

Student Notebook

Short Answer Questions - 1945 to 1980

(Original: Questions courtes by RECITUS, adapted by LEARN, under a [Creative Commons by-nc-sa license](#))

Name : _____

Groupe : _____



INSTRUCTIONS

Intellectual Operations Assessed

- Situates in time and space
- Identifying differences and similarities
- Determine causes and consequences
- Determine changes and continuities
- Establish connections between facts
- Establish causal connections

Instructions

Using the document collection below, answer the questions in the student booklet.

([Click to copy this document](#) to add your answers)

 QUESTIONS

1. Documents 1 to 4 have events related to feminism from the 1960s. Place them in chronological order.

		2	
--	--	---	--

Situated in time and space	2 points	1 point	0 point
	The student situates all the facts in time (4 of 4)	The student situates certain facts in time. (3 or 2 to 4)	The student does not situate all the facts in time. (1 or 0 of 4)

2. What effect did the October crisis have on the nationalist movement?

Determine causes and consequences	2 marks	1 mark	0 marks
	The student correctly determines the consequence.	The student determines the consequence more or less correctly. .	The student determines the consequence incorrectly or does not determine it. .

3. The document 5 presents the position of three historians with regard to the Quiet Revolution. Name the historian which has a different position and compare that position to those of the other two.

	3 marks	2 mark	1 mark	0 marks
Identify differences and similarities	The student correctly identifies the difference and the similarity.	The student identifies the difference and the similarity more or less correctly..	The student correctly identifies the difference or the similarity.	The student identifies the difference or similarity incorrectly or does not identify it.

4. Starting from document 7, indicate whether there was change or continuity in the education system in Quebec. Justify your choice.

	3 marks	2 marks	1mark	0 marks
Determine changes and continuities	The student indicates whether there was change or continuity and justifies his or her choice correctly.	The student indicates whether there was change or continuity, but justifies his or her choice more or less correctly. OR The student correctly indicates a change or continuity without indicating whether it is a change or continuity.	The student indicates more or less correctly whether there was change or continuity	The student incorrectly justifies his/her choice or does not justify it at all

5. Name a political cause that resulted in the adoption of the law on the financement of political parties in 1977.

	2 marks	1 mark	0 marks
Determine causes and consequences	The student correctly determines the cause.	The student determines the cause more or less correctly.	The student determines the cause incorrectly or does not determine it.

6. Indicate the appropriate number of the documents that correspond to ideologies below.

Independence movement	☐	Provincial autonomy	☐
-----------------------	-----------------------	---------------------	-----------------------

	2 marks	1 mark	0 marks
Establish connections between facts	The student establishes connections between all the facts. (2 out of 2)	The student establishes connections between some facts. (1 out of 2)	The student does not establish connections between the facts. (0 out of 2)

7. Explain how the adoption of a Canadian law, after holding an inquiry, has had an impact on federal public services. Answer the question by specifying the items below and by connecting them.
- An inquiry commission
 - The adoption of a federal law
 - A consequence of this law

	3 marks	2marks	1 mark	0 marks
Establish causal connections	The student correctly establishes two causal connections between the three elements specified .	The student correctly establishes a single causal connection between two specified items.	The student does not establish any causal connections correctly, but does specify at least one of two elements.	The student specifies one element or does not specify any elements.

8. Document 15 presents the views of two players involved in the asbestos strike of 1949. Around which point do these two characters agree? (point of *convergence* between their viewpoints)

	2 points	1 point	0 point
Determine similarities and differences	The student correctly establishes the point of convergence between the viewpoints	The student more or less correctly establishes the point of convergence between the viewpoints.	The student incorrectly establishes the point of convergence between the views or does not establish the convergence point at all.

DOCUMENT FILE

Short answer questions - Period of 1945 to 1980



HISTORICAL DOCUMENTS

Document 1

Another step towards the equality of women is achieved by the adoption of the Quebec Charter of Rights and Freedoms, which officially banned, for the first time, all forms of discrimination based on sex and establishes the principle that every human has right to the integrity and freedom of person.

Source du texte : Service national du RÉCIT, domaine de l'univers social

Document 2

"After years of effort, the section of the Criminal Code making it illegal to advertise or sell birth control was finally removed in 1969. Decriminalizing contraception gave all Canadians the right to prevent pregnancy (and to protect themselves against sexually transmitted infections) without engaging in criminalized behaviour. The same legislation also decriminalized some abortions under extremely restricted conditions."

Source : Canadian Public Health Association (CPHA) , *History of family planning in Canada*, [en ligne](#). [online here](#)

Document 3



Source de l'image : Marie-Claire Kirkland Casgrain, première députée élue à l'Assemblée nationale du Québec, Bibliothèque et Archives nationales du Québec, E6, S7, SS1, P6640107.

Document 4

"[...] the Minister Claire Kirkland can finally present to the Legislative Assembly the Act #16, which will remove the legal subordination of wives. [...] Wives are now equal to their husbands in the family. They can now sign contracts, choose the marital home, take on a different profession from that of their husband (!) [...]. Similarly, they are no longer obliged to seek their husbands' signature for acts of civil life. They can sign a lease for themselves, or take a loan from bank, for example."

Source du texte : Micheline Dumont, *Le féminisme québécois raconté à Camille*, Montréal, Les éditions du Remue-Ménage, 2008, p. 132-133.

