The Quiet Revolution and the October Crisis: Exploring the Sovereignty Question

Eight Lessons on Historical Thinking Concepts: Evidence, Significance, Perspective, Ethical Issues, Continuity and Change, and Cause and Consequence

CURR335 Section 002
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Lesson 1: Introductory Lesson

The Quiet Revolution and the October Crisis: The Sovereignty Question
“Vive le Quebec libre!”
1 Class

1. Overview

This lesson will ask students to ponder the meaning of separatism and engage with source material to understand how “Vive le Quebec libre” would have been perceived during the Quiet Revolution. This lesson will introduce the students to important people, terms, and ideas that will aid them in assessing how the separatist movement blossomed during the 60s, and what it meant in the eventual blow-up that would be the October Crisis of 1970.

2. Learning Goal

To hypothesize how separatism can be viewed from an Anglo-Canadian and French-Canadian perspective. Demonstrate what line of thought your understanding and/or definition of separatism falls under: the Anglo, the French or the fence. Express educated hypotheses as to why French-Canadians would have found solidarity in Charles de Gaulle’s words, “Vive le Quebec libre”.

3. Curriculum Expectations

a) A1.5- use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914

b) Introductory lesson: engage with preliminary ideas of separatism and how different regions of Canada show different perspectives towards Quebec nationalism.

4. Materials:

a) Charles de Gaulle “Vive le Quebec libre!” speech at Montreal City Hall (July 24, 1967). CBC archives video: See Appendix A.1 for link.

b) Response from English Canada via a CBC radio broadcast. “Prime Minister Pearson stands up to de Gaulle”. See Appendix A.2 for link.

c) Write Rene Levesque quote on board: “Would the rest of Canada fight to keep Quebec in against its own will? No, because I know it won’t”.

d) Hand out. See Appendix A.4.

e) Hand-out. See Appendix A.3.

f) Hand-out. See Appendix A.5.
5. Plan of Instruction:

**Step 1: Hook or Moment of Wonder (5-10 minutes)**

- Write, in large block letters, “51/49”
- Ask the student to get together with their desk partner and hypothesize what these two numbers could mean.
- Allow them chance to respond: write down hypotheses on the board underneath “51/49”
- If one of them offers correct hypotheses, explain what the 1995 referendum was about and note the significance of such a close vote.
- This will be used as a hook and a way of foreshadowing the sense of divide that the student will look to analyze throughout the unit, leading up to and including the October Crisis

**Step 2: Discussion (20 minutes)**

- Set the context for the unit. Explain the political climate in Canada and Quebec during the 1960s.
- Go through the key terms on the hand-out and give preliminary information on the terms that will be useful to know for today's lesson: Rene Levesque, the Parti Quebecois, Charles de Gaulle, sovereignty movement.
- Before showing video clip, ask student to keep idea of separatism in mind while watching Charles de Gaulle clip.
- Show Charles de Gaulle clip from CBC Archives. See Appendix A.1 for link.
- Ask the student to take out notebook and hypothesize what separatism means. Think/Pair/Share. Tell them to use the quote of Rene Levesque as a way of making an educated guess on what it would mean to different regions of Canada (Quebec/Ontario/etc). “Would the rest of Canada fight to keep Quebec in against its own will? No, because I know it won't.” – Rene Levesque
- Give students opportunity to share their information and engage in discussion on initial thoughts of perspective and how ideas of separatism change throughout different regions of Canada

**Step 3: Modeling (20 minutes)**

- Refer back to de Gaulle speech and raise these questions to myself in front of the class:
  - Why would this spark excitement in Quebec?
  - What about the Anglophones? How would they react to reading this? Hearing this?
  - What about Federalist French Canadians? How would they feel?
- After you raise these important questions, play the CBC radio clip from CBC Archives. Stop the broadcast before you get to the Pearson statement segment.
- Show class the Biases chart. Ask the class what is missing.
- Engage in discussion about the lack of perspective. What could this mean in shaping your own historical interpretations? What could happen if you did not have all the facts?
- Demonstrate the importance of historical questioning and critical thinking two of the quotations from the interview. Read through the lines on the projector and demonstrate the types of questions and analyses that you would like the students to engage with by the end of the unit.

**Step 4: Guided Practice (10 minutes)**
- Play the last part of the radio clip from CBC Archives: The Pearson statement.
- Ask the students to brainstorm together (think/pair/share with desk buddy) what Pearson is saying in his statement. Be sure to give students primary questions to ask about the statement. Eg. What could he mean by a unified Canada? Does Pearson’s statement offer the perspective of all Canadians during this period? What group might the statement exclude and/or isolate? Do you believe Pearson’s response is justified?
- Ask each of the students to write their group’s ideas down on a separate piece of paper.

**Step 5: Independent Activity (15 minutes)**
- Quickly explain activity on the hand-out.
- Have students use the information they gathered from the brainstorming session to craft a short letter to Prime Minister Pearson on whether they agree with his “unified” perspective of Canada and why.
- Ask students to use knowledge they’ve learned so far to comment on the potential divide between Canadians as it relates to Prime Minister Pearson’s statement on the de Gaulle speech.

**Step 6: Sharing (5 minutes)**
- Give the students Twitter exit cards and have them fill out, in 140 characters or less, how they would perceive the de Gaulle speech in 1967. Have them tweet in the voice of a student from the ‘60s: half of the class tweets in the voice of a French-Canadian, and the other half in the voice of an Anglo-Canadian. Tell them to include hashtags and all.
- Make a story board the next day that includes all of the tweets.

6. **Assessment**
- Have the students hand in the independent assignment to gage where they are at in their understanding of the Pearson statement on a unified Canada
- Use the tweets as a way to see whether or not the students understand the way the de Gaulle speech could be perceived by French and Anglo-Canadians
- As the students are discussing the Pearson speech, walk around and assess how relevant the discussions are.
The Quiet Revolution and the October Crisis: The Sovereignty Question
Cause and Consequence
1.5 Classes

1. Overview

In this lesson students will consider how the Quiet Revolution was the causal influence behind major socio-political events during the 1960s and 70s in Quebec. Students will identify multiple short-term and long-term causes and consequences relating to the Quiet Revolution and recognize their complex relationship. The students will investigate the interplay between Lesage and economic change in Quebec and how it worked together with an enhanced sense of Quebec nationalism to effect change, i.e. FLQ, Levesque, PQ, the October Crisis. To demonstrate their knowledge, the students will individually map out a counterfactual timeline adapted from the “Counterfactuals in the Classroom” activity from Peter Seixas and Tom Morton’s The Big Six: Historical Thinking Concepts that addresses the question: What if Hydro Quebec failed? What if the English bias prevailed?

2. Learning Goal

Demonstrate ability to consolidate knowledge about the Quiet Revolution and use it to understand consequences that resulted from Lesage’s economic reforms. Also, to analyze the consequences of the Quiet Revolution and rank them according to their influence in Quebec.

3. Curriculum Expectations

a) D3.4- describe the main causes and consequences of the Quiet Revolution and of some other key events that occurred in or affected Quebec between 1945 and 1982 and explain the significance of these events for the development of identities in Canada.

D1.3- describe some key trends and developments in the Canadian economy during this period and explain their impact

A1.5- use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914

b) Cause and Consequence: engage with causal influences behind the Quebec separatist movement by looking at the Quiet Revolution and Lesage’s regime in the 1960s.

4. Materials
a) Hydro Quebec image (see appendix B.1)  
b) Montreal Canadiens logo (see appendix B.2)  
c) Counterfactual timeline assignment (see appendix B.3)  
e) Clipping from “Constant Change Ahead, Lesage Declares” article from the Globe and Mail. (see appendix B.5)  
f) Video clip on 1995 Referendum (see appendix B.6)  
g) Twitter exit slip (see appendix A.5)

5. Plan of Instruction

Step 1: Hook or Moment of Wonder (5-10 minutes)

Set up ten Dominoes on the front desk. Ask the students what will happen when you flick the first one. Anticipate that they will agree with each other that the rest of the Dominoes will fall, one after the other.

