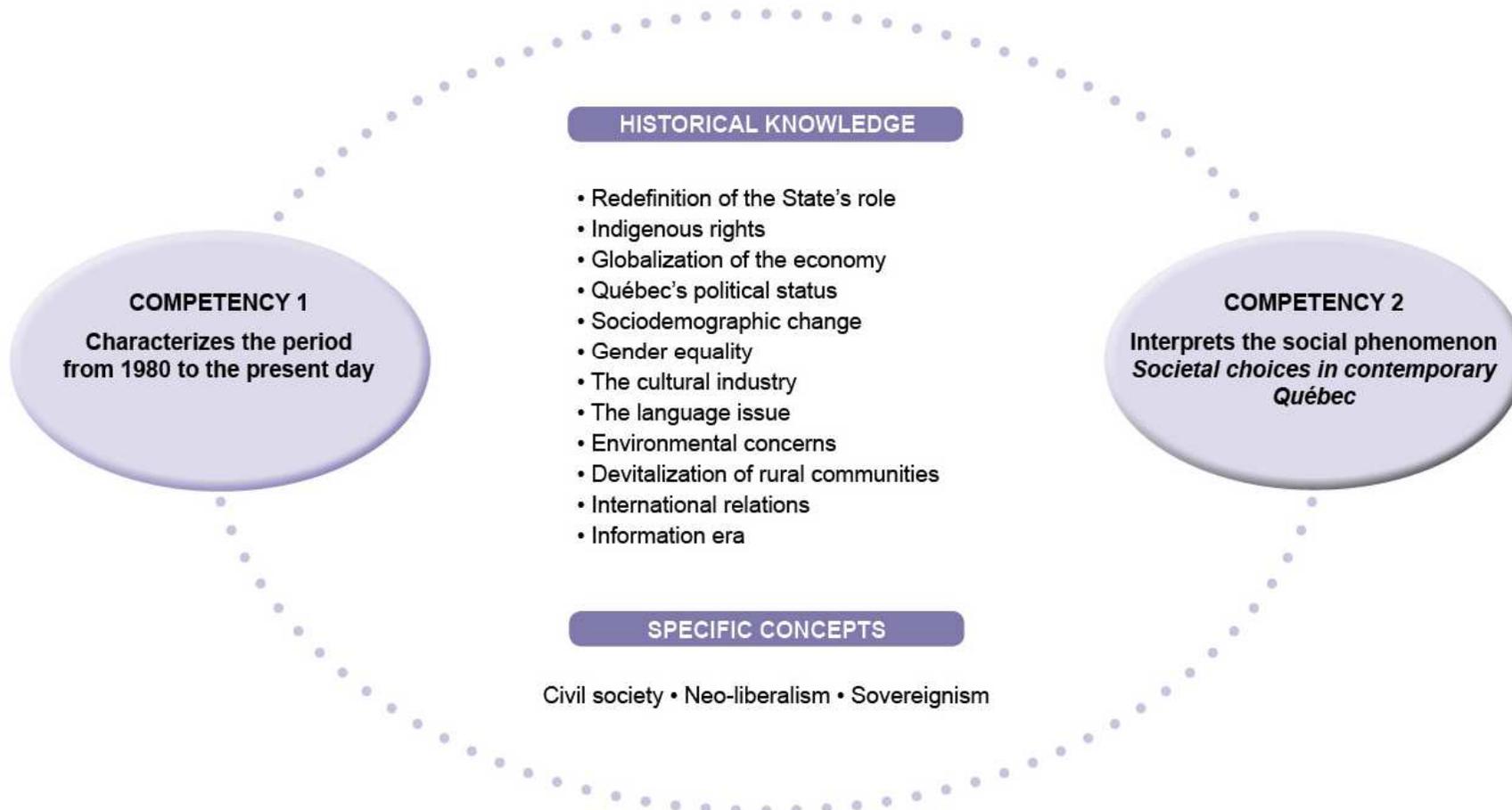


Period

**From 1980 to the present day**

Social phenomenon

**Societal choices in contemporary Québec**



### Knowledge to be acquired

Period

**From 1980 to the present day**

Social phenomenon

**Societal choices in contemporary Québec**

<b>Redefinition of the State’s role</b>
a. Neo-liberalism
b. Funding of social programs
c. Social economy
d. Civil society
e. Public hearings
f. State neutrality
<b>Indigenous rights</b>
a. <i>Constitution Act, 1982</i>
b. The Oka crisis
c. Agreements and conventions
d. Truth and Reconciliation Commission of Canada
<b>Globalization of the economy</b>
a. Québec inc.
b. Free trade agreements
c. Export sectors
<b>Québec’s political status</b>
a. Referendum on sovereignty-association
b. Repatriation of the Constitution
c. The Meech Lake Accord
d. The Bélanger-Campeau Commission
e. The Allaire Report
f. The Charlottetown Accord
g. Referendum on sovereignty
h. Post-referendum action

<b>Sociodemographic change</b>
a. Aging of the population
b. Family policy
c. Ethnocultural identity
d. Public health
<b>Gender equality</b>
a. Pay equity
b. Parity
c. Work-family balance
<b>The cultural industry</b>
a. Funding of culture
b. Dissemination of culture
c. Cultural policy
<b>The language issue</b>
a. Language of signage
b. Language of instruction
c. Indigenous languages
<b>Environmental concerns</b>
a. Control measures to enforce environmental standards
b. Resource exploitation

<b>Devitalization of rural communities</b>
a. Single-industry towns
b. Local services
c. Migratory movements
d. Next generation of farmers
e. Political weight
<b>International relations</b>
a. Representation in international organizations and conferences
b. Economic missions
c. Canadian army missions abroad
<b>Information era</b>
a. Internet use
b. 24-hour news cycle
c. Integration and concentration of mass media

# Appendix 1

## Critical Analysis of Sources

It is the records and accounts by witnesses of past events that make it possible for us to study history today. These records and accounts usually take the form of documents—sources of information that must be subjected to critical analysis.

A large part of the documentation used to study history consists of written texts. They represent one of the four main types of documents. The table below presents each type of document and the categories in which they can be classified.

Type	Category
