

# CHAPTER 14

## QUÉBEC AND CANADA

### CHAPTER 14 OVERVIEW

#### Chapter Focus

Students will

- examine the emerging nationalism in Québec and the evolution of identity from French Canadian to Québécois
- explore the Quiet Revolution and the October Crisis
- become familiar with the Québec sovereignty and separation movements
- examine the evolving relationship between Aboriginal peoples and the federal government
- explore the western provinces' dissatisfaction with Confederation

#### Essential Question

How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?

#### Enduring Understandings

1. French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
2. As a result of Québec's unique identity and history, its place in the Canadian confederation continues to be a subject of debate.
3. French-English relations play an ongoing role in the debate about majority-minority responsibilities and rights of citizens in Canada.
4. The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.

#### TEACHING AND LEARNING STRATEGIES

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you choose relevant lessons and activities for your class and ensure the Enduring Understandings of each chapter are met.

#### APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

**CHAPTER QUESTIONS AND POSSIBLE RESPONSES**

Possible answers to all Chapter 14 questions can be found following the last lesson for this chapter on page 380.

**HISTORICAL BACKGROUND**

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

While Canada's international stature grew, the federation faced a considerable challenge on the home front regarding the division of federal-provincial powers and responsibilities. Although the *British North America Act* of 1867 spelled out the respective responsibilities of the different levels of government, there was some overlap of powers. Changing economic and social conditions during the Depression era resulted in new issues that were not envisioned at the time of Confederation. The burden of relief from the effects of the Depression fell largely on the provinces, but they did not have the resources to pay for what needed to be done. The result was an agreement that Canadians were entitled to the same level of services wherever they lived, and that richer provinces and the federal government should help poorer provinces. During the Second World War, the federal government strengthened its powers to support the war effort; however, after the war, the provinces began to press for more powers.

In the 1960s, the Quiet Revolution in Québec renewed the debate about federal-provincial relations. The growth of Québec nationalism, the desire to modernize Québec society, and the move to liberate it from the powerful grip of the Catholic Church led to profound social and political changes. A new debate arose about the place of Québec in Confederation and the issues related to the division of powers between provincial and federal levels of government. Running through this debate were questions of national identity and national unity. The election of the Parti Québécois, the first referendum on sovereignty-association, and the patriation of the Canadian Constitution all served to emphasize French-English duality and fuelled the ongoing debate about federal-provincial relations.

Further challenges to federalism were posed by a sense of alienation in the western provinces, as well as increasing First Nations, Métis, and Inuit activism. The western provinces perceived their interests as being largely ignored by the federal government, and felt they did not have adequate political representation in Ottawa to address their concerns. Disagreements over issues such as the National Energy Program and the Canadian Wheat Board strained federal-provincial relations and led to a sense of alienation in western Canada. This sense of alienation would eventually result in the formation of the Reform Party. First Nations activists were spurred on by the Trudeau government's attempt to do away with Indian Status, as outlined in the 1969 *White Paper*. The impassioned response by First Nations signalled the beginning of a period of intense renegotiations for a renewed relationship with Canada. National Aboriginal organizations grew out of this activism, such as the Assembly of First Nations (founded in 1982) and the Métis National Council (founded in 1983), as well as the move for the creation of the territory of Nunavut (1999).

## LESSON 1

### QUÉBEC'S VIEW OF FEDERALISM

In this lesson, students will learn about the factors that spurred the growth of nationalism in Québec, as well as the changing face of Québécois nationalism.

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 14.1.1, Nationalism
- BLM 14.1.2, Emerging Québécois Nationalism

Create a transparency or slide of:

- BLM 14.1.1, Nationalism
- BLM 14.1.2, Emerging Québécois Nationalism

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 400–406

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

*Canada: A People's History* (DVD), Canadian Broadcasting Corporation, 2003.  
Episode 16: *Years of Hope and Anger (1964 to 1976)*

### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 14.1.1, Nationalism; and BLM 14.1.2, Emerging Québécois Nationalism
- Participating in class discussions and activities

### PRIOR LEARNING

Students will build on their understanding of nationalism and their knowledge of Québec's changing relationship with the rest of Canada.

### SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Display the word *nationalism* on the board or projector. Ask students to recall where they have seen this concept before, and what it means. They may remember that it was one of

the causes of the First World War. Lead a brief discussion to refresh students' memories of a general definition of the concept, and how it played a role in that war, both in terms of how nationalism was a cause of the war, and/or in terms of how the war helped foster a growing sense of Canadian nationalism. Discuss with students that the focus of the lesson will be the concept of nationalism within Canada, specifically in the context of Québec.

2. Distribute photocopies of BLM 14.1.1, Nationalism, to the class. Discuss with students that the purpose of this activity is to clarify what is meant by nationalism and to predict how it will help to shape Canadian history.
3. Have students form small groups of three or four. Instruct students to record the heading, "Dictionary or glossary definition" in the top left-hand box, and then to label the remaining boxes with the following headings:
  - Historical examples (pre-1920s)
  - Canada's experience as a country (1920s onwards)
  - Positive and negative consequences

Ask group members to collaborate to fill in the BLM. They may use their notebooks or *Shaping Canada* to review prior learning to help them with this task.