Set up ten Dominoes again. Remove three from the middle of the row. After this, ask the students again what will happen when you flick the first one. Anticipate that they will say some of them won’t fall.

Use this as a way of explaining that history and its consequences are not inevitable. That if you went back in time and change an event, different aspects of history would then adapt, and change. The consequences would shift.

Now, show an image of Hydro Quebec (see appendix B.1). Ask the students what Hydro Quebec means to them, if anything. Now, show the image of the Montreal Canadiens logo (see appendix B.2). Ask the students what this logo means to them. After they answer, ask them what they think the logo means to Quebecers. Write down their responses on the board: Stanley Cup, hockey, success, wins, Habs, ole, French, NHL.

Then, go back to image of Hydro Quebec. Again, ask them what it means to Quebecers. Raise the topic: Hydro Quebec is a source of Quebec Nationalism. Why? English business people predicted that it would fail. Explain the history behind Lesage’s purchase of privately-owned electric ‘farms’, and how he monopolized them into Hydro Quebec. Explain how it is a source of Quebec pride for nationalists.

Step 2: Discussion (30-35 minutes)

As a hook for discussion, show students the clipping from the “Constant Change Ahead, Lesage Declares” article from the Globe and Mail. (see appendix B.5). Give students information about the Quiet Revolution and refer to Jean Lesage. Discuss the death of Maurice Duplessis; Quebec premier Jean Lesage; Quebec nationalism through economic growth; faith in Quebec institution of government; FLQ and what they attacked; Official Languages Act of 1969;
Charles de Gaulle “vive le Quebec libre” speech; the rise of the Parti Quebecois; Rene Levesque; and the October Crisis. Also write Lesage’s government slogan on he board, “Maitre chez nous!” (Masters in Our Own House) and discuss what it means in the context of Quebec nationalism. Use these points to give students good foundational knowledge to build off of. You can do this in the form of a PowerPoint, a game, or a hand-out. This lecture period will build off of knowledge gained from the first lesson and will extend further as a way to draw into the consequential nature of the period.

Step 3: Modeling (10 minutes)

Refer back to newspaper clipping (see appendix B.5), and show entire article. Go through it and discuss why Lesage’s economic reforms cause a sense of Quebec nationalism during the Quiet Revolution. Outline how he specifically refers to the movement in Quebec as a “revolution”. Moreover, go over important positive changes that the Lesage government instituted for Quebecers:

1) salary issues between the French and English were squashed
2) Quebec had some control over immigration and start assimilating residents
3) Church influence on social programs were pushed aside
4) Hydro Quebec
5) A Quebec Pension Plan (separate from the CPP) was formed
Write these on the board and have the students write them down.

Step 4: Guided Practice (10-15 minutes)

Create sequencing activity that addresses the many consequences that can occur from an initial historical event/person/era. In this activity, the teacher will create 12 cue cards for every two students. The first card will recognize the cause that the class will be discussing (Quiet Revolution and Jean Lesage’s economic reform in Quebec). This activity will ask students to organize the events, issues, ideas in sequential order organized by chronological order. Organizing them in chronological order will help create a timeline of consequences for the students. They will use knowledge gained from the “Discussion” periods in the first two lessons to help in their organization of the consequences, both short- and long-term. Before the students engage with the activity, show them a short video clip about the 1995 referendum (see appendix B.6).

Cue cards:
1) Quiet Revolution and Jean Lesage’s economic reform in Quebec
2) Restored pride in Quebec identity
3) Rigorous sense of Quebec nationalism
4) Radical Groups absorbing young Quebec Nationalists: the FLQ
5) FLQ bombings
6) Rene Levesque leaves the Liberal party and starts the Parti Quebecois
7) Official Languages Act, 1969
8) October Crisis: FLQ kidnappings of James Cross and Pierre Laporte
9) Assassination of Pierre Laporte
10) Trudeau’s War Measures Act
11) 1982 Referendum
12) 1995 Referendum (51/49)

After the students have sorted the consequences of the “Quiet Revolution and Jean Lesage’s economic reform in Quebec” debrief about the importance of understanding the short-term and long-term effects of Quebec nationalism.

Step 5: Independent Activity (20-25 minutes)

Students will use “Counterfactual Timeline” activity sheet (see appendix B.3) and complete it in class.

Step 6: Sharing (5 minutes)

Give students Twitter exit cards to demonstrate what they have learned from the lesson. Ask this prompting question: Why is understanding cause important to our knowledge of history?

Lesson 3: Evidence

The Quiet Revolution and the October Crisis: The Sovereignty Question
The FLQ Manifesto
2.5 classes

1. Overview

This lesson will ask students to look at evidence of Quebec separatism and use their prior knowledge of differing perceptions of it to question the motives behind the Front du Liberation du Quebec’s (FLQ) radical stance on Quebec independence. It will provide the students with actual evidence of the FLQ’s stance on Quebec’s independence through their manifesto, which will give insight into where they are headed and the risks they are willing to take to ensure Quebec’s sovereignty. Moreover, it will foreshadow where the unit is heading: towards a divide between the Federalist Prime Minister, Pierre Trudeau, and the radical separatists, the FLQ, that will climax with the October Crisis of 1970 and the implementation of the War Measures Act.

2. Learning Goal

Demonstrate ability to make inferences about a text and use idea of perspective to analyse the radical rhetoric the FLQ used in the manifesto. Also, interpret why the
FLQ felt so strongly about its independence and raise critical questions about the motive behind their actions.

3. Curriculum Expectations

a) D3.1- describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.  
D3.4- describe the main causes and consequences of the Quiet Revolution and of some other key events that occurred in or affected Quebec between 1945 and 1982 and explain the significance of these events for the development of identities in Canada. 
A1.5- use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914.
A1.3- assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author).

b) Evidence: engage with evidence of the FLQ and their radical rhetoric and make inferences about the reasoning behind their stance on Quebec’s independence.

4. Materials:

a) FLQ Manifesto. See Appendix C.1.
b) Hand-out. See Appendix C.2.
c) Hand-out. See Appendix C.3.
d) Image. See Appendix C.4.
e) Hand-out. See Appendix C.5
f) Hand-out. See Appendix C.6
g) Hand-out. See Appendix C.7
h) Five pieces of Bristol board

5. Plan of Instruction

Step 1: Hook or Moment of Wonder (20-25 minutes)

Adapting the activity, “Decoding an Image Puzzle” and “Hook, Line and Linker” from Seixas’ and Morton’s The Big Six: Historical Thinking Concepts, the students will decode an image of an FLQ bombing site. One hand-out for every two students. As table partners, the two students will collaborate on the photographs. After the first piece of the photograph is shown, the students will have to list details that they observe and predict what the rest will be. On the first hand-out (C.6) with the first puzzle piece, the students will be asked to draw
the rest of the photo. After the students are finished with their predictions, show the second puzzle piece. Hand-out C.7. Students will check their predictions, list details from the second puzzle piece, and draw or describe what they think will be the third element. After the students are done with their second set of predictions, show the complete image (C.8). Students will check their predictions. Students will then be asked to get into groups of two (with their desk partner) and come up with good questions for further inquiry. Demonstrate the types of questions the students should be asking: *Who committed this act? Why do you think they committed this act? What would prompt them to do this? Looking into the future, what types of problem could this terrorist activity cause for the government of Quebec and Canada? Could it spur involvement from Prime Minister Trudeau and the Federal Government?* Ask them to write these questions down below the final image and attempt to answer them with their desk partner.