Written documents	<ul style="list-style-type: none"> <li>- Correspondence</li> <li>- Court decisions</li> <li>- Graph or chart</li> <li>- Historical summary</li> <li>- Law</li> <li>- Newspaper</li> <li>- Petition</li> <li>- Textbook</li> <li>- Travel story</li> <li>- Web page</li> <li>- Other</li> </ul>
Visual documents	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Engraving</li> <li>- Map</li> <li>- Painting</li> <li>- Photograph</li> <li>- Poster</li> <li>- Scale drawing</li> <li>- Other</li> </ul>

Audiovisual documents	<ul style="list-style-type: none"> <li>- Documentary</li> <li>- Film</li> <li>- Historical re-enactment</li> <li>- Personal accounts</li> <li>- Radio show</li> <li>- Speech</li> <li>- Other</li> </ul>
Artifacts	<ul style="list-style-type: none"> <li>- Archaeological remains</li> <li>- Architectural building</li> <li>- Coins</li> <li>- Everyday object</li> <li>- Site</li> <li>- Other</li> </ul>

The critical analysis of sources is not a linear process; it involves a lot of going back and forth between the aim, the task and the document. The recommended approach is to work from the general to the specific, taking into account the four elements listed below. The questions that follow each element may facilitate the analysis.

- Features of the document
  - What type of document is it?
  - Into which category does it fall?
  - In what format or medium is it presented?
  - Is it an original document, a reproduction, a copy or an excerpt?

- Production and distribution of the document
  - What was the date of production?
  - What was the date of distribution?
  - On what date did the events referred to in the document occur?
  - In what general historical context was the document produced?
  - In what specific circumstances was it produced?
  - For whom was the document intended?
  - For what purpose was the document produced?
  - Was its production commissioned?
  
- Author of the document
  - Who was the author of the document?
  - What was the author's role?
  - What were the author's allegiances?
  - Did the author take a position?
  
- Subject of the document
  - What is the title of the document?
  - What is the document's subject or main idea?
  - What are its secondary ideas?

Certain strategies are often recommended for the critical analysis of sources. It is a good idea to go beyond one's first impression, to make sure that one understands every word and expression, to compare the

documents and to consider the results of one's analysis in the light of contemporary or historical analyses.