4. When students have completed the sheet, ask volunteers to share responses, recording them on the board or on a transparency or slide of the BLM.
5. Have students return to their own seats and open *Shaping Canada* to page 400. Ask students to examine the images on page 400 and discuss that they are two examples of nationalism in Québec, which they will be exploring in this chapter. Draw students' attention to the Essential Question on the next page. Ask a student volunteer to read through the bullet points below it.
6. Point out the Key Terms located page 401. Make this a classroom activity in vocabulary building by continuing to build upon the word wall (see page 31). You may also wish to ask students to continue compiling the point-form glossary of definitions in their notebooks, or you may wish to note the glossary on page 560 of the student book.
7. Have a student volunteer read through the paragraph under the heading "Getting Started," and lead a discussion of the questions that follow. Draw students' attention to the Enduring Understandings in the box on the right.
8. Discuss with students the concept that nationalism can have varying consequences for different people, partially because it can manifest in a number of ways. Explain to students that this part of the lesson will explore the sequence of events and changing conditions that took place as Québécois celebrated their emerging nationalism.
9. Distribute copies of BLM 14.1.2, Emerging Québécois Nationalism, to the class. Instruct students to read the paragraphs under the headings, "Québec's View of Federalism," "Protecting Québec Culture," "The Quiet Revolution," and "Changing Federal-Québec Relations" on pages 402–406. As they read, students should fill in the empty boxes with the appropriate details. On the left-hand side of the BLM, some of the boxes are filled in with causes. To the right, they should determine what consequences resulted from that particular cause. Some of the consequences are already filled in; students should determine what causes led to those consequences, and record those in the empty boxes to the left. You may wish students to complete this BLM individually or with a partner.

10. When students have completed filling in the cause and consequence boxes, ask volunteers to share their responses. Record their answers on a transparency or slide of the BLM.
11. Ask students to consider the question at the bottom of the BLM. Give them time to record their thoughts. You may collect these as an exit slip if you wish, or ask students to share their responses orally at the beginning of the next lesson.
12. Assign the “Recall...Reflect...Respond” questions on page 406. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## **DIFFERENTIATING INSTRUCTION**

1. You may wish to have student volunteers read the paragraphs on pages 402–406 aloud, checking for comprehension after each one. This will help struggling readers, and would allow whole-class discussion of the HTC questions as well.
2. As an extension, encourage students to conduct further research into the leadership of Maurice Duplessis and/or Jean Lesage. Students can report on one leader, or present a comparison and contrast of the two leaders, their approaches to leadership, and their impact on Québec.
3. The fiftieth anniversary of the beginning of the Quiet Revolution was observed in the fall of 2010. Have students find two newspaper articles presenting reflections on the Quiet Revolution’s significance. Instruct them to try to find articles from two different places in Canada, if possible. Students should analyze each article, comparing and contrasting their attitudes and level of supporting detail.

## LESSON 2

### SOVEREIGNTY AND SEPARATION

In this lesson, students will learn about increasing nationalism in Québec that culminated in the 1980 referendum on sovereignty-association, as well as attempts by the federal government to resolve tensions with the 1982 patriation of the constitution.

**ESTIMATED TIME:** 140 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 14.2.2, Sovereignty and Separation (You may wish to photocopy onto 11x17" paper to allow more room for details.)
- BLM 14.2.3, Triangle Debate Organizer
- BLM 14.2.4, Debate Speech Checklist

Create a transparency or slide of:

- BLM 14.2.1, Rhetoric and Persuasion
- BLM 14.2.2, Sovereignty and Separation
- BLM 14.2.3, Triangle Debate Organizer (optional)
- BLM 14.2.4, Debate Speech Checklist (optional)

Book a projector if necessary.

Review procedures for a triangle debate (see page 24).

### RESOURCES

*Shaping Canada*, pages 407–417

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://archives.cbc.ca/search?q=october+crisis&RTy=0&RC=1&RP=1&RD=1&RA=0&t=1&x=4&y=5>

CBC Archives clips relating to the October Crisis.

[http://archives.cbc.ca/politics/provincial\\_territorial\\_politics/clips/12517/](http://archives.cbc.ca/politics/provincial_territorial_politics/clips/12517/)

CBC Archives radio broadcast—Rene Lévesque's victory speech after the election of the Parti Québécois in 1976.

<http://archives.cbc.ca/search?q=bill+101&RTy=0&RC=1&RP=1&RD=1&RA=0&t=1&x=0&y=0>

CBC Archives clips relating to Bill 101.