**Step 2: Discussion (20-25 minutes)**

Using Handout C.3 give students information on each of the key terms and have them write down a brief definition under each heading. As you go through each key term, you will write down important points about them on the key terms chart on an overhead, Elmo or Smartboard. Also, you will give the students a brief introduction to the FLQ and outline basic principles that are listed in the Manifesto.

**Step 3: Modeling (35 minutes)**

Photocopy enough manifestos for every two students (C.2). Assign each group of two students a small section of the manifesto to read. Prompt them to write down a brief summary of the section on a separate piece of paper and tell the students that after they are done you will be going through the document and using their summaries to give the class an overview of the document. Before you have them do this on their own, go through a selection from the document and summarize the main points from the paragraph. Also, outline the mode of thinking the students should be getting engaged with while they read evidence of the FLQ, i.e., the manifesto. Discuss the importance of evidence when attempting to understand perspective and historical study. Discuss how evidence offers a lens to build critical thinking skills to help establish your own perspective on a historical event, person, issue or group.

**Step 4: Guided Practice (30 minutes)**

Split the class into groups of 4-6. Tape five pieces of Bristol board on desks around the room. On each piece of Bristol board will be a question that engages the students with inquiry and extended learning processes:

1) *As you studied this source, describe how the general public would perceive the FLQ.*

2) *After studying the manifesto, why is the FLQ pushing for Quebec’s independence?*
3) Using the manifesto, what could the FLQ mean by “revolution”? Linking this to prior knowledge, how could the FLQ’s use of the word “revolution” play out?

4) As you studied this source, how has your thinking changed about the Quebec question and the FLQ?

5) Why would the FLQ create this manifesto? What was the point?

Have each group spend five minutes at each station, writing down answers, or thoughts, about each position. To prompt them to move, flick the lights on and off. As the students are working on the charts, use this as an opportunity to walk the class and make observations about their historical inquiry skills. Monitor their discussion revolving around the evidence and assess how relevant and informed their discussion is.

After they are done, go through the charts and discuss important points that the students have outlined on the pieces of Bristol board. On the Smartboard (if available) or the blackboard, write down important points that the students made on the charts. Discuss how they came up with these analyses and lead them into further questions to demonstrate how to question the strength of primary sources and how evidence can lead you into making connections to prior knowledge.

Step 5: Independent Activity (45-60 minutes)

Create a one-page (8 ½ x 11) manifesto poster that outlines your beliefs about the unity of Canada and whether you believe the FLQ is correct in their opinion about their status in Canada and more specifically, Quebec. Make sure to allow students to offer their own opinion about their beliefs and be sure to outline what is included in a manifesto. Refer back to the FLQ manifesto and show them examples of what needs to be included.

Allow them choice to include images, text, etc., to get their ‘point’ across. It can be a poster with drawn images or printed images (computer lab time) with captions underneath the images. However, if they do include pictures be sure to tell them that they need to include a couple paragraphs on the poster to give specific details about their manifesto.

Give the students 45-60 minutes to work on it in class. Also, if they aren’t finished by the end of class, or if students feel like they need more time, give them the chance to work on it at home and have them hand it in the next class.

Step 6: Sharing (15 minutes)

Each student will have an opportunity to share their Manifesto poster in small groups. Give brief 2-3 minute short presentations on the poster and why you included what you did.

6. Assessment

Walk around and assess how relevant the discussion is during the “Guided Practice” activity. From the Bristol board charts, you will be able to gauge the
historical thinking practices that the students are engaging with and how well they're understanding evidence in relation to historical inquiry processes. Use the “Independent Activity” assignment as a way to see if the students understand the basis of the FLQ manifesto. Using your own rubric, assign them a grade related to the expectations of the lesson: Can the student address important questions that surface from the primary source evidence? How does the primary source evidence help in understanding why it was created? Can you make inferences about the FLQ's stance on Quebec’s independence based on their manifesto? How does it link to the Quebec question of independence?

Lesson 4: Significance

The Quiet Revolution and the October Crisis: The Sovereignty Question
Regional Terrorism: Assassination of Pierre Laporte
1.5 classes

1. Overview

In this lesson the students will engage with the significance of the Pierre Laporte assassination and what the radical behaviour of the FLQ meant for Rene Levesque and the image of Quebec separatists. The students will analyze two Globe and Mail articles form different time periods and use the Significance criteria they establish at the beginning of the period to raise important questions about the impact the FLQ’s behavior had on other political groups. Also, the students will be required to complete a short documentation of their knowledge and understanding of the assassination and explain whether or not they believe the event was significant (using the criteria they established at the beginning of the lesson).

2. Learning Goal

To demonstrate ability to make connections between the FLQ and what their actions meant to the rest of Quebec. Also, to explain why the assassination of Pierre Laporte was significant and why Rene Levesque and Pierre Trudeau responded the way they did.

3. Curriculum Expectations
   a) D3.1- describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.
   D3.4- describe the main causes and consequences of the Quiet Revolution and of some other key events that occurred in or affected Quebec between 1945 and 1982 and explain the significance of these events for the development of identities in Canada.
A1.5- use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914

b) **Significance:** Will look at Pierre Laporte’s assassination and explain its significance. *How does it impact relations between Rene Levesque and the rest of Canada? Does it have a lasting impact on the perception of Separatists? Was it significant? Why?*

4. **Materials**
   a) Video Clip. *See appendix D.1*
   b) Globe and Mail article. *See appendix D.2*
   c) Globe and Mail article. *See appendix D.3*
   d) “Thought Cloud” Hand-out. *See appendix D.4*
   e) One piece of Bristol board

5. **Plan of Instruction:**

**Step 1: Hook or Moment of Wonder (15-20 minutes)**

On the blackboard, or Smartboard (if available) do a mind-map that engages students with what it means to be significant. Ask them the question: *What makes something or someone significant? What are the characteristics of significance as it relates to history?*

Students should come up with terms like: lasting effect, longevity, celebrity, popular, repercussions, influence, well-known, controversial, war, loss of life, heroic aspect, positive impact, negative impact, etc.

Go through the different ideas the students have and outline how significance is oftentimes viewed subjectively: use significance as a way to not only engage with what and how things are important, but also how the importance, or order of significance differs from perspective. For example, if you were to ask a group of people who the most significant person in Canadian history was, you would get a range of answers. Everyone has a different perspective on values. Some may value Paul Henderson’s Summit Series goal as more significant than Pierre Trudeau’s *Charter of Rights and Freedoms*, however, it is up to you to defend your case. To state *why* it is significant and give reasons for your opinion. Relate this back to the mind-map. As a class, decide the characteristics that are going to make up their definition of significant. Once they have, cooperatively, come up with a working idea of what makes up significance, move on to the lecture.

**Step 2: Discussion (10-15 minutes)**

Give brief lecture on FLQ and their involvement in the Quiet Revolution. Why did they disagree with way Bourassa was leading the Liberals? What types of radical
behavior did they become involved in? Why were they so radical? How did they differ from Rene Levesque and the Parti Quebecois?

Teacher can create PowerPoint to relay information if they choose to do so.

**Step 3: Modeling (20-30 minutes)**

Watch a Youtube video clip on Pierre Laporte (See appendix D.1). This video will link to the other primary sources that will be used in the lesson. Discuss the significance of the event; how it created a cloud of doubt surrounding the Parti Quebecois because some Anglo-Canadians felt that they were connected to the FLQ via their separatist views.