## Using and Creating Representations of Time

Whether they take the form of a timeline, a ribbon timeline or a tiered timeline, representations of time are very important tools for studying history. They present historical reference points (which may or may not be thematic in nature) in chronological order (dates, periods, historical actors, images, objects, etc.). The reference points may apply to a nation, society or group, or to a single territorial entity.

Depending on the intention, time may be represented in varying degrees of detail. The purpose may be to depict the evolution of a nation, society or group, show time correlations, indicate changes and continuities, etc.

To use a representation of time, students must take into account the following:

- the title
- the nation, society, group or territorial entity concerned
- the time period or periods
- the chronological scale
- the nature of the data

To create a representation of time, students must:

- define their aim
- select relevant information
- draw and position the timeline, ribbon timeline or tiered timeline
- choose the chronological scale

- calculate the length or lengths of time to be represented
- select the units of measure
- divide the representation of time into segments
- enter the information
- provide a title for the representation of time

## Using and Creating Historical Maps

Since the history of a nation, society or group takes place within a territory, studying it requires the use of a map. A historical map can display a large amount of information about different aspects of society: it can indicate institutions and economic relationships, beliefs, currents of thought, etc. Although it is often used to support oral or written discussions of the past by situating them in space and time, it can also serve as a source of detailed information.

To use a historical map, students must take into account the following:

- the territory concerned
- the period when the map was created
- the title
- the legend
- the scale
- the orientation
- the nature of the information presented on the map
- the main data and the secondary data

To create a historical map, students must:

- define their aim
- select relevant information
- draw the map
- choose the scale
- indicate the orientation
- create a legend
- enter the information
- provide a title for the map

## Appendix 2

### Summary of Program Content: Secondary III

PERIODS IN THE HISTORY OF QUÉBEC AND CANADA			
Origins to 1608	1608-1760	1760-1791	1791-1840
SOCIAL PHENOMENA			
<b>The experience of the Indigenous peoples and the colonization attempts</b>	<b>The evolution of colonial society under French rule</b>	<b>The Conquest and the change of empire</b>	<b>The demands and struggles of nationhood</b>
<b>Way of conceiving a problem as suggested by the formulation of the social phenomenon</b>			
Explaining how relations among the Indigenous peoples and their knowledge of the territory contributed to the exploitation of its resources by the French and to their attempts at settlement	Explaining the relations between the colonial society and France	Explaining how the change of empire affected colonial society	Explaining the rise of nationalism in a colony seeking political autonomy
HISTORICAL KNOWLEDGE			
<ul style="list-style-type: none"> <li>• First occupants of the territory</li> <li>• Social relationships among the Indigenous peoples</li> <li>• Decision making among the Indigenous peoples</li> <li>• Indigenous trade networks</li> <li>• Alliances and rivalries among the First Nations</li> <li>• First contacts</li> <li>• Exploration and occupation of the territory by the French</li> </ul>	<ul style="list-style-type: none"> <li>• Monopoly of the chartered companies</li> <li>• Royal Government</li> <li>• French territory in America</li> <li>• First Nations warfare and diplomacy</li> <li>• Fur trade</li> <li>• Catholic Church</li> <li>• Population growth</li> <li>• Cities in Canada</li> <li>• Seigneurial system</li> <li>• Economic diversification</li> <li>• Adaptation of the colonists</li> <li>• Indigenous populations</li> <li>• Intercolonial wars</li> <li>• War of the Conquest</li> </ul>	<ul style="list-style-type: none"> <li>• Military regime</li> <li>• Royal Proclamation</li> <li>• Status of Indians</li> <li>• The instructions to Governor Murray</li> <li>• Protest movements</li> <li>• <i>Quebec Act</i></li> <li>• American invasion</li> <li>• Loyalists</li> <li>• Colonial economy</li> <li>• Sociodemographic situation</li> <li>• Catholic Church</li> <li>• Anglican Church</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Constitutional Act</i></li> <li>• Parliamentary debates</li> <li>• Nationalisms</li> <li>• Liberal and republican ideas</li> <li>• Population</li> <li>• Rebellions of 1837-1838</li> <li>• Capital and infrastructure</li> <li>• Agriculture</li> <li>• Fur trade</li> <li>• Timber trade</li> <li>• Migration flows</li> <li>• British-American War of 1812</li> <li>• Anglican Church</li> <li>• Durham Report</li> </ul>
SPECIFIC CONCEPTS			
<ul style="list-style-type: none"> <li>• Alliance</li> <li>• Environment</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation</li> <li>• Evangelization</li> <li>• Mercantilism</li> </ul>	<ul style="list-style-type: none"> <li>• Allegiance</li> <li>• Assimilation</li> <li>• Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Bourgeoisie</li> <li>• Nationalism</li> <li>• Parliamentarism</li> </ul>
COMMON CONCEPTS			
Culture • Economy • Power • Society • Territory			