<http://archives.cbc.ca/search?q=1980+referendum&RTy=0&RC=1&RP=1&RD=1&RA=0&th=1&x=0&y=0>

CBC Archives clips relating to the 1980 Referendum.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 14.2.2, Sovereignty and Separation; BLM 14.2.3, Triangle Debate Organizer; and BLM 14.2.4, Debate Speech Checklist
- Participating in class discussions and activities

## PRIOR LEARNING

Students will build on their knowledge of increasing nationalism in Québec, and their understanding of the relationship between the federal government and the provinces established at Confederation.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I

1. Display a transparency or slide of BLM 14.2.1, Rhetoric and Persuasion, for the class. You may wish to provide definitions for the terms *rhetoric* and *persuasion* for students. Ask a student volunteer to read the two quotations.  
Give students a few minutes to respond individually in their notebooks to the questions in the box below the quotations. Ask volunteers to share their thoughts. Students may note that the two statements are opposed in that one suggests Lévesque is the key to unlocking the future for Québécois, whereas Trudeau's statement suggests that Lévesque is cutting off the air supply to the Québécois by advocating for separation. They are similar in that they both use language suggesting liberation from imprisonment. Answers will vary on whether a compromise could be reached.
2. Discuss with students that in this lesson, they will be learning about how the developments of the Quiet Revolution escalated from raising Québécois status within Québec to attempts to sever some or all of the connections between Québec and the rest of Canada, as well as efforts to reach a compromise.
3. Ask students to turn to page 407 in *Shaping Canada*. Distribute copies of BLM 14.2.2, Sovereignty and Separation. Discuss with students that they will be completing the BLM as they read, in order to establish a foundation of information on some challenging episodes in this period of Canadian history.
4. Ask student volunteers to read aloud the sections under "Sovereignty and Separation," and "Trudeau's Views on Sovereignty," checking for comprehension after each paragraph. When they get to the end of page 407, lead a discussion of the HTC question. Students may respond that the Montréal crowd was excited to see Charles de Gaulle as he was a major world leader, and he was specifically speaking about Québécois culture. A few may know that he was a heroic figure to much of the world for his role in the French resistance to Nazi occupation. Students may suggest that Prime Minister Pearson and the rest of Canada were upset by his speech, since by the comparison of the mood in Québec to the days of the Liberation of France, he implied that the rest of Canada was comparable to the Nazis.

5. Individually or in pairs, ask students to fill in the box in the left-hand column under the heading “Sovereignty-Association” on the BLM. When they have done so, have students share answers and record them on a transparency or slide of the BLM, correcting any misconceptions as necessary.
6. As a class, read the Viewpoints on History feature “Perspectives on Separation” on page 408 and discuss the Explorations question at the bottom of the feature.
7. To continue with the BLM, have student volunteers read the paragraphs under the headings “The FLQ” and “The October Crisis” on page 409, as well as “The Aftermath of the October Crisis” on page 412, pausing to check for comprehension after each paragraph or section. At this point, you may wish to use some of the news clips available at the CBC Archives web site, as listed in the Additional Resources, in order to help students see how the events were perceived at the time.

Instruct students to fill in the next column of the chart on BLM 14.2.2, under the heading “The FLQ and the October Crisis.” When they have finished, ask students to share answers and record them on a transparency or slide.
8. As a class, read the HTC Considering the Ethical Dimensions of History feature “Controversy over the *War Measures Act*” on pages 410–411. Ask students to paraphrase each excerpt and summarize the ethical dimension that is being raised. You may wish to assign the feature questions as homework.
9. Have student volunteers read the paragraphs under the heading “Language Laws,” “Victory for the Parti Québécois,” “Bill 101,” and “Responses to Bill 101,” checking for comprehension after each paragraph. At this point, you may also wish to play one or more clips available from the CBC Archives of news report broadcasts about Bill 101 at the time of the controversy, listed in the Additional Resources.

Instruct students to fill in the boxes on their handout under the headings “Language Laws” and “Victory for the Parti Québécois” individually or in pairs. Point out to students before they begin that they will have to include some details from page 413 and 414 when they are filling in the “Language Laws” box.
10. When they are finished, ask volunteers to share answers and record them on the transparency or slide. Ask students to consider the question at the end of page 413, in the “Let’s Discuss” box. Student responses will vary. Let them know that they will be considering the question of language rights further in a broader context at the end of the lesson.
11. As a class, read the HTC Identifying Continuity and Change feature “The Pillars of Survival” on page 414 and discuss the feature questions.
12. Turning to page 415, ask students to read the paragraphs under the heading “Referendum on Sovereignty-Association.” If you are continuing to have student volunteers read aloud, lead a discussion of the HTC question after the fourth paragraph.

When they are discussing this question, students may suggest that the election of the Parti Québécois, which had moderated its stance on sovereignty-association and promised to offer a referendum on sovereignty, suggests that the public was not necessarily ready to jump ahead with separation. The results of the referendum again suggest significant divisions, even among francophones, of whom only approximately 50 percent voted “Yes.” Students may suggest that a potential problem is that while the “No” side might feel they had a comfortable majority,



and that the matter was resolved, the “Yes” side might feel that they had a substantial portion of the population in favour of separation; this might have encouraged them to keep trying to push forward with sovereignty-association.