Debrief about the video. After viewing it, ask the students whether they feel the assassination of Pierre Laporte was significant. Under the criteria established by the students at the beginning of the lesson, have them fill in a “Thought Cloud” (See Appendix D.4). The students will then paste these “thought clouds” to a piece of Bristol board at the front of class and you will go through some and outline how they connect to the Significance ‘criteria’ that they came up with at the beginning of class. *Why is the assassination of Pierre Laporte significant? What did it mean for the image of separatists? What did it mean for Rene Levesque and the Parti Quebecois?*

**Step 4: Guided Practice (25-35 minutes)**

Use the leading question, *what did the assassination of Pierre Laporte mean for Rene Levesque and the Parti Quebecois*, as a segue into a 1970 Globe and Mail article (see appendix D.2). Have the students pair up with their desk partner to read through the article and make notes about how Rene Levesque perceives the FLQ. Give them leading questions to engage with:

- Does Rene Levesque agree with the behavior of the FLQ?
- How do the issues raised in the manifesto differ from how Rene Levesque sees the independence movement in Quebec?
- Does Levesque’s response in the Globe and Mail article on the FLQ relate to our discussion on significance? Does the behavior of the FLQ have a lasting impact on the image of separatists? How do you perceive Levesque?

After they are done with the Levesque article, offer them a new perspective and a modern take on the FLQ with a *Globe and Mail* article written in 2013 (see appendix D.3). Offer them new question prompts to tackle as they read through the second article:

- How could some Quebecers view Paul Rose?
- What does this say about the significance about the FLQ’s actions in 1970?

Cooperatively come up with reasons why the Pierre Laporte assassination was significant. Write your findings on the board.

**Step 5: Independent Activity (10-15 minutes)**

Answer question on hand-out (see appendix C.5).
Step 6: Sharing (10 minutes)

By a blind vote (show of hands) have the students decide on whether or not the assassination was significant. Do a tally on the board and then ask students to raise their heads. Discuss the findings with the class and prompt students to answer why the felt this way. Document some of the findings on the board and answer any more questions the students may have on factual or analytical aspects to the FLQ and their radical behavior.

6. Assessment

As the students are working through the *Globe and Mail* articles, walk the class and monitor the discussion. Collect the independent activity worksheet at the end of class and assign a grade on its complexity and use of evidence from the lesson. Teachers may use a rubric of their choice, but in this instance, because of the length of the assignment, it is not mandatory.

The Quiet Revolution and the October Crisis: The Sovereignty Question
Was the War Measures Act justified?
1.5 classes

1. Overview

Students will be prompted to question Pierre Trudeau’s use of the War Measures Act and determine whether they believe he was justified in suspending civil liberties during the October Crisis of 1970. Engaging with the October Crisis and the War Measures Act will demonstrate how the rise of the Parti Quebecois and the Sovereignty movement evolved and will also allow them to study whether Trudeau’s response to the FLQ’s terrorist acts was warranted.

2. Learning Goal

To make *inquiries* about Trudeau’s use of the War Measures Act and what it meant for Canadians during the October Crisis. What propelled Trudeau to initiate the War Measures Act?

3. Curriculum Expectations

a) A.1.7- communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.
D.1.4 - describe some key political developments and/or government policies in Canada during this period (the decision to invoke the War Measures Act in 1970).

D.2.1 - describe some significant instances of social conflict and/or inequality during this period (the October Crisis and the imposition of the War Measures Act) and analyse them from multiple perspectives.

A1.5 - use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914.

b) Ethical Issues: use historical inquiry concepts to assess whether the students believe Trudeau’s use of the War Measures Act was justified.

4. Materials:
   a) Pierre Elliott Trudeau “Just Watch me” clip from CBC Archives. (see appendix E.1)
   b) Photograph of a civilian and a soldier. (see appendix E.2)
   c) Photo of soldier with semi-automatic rifles patrolling the streets of Montreal in October, 1970 (see appendix E.3)
   d) “The War Measures Act and the October Crisis” hand-out (see appendix E.4)
   e) Section of “The War Measures Act” document (see appendix E.5)
   f) “Was the War Measures Act Justified” work-sheet (see appendix E.6)

5. Plan of Instruction:

Step 1: Hook or Moment of Wonder (5-10 minutes)

Ask students to make predictions about what is going on in the photograph of soldiers with semi-automatic rifles patrolling the streets of Montreal (see appendix E.3). Where was it taken? What city? What is going on? Is it during wartime, peace-time? What does it make you think of? Ask students to access prior knowledge and remember what it reminds them of. Students will list details about the image (educated guesses). After they do this, you will give them the information about the image: that it was taken on October 16th, 1970, the day Pierre Trudeau implemented the War Measures Act. Explain that it was only the second time it was invoked in Canada. Discuss the controversy surrounding Trudeau’s implementation of the War Measures Act and how debate around it continues today.

(15-20 minutes)

Step 2: Discussion (30-40 minutes)

Give students information about important issues surrounding the October
Crisis and the way the FLQ built up to it throughout the Quiet Revolution. You can do this in the form of a PowerPoint, hand-out, or have the students take notes. As you’re going through the information, periodically ask students how regular citizens would have felt if a terrorist group was planting bombs in mailboxes, etc (fear, anger, etc). Prompt the students to write down these thoughts on the hand-out (See appendix E.4) under the Contextualizing Your Thoughts heading. Give students information on the War Measures Act: what it entailed, how it suspended habeas corpus/civil liberties. Show image on projector of the War Measures Act and what was in it (see appendix E.5).

**Step 3: Modeling (15 minutes)**

Show students the Pierre Trudeau video from CBC archives. “Just watch me” (see appendix E.1).

After viewing video, discuss important questions that were being asked by the reporter and how he was questioning the ethical dilemma that surrounded the way the Canadian military was being involved. Demonstrate that those types of questions are important for historians to ask. Refer back to the specific notes the students made under the Contextualizing Your Thoughts (see appendix E.4) heading on the hand-out; if feelings of fear, anger, etc, were being felt by the citizens, do you not think it would be acceptable for the government to take whatever means necessary to ensure safety of its people? Even if that does mean suspending civil liberties? Also, though, be sure to engage with the other perspective. Refer back to Pearson’s statement on de Gaulle and quote, “The people of Canada are free. Every province in Canada is free.” Demonstrate the line of thinking they must engage with by asking, rhetorically, how can Canada be wholly free if Trudeau has the ability to suspend our civil liberties, across Canada, if the FLQ is engaging in a regional conflict? How is this right?

**Step 4: Guided Practice (15-20 minutes)**

In pairs, the students will each choose a side to debate: Why should the War Measures Act be invoked? Why shouldn’t the War Measures Act be invoked? The students will jot down points under each speech bubble on the hand-out and will use this to inform their independent study of whether or not the War Measures Act was justified. By choosing a side, the students will have the opportunity to perceive both sides of the argument; this will give them perspective when preparing their final judgment.

**Step 5: Independent Activity (25-30 minutes)**

The students will use the data collected from the first hand-out to help them in coming up with a judgment for whether they believe the War Measures Act was justified (see appendix E.6). Give them opportunity to fill out the worksheet. If students are not completed by the end of the activity time-slot, make it due for
homework the next day. The questions on the worksheet will allow students to critically question the ethical dimension surrounding Trudeau’s implementation of the War Measures Act during the October Crisis of 1970 and will create their own judgments about its use.