## Summary of Program Content: Secondary IV

PERIODS IN THE HISTORY OF QUÉBEC AND CANADA			
1840-1896	1896-1945	1945-1980	From 1980 to the present day
SOCIAL PHENOMENA			
<b>The formation of the Canadian federal system</b>	<b>Nationalisms and the autonomy of Canada</b>	<b>The modernization of Québec and the Quiet Revolution</b>	<b>Societal choices in contemporary Québec</b>
<b>Way of conceiving a problem as suggested by the formulation of the social phenomenon</b>			
Explaining the establishment of a political framework within a period of sociodemographic and economic unrest	Explaining the preservation of Québec's specific language-related and cultural features at a time when Canada's political, economic and socio-cultural autonomy was being redefined	Explaining the evolution of Québec mores at a time when the province's institutions and the role of the State were undergoing significant change	Explaining the cultural, economic, political, social and territorial circumstances that have led, are leading or will lead the people of Québec to make important demographic, environmental, technological and other choices
HISTORICAL KNOWLEDGE			
<ul style="list-style-type: none"> <li>• <i>Act of Union</i></li> <li>• Colonial economy</li> <li>• Responsible government</li> <li>• Indian Affairs</li> <li>• <i>British North America Act</i></li> <li>• Federal-provincial relations</li> <li>• National Policy</li> <li>• Migrations</li> <li>• Role of women</li> <li>• Presence of the Catholic Church</li> <li>• Socio-cultural expression</li> <li>• First phase of industrialization</li> <li>• Forestry industry</li> <li>• Farms</li> </ul>	<ul style="list-style-type: none"> <li>• Canada's status in the British Empire</li> <li>• Clerico-nationalism</li> <li>• Canada's domestic policy</li> <li>• Second phase of industrialization</li> <li>• Urban areas</li> <li>• Mass culture</li> <li>• Women's struggles</li> <li>• Union movement</li> <li>• Catholic Church</li> <li>• Education and technical training</li> <li>• Migration flows</li> <li>• First World War</li> <li>• The Great Depression</li> <li>• Challenging capitalism</li> <li>• Second World War</li> </ul>	<ul style="list-style-type: none"> <li>• The balance of power in the West</li> <li>• Urban agglomeration</li> <li>• Natural growth</li> <li>• New arrivals</li> <li>• Regional development</li> <li>• The Canadian federation</li> <li>• Indigenous self-determination</li> <li>• The consumer society</li> <li>• The Duplessis era</li> <li>• Neo-nationalism</li> <li>• The Quiet Revolution</li> <li>• Feminism</li> <li>• Socio-cultural vitality</li> <li>• Indigenous communities</li> <li>• Employer-union relations</li> </ul>	<ul style="list-style-type: none"> <li>• Redefinition of the State's role</li> <li>• Indigenous rights</li> <li>• Globalization of the economy</li> <li>• Québec's political status</li> <li>• Sociodemographic change</li> <li>• Gender equality</li> <li>• The cultural industry</li> <li>• The language issue</li> <li>• Environmental concerns</li> <li>• Devitalization of rural communities</li> <li>• International relations</li> <li>• Information era</li> </ul>
SPECIFIC CONCEPTS			
<ul style="list-style-type: none"> <li>• Federalism</li> <li>• Industrialization</li> <li>• Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Imperialism</li> <li>• Liberalism</li> <li>• Urbanization</li> </ul>	<ul style="list-style-type: none"> <li>• Feminism</li> <li>• Secularization</li> <li>• Welfare state</li> </ul>	<ul style="list-style-type: none"> <li>• Civil society</li> <li>• Neo-liberalism</li> <li>• Sovereignism</li> </ul>
COMMON CONCEPTS			
Culture • Economy • Power • Society • Territory			