13. Once students have finished reading page 415, ask them to complete the box on the BLM with the heading “Referendum on Sovereignty-Association.” When they have finished, ask volunteers to share answers and record them on the transparency or slide. You may wish at this point to have students view one or more news clips relating to the 1980 referendum, as listed in the Additional Resources.
14. Have students complete the reading of pages 416 and 417, individually or aloud by volunteers, and complete the final box on the blackline master “Constitutional Reform.” Again, have students share responses so that any misconceptions or questions can be addressed.

## Part II

15. Ask students to form into groups of three for a triangle debate and write the following statement on the board, “The needs of a whole community for security and survival (both physical and cultural) must outweigh the rights of a few.”
16. Distribute BLM 14.2.3, Triangle Debate Organizer. Review with the class the procedure for a triangle debate. Ask students to use the notes they created from pages 407 to 417 of *Shaping Canada* to help them form their position for the debate. Ask students in each group to assign themselves the letter A, B, or C to identify his or her role in the debate.
  - A will argue in favour of the statement.
  - B will argue against the statement.
  - C will listen, record, and prepare comments and questions for A and B.
17. Explain that students A and B should record their response to the statement in the first row of the worksheet and supporting details in the next three rows. As they do this, each student C should record questions that he or she might ask the debaters. Remind students that they will be expected to use language that respects the ideas and feelings of others.
18. Explain that each group member will be responsible for listening and recording information while the other group members either present their case or comment on the arguments. Give students several minutes to prepare for the debate. Distribute BLM 14.2.4, Debate Speech Checklist to help students ensure they are prepared.
19. Once the arguments have been presented, ask each student C to pose questions to the debaters and to listen carefully to their responses. At the end of this stage of the debate, each student C must decide who they feel presented and defended their arguments most effectively.
20. You may wish to follow up the triangle debate by organizing a roundtable discussion in which each C student reports to the class which arguments she or he found most compelling.
21. Assign the “Recall...Reflect...Respond” questions on page 417. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## **DIFFERENTIATING INSTRUCTION**

1. Rather than have students read pages 407 to 417 aloud, you may wish to assign this section to be read individually, with students completing the blackline master individually or in pairs afterward.
2. Rather than an informal triangle debate, you may wish to assign the topic as a short position paper, to be handed in for evaluation, or divide the class into teams for a formal debate. This would provide an opportunity for students to develop research skills, as well as more time to craft their arguments for persuasiveness.

## LESSON 3

### OTHER CHALLENGES TO CANADIAN FEDERALISM

In this lesson, students will learn about important milestones in the evolving relationship between First Nations and the federal government, as well as events that have caused tension in the relationship between the federal government and the western provinces.

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 14.3.1, Aboriginal Political Activism
- BLM 14.3.2, Federalism Challenged: Québec and Western Canada
- BLM D, Structured Notes

Create a transparency or slide of:

- BLM 14.3.1, Aboriginal Political Activism
- BLM 14.3.2, Federalism Challenged: Québec and Western Canada
- Figure 14–19 (page 419 in *Shaping Canada*) and Figure 14–20 (page 420 in *Shaping Canada*)

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 418–427

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://archives.cbc.ca/search?q=residential+schools&RTy=0&RC=1&RP=1&RD=1&RA=0&th=1&x=0&y=0>

CBC Archives clips on residential schools.

<http://library2.usask.ca/native/cnlc/vol07/091.html>

Calder v. Attorney-General of British Columbia: A reproduction of the court case.

[http://archives.cbc.ca/politics/rights\\_freedoms/topics/295/](http://archives.cbc.ca/politics/rights_freedoms/topics/295/)

CBC Archives clips on the Berger Inquiry.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 14.3.1, Aboriginal Political Activism; and BLM 14.3.2, Federalism Challenged: Québec and Western Canada
- Participating in class discussions and activities

## PRIOR LEARNING

Students will build on previous learning about rising political activism among First Nations, as well as previous tensions between the western provinces and the federal government.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Display a transparency or slide of Figure 14–19 (page 419) and Figure 14–20 (page 420) so that the images are side by side. Ask students to create a T-chart in their notebooks, and with a partner, record all the details they observe about each photo. You may wish to provide students with a general category for the photos, such as “First Nations in Canada, 1968–1982.” Give students several minutes to record their observations on their T-chart. When they have had enough time, ask volunteers to share examples. Record these on the board or under each of the photos on display.
2. Ask the class the question, “What inferences can you make about the ways in which the relationship between First Nations and the federal government changed during the 1970s and 1980s?” Have students share their thoughts with a neighbour, and then individually or in pairs, have students develop a response to the question. You can collect these as entry slips, or have students keep them in their binders to confirm or adjust their answers after reading pages 418–422 of *Shaping Canada*. Students may notice that the first picture depicts a protest while the second picture depicts a meeting of some sort. They may draw the conclusion that protests led to the federal government negotiating or consulting with First Nations more often than they had in the past.
3. Ask students to turn to page 418 in *Shaping Canada* and draw their attention to the CheckBack icon on that page. Let students know that they will be focusing on these important milestones, as well as others in the evolving relationship between First Nations and the federal government, as suggested by the images they just looked at, including events that have caused tension in the relationship between the federal government and the western provinces.
4. Distribute copies of BLM 14.3.1, Aboriginal Political Activism. Instruct students to read the paragraphs under the heading “Other Challenges to Canadian Federalism,” on page 418 to the end of page 422. Read through the instructions on the page, and give students time to complete the first part of the sheet individually or in pairs with key details from the reading.
5. When they have completed the activity, ask volunteers to share their answers, recording them on a transparency or slide of the BLM if you wish. Once answers have been shared and any misconceptions corrected, ask students to respond to the question at the end of the sheet, individually or in pairs. Collect these for assessment if you wish, or lead a discussion of students’ ideas on the topic, challenging them to consistently back up their responses with evidence.
6. Review and discuss the HTC Historical Significance question on page 420 and the Explorations questions on page 421 with the class.
7. Discuss with students that just as Québec and First Nations have had challenges in their relationships with the federal government, so has western Canada experienced its own problems. Distribute copies of BLM D, Structured Notes, and have students record the headings “Electoral Realities,” “Resource Issues,” “The Canadian Contract,” and “Debates over the Canadian Wheat