**Step 6: Sharing (5 minutes)**

Take time before the end of class to address the students and discuss difficulties they had in looking at the War Measures Act. Offer them to chance to raise questions about the assignment. Also, be sure to ask the class framing questions: *Are the biases involved in judging whether or not the War Measures Act was justified? Was federal involvement necessary? How would you respond to the pandemonium in Quebec if you were Prime Minister Trudeau?*

**Assessment**

Students will hand in their worksheet to be marked. Teachers can use a rubric of their choice. During the group discussion period, you will walk around the class and assess the relevance of the debate. *How are they connecting with the material?*

---

**Lesson 6: Perspective**

**The Quiet Revolution and the October Crisis: The Sovereignty Question**

**Weighing Perspective: The Great Debate**

2 classes

1. **Overview**

In this lesson, students will address differing perspectives on Quebec nationalism and weigh the biases and subjective nature that sometimes skews the factual basis of history. Engaging with the famous children’s story *The Hockey Sweater,* the students will look at how perspectives changes through different regions of Canada, and they will use the foundational knowledge of the Quiet Revolution to assess both Federalist (Trudeau) and Separatist (Levesque) perceptions of Quebec’s sovereignty. The students will then debate the issue in a round-table atmosphere and reflect on how the debate helped shape their understanding of perspective.

2. **Learning Goals**

To understand how perspective can change the way a certain region or group view an event in history. To use perspective and evaluate the importance and reasons behind the separatism movement in Quebec. To use prior knowledge of Federalism and Separatism to form perspectives and opinions about Quebec nationalism. Demonstrate the ability to communicate these perspectives orally and in writing.
3. Curriculum Expectations

a) **A1.9** - use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topics; terminology related to history and to the concepts of historical thinking)

**A1.6** - evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

**A1.5** - use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914

**A1.3** - assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author)

**D3.1** - describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period (*Pierre Trudeau, Rene Levesque*) and explain the significance of these contributions for the development of identity, citizenship and/or heritage in Canada

b) **Perspective:** analyze alternating perspective on Quebec nationalism and engage with formation of biases through Federalist and Separatist views on separatism.

4. Materials

a) *The Hockey Sweater* Youtube video (*see appendix F.1*)

b) Royal Commission of Bilingualism and Biculturalism (*see appendix F.2, F.3 and F.4*)

c) Video clip of Queen Elizabeth II remarking on the “one great Canadian family” involving the English and French-speaking people [23:00-23:21] (*see appendix F.5*)

d) Video of Justin Trudeau remarking on Stephen Harper's Canada (*see appendix F.6*)

5. Plan of Instruction

**Step 1: Hook or Moment of Wonder (10 minutes)**

Use *The Hockey Sweater* (*see appendix F.1*) as a way to engage with Quebec nationalism. Play the video from the 2:00 mark. Discuss how to Quebeckers, the Montreal Canadiens are a symbol of French identity. Raise questions about his treatment of the Maple Leaf and discuss how that rivalry is perceived as one based on language identity: English vs. French or Ontario vs. Quebec.
Then discuss the other perspective: Mr. Eaton. Why is the mother worried about his response? Why does she feel he will be angry? Because he is English. Use this hook as a way to relate to the students. Ask them to think about the story from a Toronto Maple Leafs fan’s perspective: if you were a Leafs fanatic, would you want to wear a Canadiens jersey? Explain that it is all about perspective. Perspective is subjective, but it is also a way to perceive how history impacts different regions, people, etc.

**Step 2: Discussion (10-15 minutes)**

Provide the students with information about political views of the Federalists under Trudeau and the Separatist Parti Quebecois under Rene Levesque. Discuss the *Royal Commission on Bilingualism and Biculturalism* and how the issue of national unity is highlighted in the Commission and how that the French language is “an essential mark of the Canadian identity” and an important way of distinction between Canada and the United States (*see appendix F.4)*.

**Step 3: Modeling (10 minutes)**

Show clip of Justin Trudeau’s statements on his perspective of Stephen Harper’s image of “Canada” (*see appendix F.6)*. Discuss its relationship with perspective as it relates to differing biases towards separatism. Use the dialogue in the video to demonstrate how you expect the students to engage with each other as they prepare for the debate that you will outline later in the class.

Also, be sure to outline the perception of the Quebec question to those outside the debate: international perception. Reference de Gaulle’s “Vive le Quebec libre” speech at Expo ’67, and also show a short video clip of Queen Elizabeth II commenting on the French-English relationship (*see appendix F.5)*. *What does the Queen say about the relationship between English and French Canada? Why is her perspective significant? How does her perspective differ from your understanding of the relationship during the radical 60s?* Discuss these questions as a class with teacher offering own perspective as a way to demonstrate necessity in referring to specific events, people and issues when formulating an argument and/or a subjective view of history.

**Step 4: Guided Practice (40 minutes for preparation/30 minutes for debate)**

Split class in half by organizing the desks into two ‘seminar’ rectangles. Give them information on what the activity is:

One group will take the angle of the Federalists under Pierre Trudeau, and the other will debate under the perspective of Rene Levesque and the Parti Quebecois (separatists). Students will have opportunity to prepare notes with their assigned group to discuss and form arguments. Also, ensure students are
going through and predicting potential counter-arguments and questions the opposing party may ask.

Offer specific criteria of what you are expecting during the debate:
1) Relevant discussion
2) Connections to specific historical details, i.e., people, events, governmental commissions and/or documents.
3) Ability to defend argument thoroughly through respectful counter-points
4) Clear and organized typed-up preparation notes
5) Clearly communicate specific arguments
6) Active and constructive participation throughout

Preparation notes criteria:
1) Relevant discussion
2) Connections to specific historical details, i.e., people, events, governmental commissions and/or documents
3) Clear and decisive arguments about your perspective on Quebec’s sovereignty
4) Constructive insight and clear understanding of what your perspective and argument is
5) A well-organized and interesting display of information
6) Clearly engaging with important aspects of historical perspective in analysis of Quebec’s sovereignty

Inform students that they will receive participation marks for the debate

For homework, students will continue preparing for the debate and will create a word document that outlines specific points they are going to address in the debate and hand it in with their reflection to the teacher after the lesson is complete.

At the start of the next class, have the students participate in a debate and act as moderator.

**Step 5: Independent Activity (20 minutes)**

After the debate is complete, allow students time in class to begin to write a reflection on their experiences in the debate. Write prompting questions on the board: *What have you learned about perspective? What different ways could you perceive the Quiet Revolution and Quebec’s bid for separation? What side do you agree with? Why is it important to view history through an objective lens?*

Have the students type up the reflection and submit it, along with their typed preparation notes for the debate.

**Step 6: Sharing (5-10 minutes)**
Ask students about perspective. Why did Quebec nationalists want to separate? Was their argument valid? Do the Federalists have a valid point against separation? Is it fair to associate Separatism with the radicalism of the FLQ? What can bias do to skew historical perspective?

6. Assessment

During debate, use an attendance print-out to mark number of times each student talks during the debate. Record participation.

Evaluate submitted debate preparation notes using criteria listed above. Also, give completion mark to reflection based on how well the student addresses their experience in relation to the prompting questions the teacher rights on the board.

Lesson 7: Continuity and Change

The Quiet Revolution and the October Crisis: The Sovereignty Question
The Sovereignty Debate Today: Pauline Marois and the Parti Quebecois

1.5 Classes

1. Overview

This lesson will address continuity and change as it relates to the way the sovereignty movement in Quebec has evolved and adapted. Students will use modern instances of the sovereignty debate via Pauline Marois and the “Charter of Values” to analyze and understand the way in which language plays a role in French identity. The students will engage in active group discussion about the “Charter of Values” and assess the ethical questions surrounding it. To end, students will then summatively submit their understanding of continuity and change that will address the evolution of the PQ and the rhetoric that is associated with Quebec’s provincial party.

2. Learning Goal

Make connections between the sovereignty debate in the 1960s lead by Rene Levesque and the sovereignty debate today, lead by PQ leader Pauline Marois. To analyze what has changed and what has remained from PQ’s initial push for sovereignty, and demonstrate ability to to explain your understanding of each era.

3. Curriculum Expectations
a) A1.5- use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914
A.1.7- communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.
D3.1- describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.

b) Continuity and Change: Engage in an understanding of the way the sovereignty movement has evolved and evaluate the “then” and “now” of the Parti Quebecois.

4. Materials
a) Pauline Marois editorial cartoon (see appendix G.1)
b) Video clip of Pauline Marois (see appendix G.2)
c) Rene Levesque video, “Separatism gets a leader with Rene Levesque” (see appendix G.3)
d) Charter of Values image (see appendix G.4)
e) Handout (see appendix G.5)
f) 1995 Referendum video (see appendix G.6)

5. Plan of Instruction

Step 1: Hook or Moment of Wonder (5-10 minutes)

Write down framing questions on the board before the lesson: Is Marois being exclusive when discussing the English vote? What does the editorial cartoon say about her perception in The National Post? Does this remind you Levesque’s push for sovereignty during the Quiet Revolution and into the 80s? Where do you feel this issue is headed?

Show students Pauline Marois political cartoon (see appendix G.1). Give sovereignty debate in a modern context. Refer to the debate the students participated in and discuss role of Parti Quebecois in shaping new sovereignty debate. Discuss how the legacy of Levesque continues through Premier Pauline Marois. To connect to English debate, show students video clip (see appendix G.2) (from 0:55) of Marois discussing English voters and separatism.

Step 2: Discussion: (20-25 minutes)

Give more information about the policy of Rene Levesque’s Parti Quebecois. Discuss the language issue and how it is perceived by the PQ. Reflect on previous knowledge gained in previous lessons. State the significance of Levesque’s
perceptions of the French language issue in Quebec and discuss how it relates to modern issues the PQ are facing, i.e., how Pauline Marois is dealing with her push for sovereignty. Also, discuss the “Charter of Values” that Marois’ party is attempting to push through legislature. Discuss the implications of it and what it means for visible minorities in the province of Quebec. Ask the students how they feel about the Charter and whether they believe it seriously limits religious freedoms under the 1982 Charter of Rights and Freedoms that Pierre Trudeau pushed through parliament.

Review key terms chart for lesson 3. Add more terms to the chart: Jean Lesage, 1982 referendum, 1995 referendum, Hydro-Quebec. Tell students that they will need to know these terms for the unit test. Answer questions students have about the structure of the test.

**Step 3: Modeling (5-10 minutes)**

Show a Rene Levesque video clip on Quebec’s sovereignty (see appendix G.3).

Discuss important points about the clip and how you will relate it to the continuing push for sovereignty by the PQ.

Write Rene Levesque quotes from video clip (see appendix G.3) on board and have students discuss them:

“In due time, it will come, and then in the mean time, a sovereign Quebec would just have to do what dozens of other peoples in the world have done. Are we more stupid than others? In other words, set out on our own.”

“Would the rest of Canada fight to keep Quebec in against its own will? I know it won’t!”

**Step 4: Guided Practice (20-30 minutes)**

Discuss historical thinking concept of continuity and change and use Levesque’s comments from the video to frame a comparsion to Pauline Marois’ discussion of the English vote and Quebec’s sovereignty. Discuss relationships between the two PQ leaders and have the students engage in active group discussion about how they perceive each leader. Give them prompting questions for discussion: What are the differences and similarities between Pauline Marois’ PQ and Rene Levesque’s PQ? Is the sovereignty debate merely a question of language or is it a question of identity?

Show students a “Charter of Values” image (see appendix G.4) and have them create and compare notes with their desk partner. After, offer them the opportunity to share their thoughts to the class.
After this, show students a 1995 CBC referendum video (see appendix G.6) and discuss how separatism debate continued into the 1990s, and into the 21st century. Discuss questions of identity and ask class how they identify themselves: race, ethnic background, language, clothes, dialect, food, music, interests, religion, political beliefs, etc.

**Step 5: Independent Activity (15-20 minutes)**

Give students handout (see appendix G.5) and have the complete it in class.

**Step 6: Sharing (5-10 minutes)**

After the students complete the short independent activity, discuss your interpretations of it and relate it to what they believe. Discuss

6. **Assessment**

Constantly assess students’ use of historical thinking concepts throughout the lesson. As they engage in discussion be sure to note which concepts they are engaging with as this lesson prompts them to actively shift perspectives and understand how significance impacts continuity and change.

Assess student understanding of continuity and change through the independent activity: how well are they comparing periods? Are they understanding the chronological aspect to the historical thinking concept?

**The Quiet Revolution and the October Crisis: The Sovereignty Question**

**Conclusion and Summative Assessment**

**Conclusion and review: (35 minutes)**

The students will review previous knowledge and engage in review activities to help them prepare for the unit test. Go over the handouts from the unit and be clear in instructing them to review information on them as the test will include specific terms, ideas and historical thinking concepts from the handouts

Go over the historical thinking concepts and reassure them that knowing them will help in the completion of the test.
Encourage the students to form groups of four and produce mock questions that they believe could be asked on the test. Doing this will allow them to collaborate and filter through important information together. Monitor the activity in the classroom and comment occasionally on a good question/point of discussion to hint at possible connections to the test questions.

**Unit Test: (75 minutes)**

Have students complete unit test (*see appendix H.1*)
Appendix:

Lesson 1: Introduction
- A.1 Charles de Gaulle clip from CBC archives: 
- A.2 CBC archives radio clip: 
- A.3 BLM Handout
- A.4 BLM Handout
- A.5 BLM Handout

Lesson 2: Cause and Consequence
- B.2 Montreal Canadiens image: 
  [http://www.thecanadianencyclopedia.com/media/10185L-montreal-canadiens-logo.jpg](http://www.thecanadianencyclopedia.com/media/10185L-montreal-canadiens-logo.jpg)
- B.3 BLM Handout
- B.4 “Constant Change Ahead, Lesage Declares”. *Globe and Mail* article. Sept 23 1963: 
- B.5 Quote from article (image)
- B.6 Quebec referendum video via CBC: 
  [http://www.cbc.ca/player/News/CBC+75th+vignettes/ID/2157765001/](http://www.cbc.ca/player/News/CBC+75th+vignettes/ID/2157765001/)

Lesson 3: Evidence
- C.1 FLQ Manifesto: 
- C.2 Photocopies if FLQ Manifesto.
- C.3 BLM Handout
- C.4 FLQ bombing image: 
  [http://www.canadiansoldiers.com/history/domesticmissions/Westmount.gif](http://www.canadiansoldiers.com/history/domesticmissions/Westmount.gif)
- C.5 BLM Handout
- C.6 BLM Handout
- C.7 BLM Handout

Lesson 4: Significance
- D.1 Pierre Laporte Video: [http://www.youtube.com/watch?v=A-Oia6N5600](http://www.youtube.com/watch?v=A-Oia6N5600)
- D.2 Globe and Mail article via Proquest. “Trudeau accused of creating climate of fear”:
- D.4 BLM Handout
- D.4 BLM Handout

Lesson 5: Ethical Issues
- E.4 BLM Handout
- E.6 BLM Handout

Lesson 6: Perspective
- F.1 “The Hockey Sweater” video: http://www.youtube.com/watch?v=EgydkfnUEi8
- F.5 Video clip of Queen Elizabeth II remarking on the “one great Canadian family” involving the English and French-speaking people (23:00-23:21): http://www.youtube.com/watch?v=fzGAhMKi5k
- F.6 MP Justin Trudeau on Stephen Harper’s Canada http://www.youtube.com/watch?v=ayd3z5bT1Gs

Lesson 7: Continuity and Change
- G.2 Video clip of Pauline Marois speaking out against the English vote and Quebec’s sovereignty. Youtube.
  http://www.youtube.com/watch?v=37Jmx_TcYCs
- G.4 Charter of Values image:
  http://wpmedia.o.canada.com/2013/09/poster.jpg
- G.5 BLM Handout