Board” in the first four rows. Students should record key details in the column to the right of the headings, and then explain the historical significance in the column on the far right.

8. When they have completed this task individually, have students compare their sheets with a partner, supplementing their own notes where appropriate. Ask volunteers to share their answers, checking for comprehension and accuracy, and correcting misconceptions if necessary.
9. Distribute copies of BLM 14.3.2, *Federalism Challenged: Québec and Western Canada*, pointing out to students that both Québec and the western provinces have felt that the federal government has not served their interests satisfactorily. There are similarities in their situations, as well as important differences between them.
10. Read through the instructions at the top of the BLM, explaining to students that this sheet will give them an opportunity to review key elements from all of Chapter 14, while putting events into perspective. Give students time to complete the first two parts of the activity (“In what respects are they alike?” and “In what respects are they different?”), individually, in pairs, or in small groups.
11. Ask volunteers to share their responses, and record these on a transparency or slide of the BLM.
12. Lead a discussion of the question at the bottom of BLM 14.3.2, or have students complete it as an exit slip (see page 36).
13. Assign the “Recall...Reflect...Respond” questions on page 425 for homework. Remind students to be prepared to discuss their responses in the next class.

## DIFFERENTIATING INSTRUCTION

1. If you have many struggling readers in your class, you may wish to have students continue to read aloud, checking for comprehension after each paragraph. Pause periodically to allow students to fill in their blackline masters when appropriate.
2. As an extension activity, ask students to locate a recent political cartoon relating to the federal government’s relationship with Québec, First Nations, or the western provinces. Students can prepare a slide presentation of the cartoon, along with an explanation of what the cartoon is conveying, and how it connects (compares or contrasts) to the information they learned in this chapter.

## CHAPTER 14 QUESTIONS AND ACTIVITIES (PAGES 426 AND 427)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and Enduring Understandings of this course.

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

**STEPS TO YOUR CHALLENGE (page 427)**

Direct students' attention back to the Cluster Four Challenge they were introduced to on page 315 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. Students will work independently in this challenge. Read aloud to the class the Steps To Your Challenge from page 427. Have students complete the necessary work to complete the challenge.

**POSSIBLE RESPONSES TO CHAPTER 14 QUESTIONS****Page 402****HTC Evidence**

Students may agree that francophones had cause to be concerned. Other students may point out that the graph only reveals change for the population of all of Canada, and that the graph may reflect different rates of population growth in Canada, and therefore by itself may not reflect an actual decline or lack of growth in the size of francophone communities. Students may feel that more evidence is needed.

**Page 403****HTC Cause and Consequence**

Students will likely point to technological changes, particularly in radio and television, which would have broadened people's exposure to the ideas and beliefs of others in the world. The experience of events such as the Second World War may also be perceived by students as potentially having an impact. Increased immigration would have impacted the composition of communities. Greater ease of travel increased mobility, which might have weakened people's ties to traditional institutions like the Catholic Church. Some students may also look at the growth of women's rights (such as the right to vote in other provinces) which may have challenged traditional ideas.

**Page 404****HTC Cause and Consequence**

Jean Lesage's changes to election rules may have decreased the influence of rural areas, which were generally more conservative, in favour of increasing the influence of urban areas, which were generally more liberal. Lowering the voting age would change the composition of the electorate, giving young people, who have different interests than people at later stages in life, a larger say. This may have led to a greater rate of change in social policy.

**Page 406****Recall...Reflect...Respond**

1. Changes that Québec underwent during the Quiet Revolution include:
  - improving women's legal status and rights
  - developing a social safety net with elements including health care and a pension plan
  - creating a labour code
  - changing the election rules so that young people and urban areas had greater representation
  - modernizing and secularizing education curricula

- requiring youth to stay in school longer
- growth of public institutions that created more possibilities for advancement by francophones
- fostering industrialization with the creation of Hydro-Québec and a “Buy Québec” program

Students may respond that pride in Québécois culture and the desire to protect it is one aspect that continued throughout the Quiet Revolution.