Lesson 8: Conclusion and Summative
  - H.1 BLM Handout

Appendix:
“Vive le Quebec libre!”
Introduction to Quebec Nationalism and the Radical ‘60s

<table>
<thead>
<tr>
<th>Key Terms</th>
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<tbody>
<tr>
<td>Separatism</td>
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<td>Sovereignty Movement</td>
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<tr>
<td>Charles de Gaulle</td>
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<tr>
<td>War Measures Act</td>
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<tr>
<td>October Crisis</td>
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<tr>
<td>FLQ</td>
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<tr>
<td>Pierre Laporte</td>
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<tr>
<td>James Cross</td>
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<tr>
<td>Rene Levesque</td>
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<tr>
<td>The Parti Quebecois</td>
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<tr>
<td>Bill 101</td>
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<tr>
<td>Official Languages Act</td>
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<tr>
<td>Just Society</td>
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<tr>
<td>Charter of Rights and Freedoms</td>
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<td>Multiculturalism</td>
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<td>Bilingualism</td>
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<td>Pierre Trudeau</td>
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<tr>
<td>The Quiet Revolution</td>
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Canadian Prime Minister Lester B. Pearson’s statement on President de Gaulle’s “Vive le Quebec libre!” speech:

“I am sure that Canadians in all parts of our country were pleased when the President of France received such a warm welcome in Quebec. However, certain statements by the President tend to encourage the small minority of our population whose aim is to destroy Canada; and, as such, they are unacceptable to the Canadian people and its government. The people of Canada are free. Every province of Canada is free. Canadians do not need to be liberated. Indeed, many thousands of Canadians gave their lives in two world wars in the liberation of France and other European countries. Canada will remain united and will reject any effort to destroy her unity. Canada has always had a special relationship with France, the motherland of so many Canadians. We attach the greatest importance to our friendship with the French people. It has been, and remains, the strong purpose of the government of Canada to foster that friendship. I hope that my discussions later this week with General de Gaulle will demonstrate that this purpose is one which he shares.”

Prepare a short letter to PM Pearson on whether you agree with his “unified” perspective of Canada and why:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Charles de Gaulle pronouncing to a boisterous crowd at Montreal City Hall on June 24, 1967, “Vive le Quebec libre!”
Chart of Biases:

<table>
<thead>
<tr>
<th>English Canadians</th>
<th>French-Canadians</th>
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<tbody>
<tr>
<td>• “the damage is rather irreparable now...I'm just so angry about it that it's hard to be coherent...Pearson needs to ask de Gaulle to leave.”</td>
<td>• “I'm glad to see something like this, I think it's time that English Canada speak out in very strong terms”</td>
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<tr>
<td>• “It's the duty of the government to be a good host to general de Gaulle...private citizens can protest and the people of Canada do not appreciate general de Gaulle's comments”</td>
<td>• “The whole thing disgusts me”</td>
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<tr>
<td>• “I feel that general de Gaulle is out of place... It isn't a really a question of English Canadian versus French Canadian it's a question of Canadianism and it is an internal problem not an external problem. And I feel that since he's been such an outspoken critic of colonialism he should use his same advice and stay out of internal problems and not try to prevent a crisis. I don't think he can do this, I think most French Canadians are very aware of the problem and I don't think the radical element to which he speaks has that much power in Canada.”</td>
<td>• “de Gaulle has just undermined what Canada has been trying to achieve for a good number of years between Quebec and the rest of Canada”</td>
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- “de Gaulle is dividing
A.5


B.1

Counterfactual Timeline

What if Hydro Quebec failed? What if the English bias prevailed?

Lesage was not successful in reforming the economy of Quebec. Limited influence on Quebec Nationalist scene. How does it play out consequentially? Refer to specific events.

Concluding thoughts on impact of economic reform in Quebec. Why did it have such an effect on creating an enhanced sense of Quebec nationalism? Looking ahead, what long-term consequences could there be because of this enhanced radical Separatist behavior?
B.4


B.5

Montreal (CP)—Premier Jean Lesage said last night that Quebec must expect constant change if it is to obtain tangible results from its peaceful revolution.
### Documenting Important Key Terms:

<table>
<thead>
<tr>
<th>Key Terms:</th>
<th>Significance:</th>
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<tr>
<td>Separatism</td>
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<td>Front du Liberation du Quebec</td>
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<td>Rene Levesque</td>
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<td>The Parti Quebecois</td>
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<td>The Quiet Revolution</td>
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<td>James Cross</td>
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<td>Pierre Laporte</td>
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<td>War Measures Act</td>
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C.4

http://www.canadiansoldiers.com/history/domesticmissions/Westmount.gif

C. 5

List details that you observe and predict what the rest will be. Draw the rest of the picture.

_________________________
_________________________
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C.6

Check your predictions. In groups, come up with questions for further inquiry.

_________________________
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C.7

Using your knowledge gained from this lesson on your understanding of *Significance*, was the assassination of Pierre Laporte significant? Who did it impact? Was there a lasting effect?

Expla

in your reasoning using specific information gained from the lesson. You may display evidence in point form, but you must include a paragraph explaining your reasoning as to why,

Check your predictions. In groups, come up with questions for further inquiry.

<table>
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<tr>
<th>Question 1</th>
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<td>Question 2</td>
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<td>Question 3</td>
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</table>

D. 4

One word to describe why the assassination of Pierre Laporte was significant:

D. 5

Using your knowledge gained from this lesson on your understanding of *Significance*, was the assassination of Pierre Laporte significant? Who did it impact? Was there a lasting effect?

Explain your reasoning using specific information gained from the lesson. You may display evidence in point form, but you must include a paragraph explaining your reasoning as to why,
or why not the assassination was significant.

E.2


E.3
On-line.
The War Measures Act and the October Crisis

What feelings do these images elicit?

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Contextualizing Your Thoughts:

Why should the War Measures Act be invoked?

Why shouldn’t the War Measures Act be invoked?
Chapter W-2

1. This Act may be cited as the *War Measures Act*, R.S., c. 288, s. 1.

2. The issue of a proclamation by Her Majesty, or under the authority of the Governor in Council shall be conclusive evidence that war, invasion, or insurrection, real or apprehended, exists and has existed for any period of time therein stated, and of its continuance, until by the issue of a further proclamation it is declared that the war, invasion or insurrection no longer exists. R.S., c. 288, s. 2.
3. (1) The Governor in Council may do and authorize such acts and things, and make from time to time such orders and regulations, as he may by reason of the existence of real or apprehended war, invasion or insurrection deem necessary or advisable for the security, defence, peace, order and welfare of Canada; and for greater certainty, but not so as to restrict the generality of the foregoing terms, it is hereby declared that the powers of the Governor in Council extend to all matters coming within the classes of subjects hereinafter enumerated, namely,

(a) censorship and the control and suppression of publications, writings, maps, plans, photographs, communications and means of communication;
(b) arrest, detention, exclusion and deportation; ...
(f) appropriation, control, forfeiture and disposition of property and of the use thereof.

(2) All orders and regulations made under this section have the force of law, and shall be enforced in such manner and by such courts, officers, and authorities as the Governor I Council may prescribe, and may be varied, extended or revoked by any subsequent order or regulation...

4. The Governor in Council may prescribe the penalties that may be imposed for violations of orders and regulations made under this Act, and may also prescribe whether such penalties shall be imposed upon summary conviction or upon indictment, but no such penalty shall exceed a fine of 5000 dollars or imprisonment for any term not exceeding 5 years, or both. R.S., c. 288, s. 4

6. (1) Sections 3, 4 and 5 come into force only upon the issue of a proclamation of the Governor in Council declaring that war, invasion or insurrection, real or apprehended, exists.

(2) A proclamation declaring that war, invasion or insurrection, real or apprehended, exists shall be laid before the Parliament forthwith after its issue, or, if Parliament is then not sitting, within the first 15 days next thereafter that Parliament is sitting.