2. Student answers will vary. Some may respond that as francophones gained more education and had more opportunities in Québec, the previous predominantly anglophone-controlled economy would gain more balance or shift to a predominantly francophone-controlled economy. Other students may suggest that the period of rapid progress led by Québécois would convince francophones that giving up any of the control they had taken would lead to a loss of quality of life. Some students may argue that the gains would encourage some to take a more radical or extreme approach to gain even greater control over Québec’s destiny.

## Page 407

### HTC Historical Perspective

Students may respond that the Montréal crowd was excited to see Charles de Gaulle as he was a major world leader. A few may know that he was a heroic figure for his role in the French resistance to Nazi occupation. Students may suggest that Prime Minister Pearson and the rest of Canada were upset by his speech, since by the comparison of the mood in Québec to the days of the Liberation of France, he implied that the rest of Canada was comparable to the Nazis.

## Page 408

### Viewpoints on History: Perspectives on Separation

1. Marcel Chaput: Chaput seems to be saying that as a French-Canadian in Québec, he must consider whether being a minority within Confederation will contribute more to the well-being of the French-Canadian population than Québec independence would, especially in light of the fact that the population at large was not given a vote in joining Confederation in the first place.

Prime Minister Trudeau: Trudeau argues that *séparatistes*’ attitudes and desire for Québec independence are based on contempt for anyone who is not purely French-Canadian; however, he believes that not only people whose ancestors can be traced back to the original French settlers are true Québécois, and that to be a Québécois is also to be Canadian. He asks people to consider what kind of example Québec would set for the world if it was to split apart Canada when everyone else is trying to live together harmoniously.

An essay and a speech both present many options to the writer in terms of choosing a tone and purpose—both can be emotional or unemotional, both can be persuasive or informative. Here, both are persuasive in approach, and both use emotional and ethical appeals. Chaput appeals more to a sense of injustice, suggesting that the process of Confederation was unjust and undemocratic. Trudeau appeals to his audience’s sense of what Canada’s values are, and Canada as being a place of inclusiveness as well as having a long and rich history.

The context had changed significantly between 1961 and 1980. At the time of Chaput’s essay, the Quiet Revolution had not yet taken hold, and francophones in Québec were at a disadvantage economically. By 1980, that had changed greatly, so the issue of the marginalization of francophones within Québec was not as pressing.

**Page 411****Considering the Ethical Dimensions of History: Controversy over the War Measures Act**

1. Student answers will vary, depending on their views. Some students may feel that the national application of something as profound as a suspension of civil liberties during peacetime was not justified when such a small group was to blame. Students may also point out that it encouraged the arrest of hundreds of people without them being charged with any crime. Others may feel that the government did not know the extent of the FLQ's reach, and so it needed to act decisively and swiftly.
2. Student responses will vary, depending on the incident of civil unrest they choose.

**Page 414****Identifying Continuity and Change: The Pillars of Survival**

1. Bélanger points out that the French language, the Roman Catholic faith, and various institutions are continuities that have preserved French-Canadian culture.
2. Bélanger sees a number of changes, mainly beginning in the Quiet Revolution, which changed the position of the Church and other traditional institutions in the province, leaving language as the remaining pillar of Québécois culture.
3. The language laws show continuity in that they are aimed at protecting the position of the French language in Québec; they reflect change in that it only became critically important to protect French when the Church and other institutions declined in importance.

**Page 415****HTC Evidence**

The election of the Parti Québécois, which had moderated their stance on sovereignty-association and promised to offer a referendum on sovereignty-association, suggests that the public may not have been ready to go forward with separation. The results of the referendum suggest significant divisions, even among francophones, of whom only approximately 50 percent voted “Yes.” A potential problem is that while the “No” side might feel they had a comfortable majority, and that the matter was resolved, the “Yes” side might feel that they had a substantial portion of the population in favour of separation; this might have encouraged them to keep trying for sovereignty-association.

**Page 417****Recall...Reflect...Respond**

1. Student answers will vary, but different views on the referendum might include the following: a federalist might see it as an event that culminated in a clear majority signalling that Québec was securely part of Confederation; a sovereigntist might see it as a disappointing defeat that nevertheless was not so crippling that a future referendum was made impossible; new immigrants to Québec might feel troubled that they had immigrated to a country only to find a fundamental aspect of its stability potentially shifting; to an Aboriginal person the troubling significance of the referendum might be that First Nations' claims to the land were not even a prominent part of the debate.
2. Immediate consequences of Québec's language laws were that employees of the government and businesses who did not already speak French had to learn to be bilingual; and signage and advertising had to be in French, causing some expense and confusion to those who could



not understand French. In the long-term, particularly as a consequence of requiring most children to be educated in French, students may observe that the use of English in Québec declined significantly, in favour of French. Students' answers will vary in deciding whether the language laws were successful, but they may identify that they have been, pointing to evidence such as the fact that two out of three anglophones in Québec also speak French, which makes the survival of the French language more likely.

### Page 420

#### HTC Historical Significance

The historical significance of the *Calder* case was that it limited the federal government's ability to create obstacles to reviewing Aboriginal title claims. It was significant for the federal government and the people of Canada because it meant First Nations rights must be recognized and financially compensated in settling land claims.

### Page 421

#### History in Action: The James Bay and Northern Québec Agreement

1. The story about the James Bay and Northern Québec Agreement shows continuity in the fact that initially, the government did not consider the opinions and claims of First Nations in the area. Students may also respond that continuity is shown in the strength of the First Nations organization of protests for their rights. The story of the agreement shows change in that when First Nations communities protested and took the case to court, the court would not allow the project to go forward until an agreement was reached between the government and the groups involved.
2. Answers will vary depending on student research, but may include long-term consequences such as changes to northern communities, and the potential for mercury poisoning and interruptions in animal migration patterns that have caused thousands of animals to die and have placed a strain on traditional hunting practices.

### Page 423

#### HTC Evidence

The Conservative Party has the most seats. Support is not evenly distributed across the country as the Conservatives have a much greater proportion of support in the West than in the East. Other parties also have an uneven distribution: the Bloc Québécois only has candidates in Québec and the Liberal Party has greater support in the eastern provinces than in the western ones. Regional voting patterns affected the outcome of this election, because heavy support for the Bloc Québécois significantly reduced the portion of seats that the Liberals or Conservatives could win in Québec, which gave the western provinces more weight in determining whether the Liberals or Conservatives would win the election.

However, change can occur, as in the federal election in 2011. This election saw a major change in the political landscape of the Canadian government. The Conservative Party formed a majority government with 167 seats. The New Democratic Party became the Official Opposition with 102 seats. The NDP's gain in seats came mainly from Québec at the expense of the Liberal Party of Canada and the Bloc Québécois. The Liberals were reduced to thirty-four seats, and the BQ were reduced to four seats. Once again, regional voting patterns affected the outcome of the 2011 election.

**Page 425****Recall...Reflect...Respond**

1. The government's treatment of Aboriginal peoples changed in that it began to be more accountable to First Nations, and responded to objections of its own volition or when required to by the courts. The *White Paper* was withdrawn due to objections by First Nations organizations, residential schools were closed, and some First Nations took control of their own schools. A new land claims policy was created, as well as the Office of Native Claims. Students will vary in which factors they identify as causing the changes, but some may identify the political resurgence of First Nations, Métis, and Inuit peoples in the 1960s, which included the demand for self-government, and the move toward greater human rights in Canada, through the Bill of Rights and the *Canadian Charter of Rights and Freedoms*.
2. One factor that contributed to a sense that the federal government did not act in western Canada's best interests was policies like the National Energy Program. Under this program, oil industry royalties were transferred from the provincial government to the federal government. The federal government could also control prices, and both of these actions limited the profits Alberta could make during the oil boom.

A second factor in creating western alienation was the decision to give the contract to the more expensive Canadair in Québec, as this was interpreted as evidence that political support from Québec was more important to the government than either the taxpayers or Manitoban voters.

The fact that only Prairie farmers are required to sell through the CWB also suggests that the west was unfairly restricted. Students will vary in their beliefs about whether some western Canadians are justly concerned about how the west was treated.

**Pages 426–427****Chapter 14 Questions and Activities**

1. The causes of challenges to Canadian federalism may include:
  - early nationalism in Québec under Maurice Duplessis who resisted implementing any national programs
  - the significance of the Roman Catholic Church in Québec, which worked to keep Québec culture distinct
  - the growth of nationalism under Jean Lesage, who developed Québec's own social safety net
  - the growth of the idea that Québec was home to a unique nation
  - the decision of the federal government to allow Québec to opt out of Medicare and create its own program
  - the sovereignty movement that included people who wanted more powers for Québec, as well as people who wanted complete independence for Québec
  - the Québec language laws that were perceived by English Canada to privilege French at the expense of anglophones

- the election of the Parti Québécois, which put the question of sovereignty-association forward in a referendum
- the process of patriating the Constitution, during which all the provinces wrangled for certain rights, and that ultimately concluded with Québec rejecting it
- Aboriginal political activism, on issues such as residential schools and land claims, changed the relationship and the balance of power between the federal government and First Nations
- anger over federal government decisions affecting the economy of the western provinces, such as the NEP, the CF-18 contract, and the CWB

2. Student timelines may include the following changes:

- After the First World War, urbanization increased and businesses were being financed by anglophones, causing English to become the language of business
- After the Second World War, Duplessis resisted efforts to implement national programs that might erode the unique French culture
- 1940 – women in Québec received the right to vote
- 1960 – Jean Lesage was elected, beginning the Quiet Revolution, instituting changes such as giving women other legal rights
- 1963 – Hydro-Québec was established as a provincially-owned and operated utility. *Maisons du Québec* were opened in Paris, London, and New York, asserting Québec distinctiveness
- 1960s – The term *Québécois* began to be used more commonly
- 1964 – Québec joined the Federal-Provincial Health Care program
- 1966 – the Québec Pension Plan was created, a new labour code was created, and the voting age was lowered to 18
- 1966 – Québec was allowed to opt out of Medicare
- After 1966 – the education system was reworked, and curricula became standardized and secularized
- 1968 – the Parti Québécois was formed, promoting sovereignty-association
- 1970 – the FLQ used terror in a failed attempt to spark an overthrow of the government in Québec and the establishment of a separate workers' nation
- 1974 – Bill 22 strengthened all previous language laws
- 1977 – Bill 101 further strengthened language laws
- 1980 – the loss in the referendum led to the PQ dropping its sovereignty-association platform, splitting the party and leading to its defeat in the next election
- 2006 – francophones make up 22.1 percent of the population, down from 24.3 percent in 1991

Be sure that students note changes related to ongoing issues in the province and in Canada.