(4) If both Houses of Parliament resolve that the proclamation be revoked, it ceases to have effect, and sections 3, 4 and 5 cease to be in force until those sections are again brought into force by a further proclamation...

(5) Any act or thing done or authorized or any order or regulation made under the authority of this Act, shall be deemed not to be an abrogation, abridgement or infringement of any right or freedom recognized by the Canadian Bill of Rights, 1960, c. 44, s. 6.


E.6

Name:  
Date:  

4
# Was the War Measures Act Justified?

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Your analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did Prime Minister Trudeau invoke the War Measures Act on the morning of October 16, 1970?</td>
<td></td>
</tr>
<tr>
<td>Who was the terrorist group that Trudeau was up against? What did they do? What did they want?</td>
<td></td>
</tr>
<tr>
<td>What did the War Measures Act entail?</td>
<td></td>
</tr>
<tr>
<td>What are some criticisms of Trudeau's implementation of the War Measures Act? Why might some disagree with its implementation?</td>
<td></td>
</tr>
<tr>
<td>Was the War Measures act justified? Why or why not? Explain your reasoning.</td>
<td></td>
</tr>
</tbody>
</table>

F.2

F.3


F.4

from a continental standpoint. In a continent without national boundar-
ies French would be no more than the language of one minority among
many; in Canada the French-speaking minority was co-founder of
Confederation, within which its language has acquired certain formal
rights and has, since 1867, shown undeniable vigour, expanding with a
country which in a hundred years has taken the proportions of a
continent. The French language is at once an essential mark of the
Canadian identity and the foremost point of distinction between this
country and the United States.

47. All these factors—the world-wide prestige and influence of
English and French, the isolation and the minority situation of the
French-speaking community in North America, the deep roots of the
French language in Quebec and in Canada—make Canada a bilingual
state of a unique kind. The two languages and the two communities
which speak them coexist in this country under conditions duplicated
nowhere else. To understand fully the present state of bilingualism in
Canada we shall turn in the next chapter to a closer examination of the
composition and distribution of the two principal language groups
throughout the country.
http://nationalpost.tumblr.com/post/37906813183/sovereignty-will-happen-when-quebecers-are
What are your thoughts on these images? Why would Pauline Marois and the PQ want a Quebec that limits religious freedoms and expression? What purpose would this fill? What ethical questions does it raise? Have the views of the PQ changed since Rene Levesque officially announced his plan for Quebec’s sovereignty in the 1960s?
Section A: Multiple Choice

Circle the correct answer.

1) On July 24, 1967, what world leader pronounced “Vive le Quebec libre!” at Montreal City Hall:
   a) Rene Levesque
   b) Pierre Trudeau
   c) Charles de Gaulle
   d) Vincent Damphousse

2) During the October Crisis, a radical French separatist group kidnapped two political figures, one of whom was assassinated on October 17, 1970:
   a) James Cross and Jean Lesage
   b) James Cross and Pierre Laporte
   c) Pierre Laporte and Robert Bourassa
   d) Pierre Laporte and Maurice Duplessis

3) What controversial legislation did Lester B. Pearson establish on July 19, 1963?
   a) The Royal Commission on Bilingualism and Biculturalism
b) The Languages Act  
c) The Bilingualism Charter  
d) The Quebec Commission of French language

4) What Jean Lesage economic project became an important symbol for Quebec nationalism?  
a) The Power Commission  
b) Montreal-Energy  
c) Utilities-Quebec  
d) Hydro-Quebec

5) What act did Pierre Trudeau pass in 1969 that aimed to ensure that all government services were available in both of Canada’s official languages?  
a) The Charter of Rights and Freedoms  
b) The Language Commission of Canada  
c) The Official Languages Act  
d) The Policy of Canada’s Official Languages

6) What was the enactment of The War Measures Act in response to?  
a) The Quiet Revolution  
b) The October Crisis  
c) Rene Levesque’s Sovereignty movement  
d) The assassination of Maurice Duplessis

7) What was the name of the radical French Separatist group that kidnapped and assassinated Pierre Laporte?  
a) The Front de Liberation du Quebec  
b) The QLB  
c) The NRA  
d) The Union-nationale

8) What are the three famous words that Prime Minister Trudeau said to the media in relation to the War Measures Act?  
a) “I will win”  
b) “Just try it”  
c) “Trust in me”  
d) “Just watch me”

9) How close was the 1995 Quebec referendum?  
a) 51 / 49  
b) 55 / 45  
c) 60 / 40  
d) 52.5 / 47.5
10) What years did the referendums occur?
   a) 1985 and 1995
   b) 1982 and 1995
   c) 1981 and 1994
   d) 1980 and 1995

11) What was the name of the party that Rene Levesque started after he left the Liberals?
   a) Liberale Quebeois
   b) Parti Quebec de sovereign
   c) Parti Quebeois
   d) Quebecois de liberale

12) What were the names of the three members of the Chenier cell that were finally arrested on December 28, 1970?
   a) Paul Rose, Francis Simard and Jacques Rose
   b) Bernard Lortie, Paul Rose and Francis Simard
   c) Paul Rose, Guy Lafleur and Maurice Richard
   d) Jacques Rose, Vincent Damphousse and Michel Therrien

13) Who is the current leader of Quebec’s provincial party:
   a) Pauline Julien
   b) Michelle Jean
   c) Pauline Marois
   d) Jeanette Drapeau

14) What is the name of a controversial charter passing through Quebec legislation today?
   a) Charter of Religious Sanctions
   b) Charter of a Secular Quebec
   c) Charter of Values
   d) Charter of Religious Values and Sanctions

Section B: Key Terms

Select five (5) terms out of ten (10) and give brief definition and/or understanding of it and state the significance. What was its/his/the impact of the term on the Quiet Revolution and/or the October Crisis and the
aftermath. You will receive one (1) mark for the definition and two (2) marks for its significance.

1) The War Measures Act
2) The FLQ
3) Rene Levesque
4) Jean Lesage
5) Pierre Trudeau
6) The FLQ Manifesto
7) “Vive le Quebec libre!”
8) “Maitre chez nous!” (Masters in our own house)
9) Pierre Laporte
10) “The people of Canada are free. Every province in Canada is free.”

Section C: Picture Analysis

Give brief explanation about one (1) photography (about when was it taken, what is it of, what is its significance). Discuss different ways the photograph could be perceived (Quebecois or English biases). You will receive one (1) mark per inference made about the photograph. Use historical thinking concepts to discuss the photograph (i.e., historical significance, cause and consequence, continuity and change, and historical perspective).

1. [Image of photograph]
Sovereignty will happen when Quebecers are ready!

Should be any minute now.
Part D: Short Answer

Choose 2 of 3 short answer questions. Engage with the historical thinking concepts outlined in “Part: C” in your answers. Use specific historical details (i.e. people, legislative material [Commissions, Charters, Acts, etc.], events,) in your answers. Write clearly and double space. Be sure to explain your answers.

1) Explain why Pierre Trudeau invoked the War Measures Act on October 16, 1970. What were the causes and consequences of its enactment and what specific events and movements led to its use?

2) Why did “Vive le Quebec libre!” create such an uproar from the English community and Prime Minister Pearson in 1967? Why is the phrase so suggestive? What movement in Quebec used that slogan as a way of reinforcing Quebec nationalism?

3) What was the reasoning behind Rene Levesque’s push for Quebec sovereignty? What was he trying to accomplish in the movement? How might perspective play into the perception of Quebec separatists?

Multiple Choice Answer Key:

1) C
2) B
3) A
4) D
5) C
6) B
7) A
8) D
9) A
10) B
11) C
12) A
13) C
14) C