3.

Topic	Francophone in Québec	Anglophone in western Canada
The Quiet Revolution	Some students may focus on the signs of progress for francophones; others may take the perspective of a person who holds more traditional values.	Some students might express support, others might express indifference.
Royal Commission on Bilingualism and Biculturalism	Some might express approval of the commission as a sign of progress; others might suggest it is too little, too late.	Some might see it as unnecessary; others (especially in areas with large francophone communities) might see it as a sign of progress.
October Crisis	Some may express shock at the events; others might focus on the government response, either approvingly or disapprovingly.	Some will express horror at the FLQ's actions and concern that such extreme beliefs might be widespread in Québec. Others might focus on the government response, either approvingly or disapprovingly.
Bill 101	Some might express that the bill is necessary and just.	Some might express the feeling that it is unfair to anglophones in the province.
Québec Referendum on Sovereignty	Some might express disappointment that the referendum failed; others might believe that it was a vote long past due.	Some people might express dismay that so many Québécois were dissatisfied with Confederation, while others might strongly feel that either the option should be taken away from Québec, or that in light of Québec's desire to separate, the rest of Canada would be fine if Québec were to leave.

Statements representing other historical perspectives will vary, depending on whose perspective and what events the students choose.

4. Student responses will vary depending on the depth of their research.
5. The historical significance of the Parti Québécois's rise and first electoral victory was that it reflected a growing interest in pursuing independence for Québec through legitimate, democratic channels. For Québec, this would be the natural next step in the efforts they had made as a society over the previous decade and a half. For the rest of Canada, it would have signalled the possible necessity to reconsider federal-provincial relations, not only for Québec, but potentially for all of the confederation.
6. Student answers will vary. Some may say that the sovereignty reflects change, focusing on the impact it would have had if it had succeeded, and the fact that there had not been such a focused and well-supported attempt at moving toward independence before. Other students may see it as a continuation or development of earlier nationalism, such as Duplessis rejecting national programs and Lesage opting out of Medicare, or such as the increasing presence of francophones in positions of power in Québec.
7. a) The protestor seems to be stating that he feels silenced by Bill 101. He conveys this message by covering his mouth with a mask that has "101" on it.  
b) Student answers will vary. Some may say Bill 101 is not the business of people who are not affected by it. Others may argue that if rights are violated, it is everyone's business.

8. Student answers will vary. Students may have statements such as:
  - The Québec government tried to achieve sovereignty through a referendum.
  - The federal government opposed sovereignty for Québec, speaking out against it.
  - After the referendum, the federal government tried to work towards a renewed Confederation during the patriation of the constitution.
  - After the referendum, the Québec government did not continue to work immediately for sovereignty, but tried to gain a distinct position within Canadian federalism.
9. Student reports will vary depending on their topic and research findings. Assess student work for accuracy and thoroughness of detail.
10. a) Marc Lalonde and Prime Minister Trudeau seem to be trying to capture an egg, which represents the Canadian resources that were largely owned by American companies.  
b) The American interests are represented as an oversized egg guarded by a very protective eagle.  
c) The overall message of the cartoon seems to be that Lalonde and Trudeau were under-equipped and that the NEP would be ineffectual in trying to achieve its goal of reclaiming Canadian resources from American ownership and control. Albertans might have agreed with the assessment of the cartoonist that the NEP was ill-advised. Nationalists in other parts of the country might have supported the cartoonist's view as well, if they felt that control of future resource development in their own provinces might be at stake. If they did not have a concern about that, they might have felt the cartoon was an unfair criticism, possibly feeling that all Canadians should benefit from the natural resources of the country, not just a single province.
11. a) The benefits of the Coolican Report's recommendations from a First Nations' perspective might be that it respects a traditional Aboriginal view of the land as something that is not owned, and it does not require First Nations to make decisions that could have serious negative effects on future generations of that community. From the government's perspective, it presents the challenge of the possibility of continuing negotiations, rather than the prospect of permanently resolving an issue.  
b) The Coolican Report reflects change in the government's attitude toward First Nations because in the past the governments tended to respond to First Nations' presence, beliefs, and voices by ignoring them, trying to marginalize them, or assimilating them to the dominant culture. It was historically significant, because by accepting First Nations' beliefs and ongoing participation as important partners, they were changing centuries of practice of extinguishing First Nations territory rights.