Document 5

"The year 1960 became a symbol of unblocking, of openness, of liberation. The Quebec springtime, the springtime of nature, of green trees and flowers in bloom, arrived as suddenly as the political and intellectual thaw of 1960. A day before Quebec was still cold, stifled, petrified; then it was warm, open and teeming with life. "

Text source : Marcel Rioux, *La Question du Québec*, Paris, Senghers, 1969, p. 104-106.

Translation found at *Quebec in Question* by Marcel Rioux, page 76 via [Google books here](#)

"It is exaggerated and misleading to claim that the Quiet Revolution changed the face of Québec by radically transforming mentalities. [...] Alas! we often lose sight of the importance of continuing tensions between the forces of change and the forces of tradition. "

Source du texte : François-Pierre Gingras et Neil Nevitte, « La Révolution en plan et le paradigme en cause », *Canadian Journal of Political Science / Revue canadienne de science politique*, vol. 16, no 4, décembre 1983, p. 715.

"To sum up, when analyzing the major socio-economic transformations in Quebec, especially in terms of urbanization and industrialization, we see that the sixties does not mark a break with the previous period, but rather those years are part of a continuity. "

Source : Réjean Pelletier, « La Révolution tranquille », Gérard Daigle et Guy Rocher (dir. publ.), *Le Québec en jeu. Comprendre les grands défis*, Montréal, Les Presses de l'Université de Montréal, 1992, p. 611.

Document 6

" [...],, the Royal Commission on Bilingualism and Biculturalism (1963–69) brought about sweeping changes to federal and provincial language policy. The commission was a response to the growing unrest among French Canadians in Québec, who called for the protection of their language and culture, and opportunities to participate fully in political and economic decision making."

Source: : G. Laing, "Royal Commission on Bilingualism and Biculturalism", *Canadian Encyclopedia*
at <https://thecanadianencyclopedia.ca/en/article/royal-commission-on-bilingualism-and-biculturalism/>

Document 7



Source de l'image : Congrégation de Notre-Dame, *Élèves diplômées du couvent de Notre-Dame-de-Bellevue* (fin du 19^e siècle), Archives de la Congrégation de Notre-Dame, [en ligne](#).

"[...] the Catholic Church keeps its grip on education policy and on French educational institutions. Leveraging a powerful clergy and religious communities whose members still represent a third of teachers in 1954-1955 and occupy almost all leadership positions, the Church continues its traditional educational model. "

Source du texte : Pierre Graveline, *Une histoire de l'éducation au Québec*, Montréal, Bibliothèque québécoise, 2007, p. 94.

Document 9

Official Languages Act 1969...

"WHEREAS the Constitution of Canada provides that English and French are the official languages of Canada and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada."

[Wikipedia](#). Text via: Official Languages Act R.S.C., 1985, c. 31 (4th Supp.) <http://laws-lois.justice.gc.ca/eng/acts/O-3.01/page-1.html#h-5>

Document 10

"While, October 1970 showed Quebecers the kind of struggle for independence which they clearly do not want, these events did not in any way tarnished the Parti québécois or the idea of Quebec sovereignty in general. "

Source du texte : Peter Gossage et J. I. Little, *Une histoire du Québec : entre tradition et modernité*, Montréal, Éditions Hurtubise, 2015, p. 336.

Document 11

"And in electoral matters, our immortality becomes truly scabbed over. The lawyer, who demands the maximum penalty against church poor-box robbers, is confident in having added two miles of fictitious names to the lists of voters. And the stories of electoral dishonesty hardly scandalizes anyone anymore, such is the degree to which they have populated the childhood of our collective memory. "

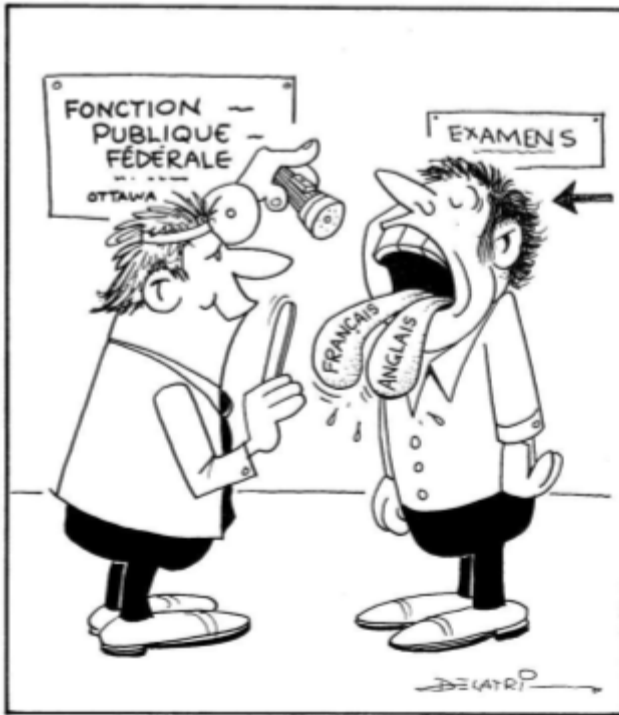
Source du texte : Pierre Elliott Trudeau, « Réflexions sur la politique au Canada français », *Cité libre*, vol. 2, n° 3 (décembre 1952), p. 53-70.
Online version in French [here](#). Quick translation of above by Paul R. at LEARN

Document 12

"Duplessis believes the province needs to recover fields of taxation lost to federal hands during the war. The subsidy system, under which Ottawa pays compensatory amounts to provinces, is equal in the eyes of the Prime Minister to a trusteeship system [...]. It is in order to end this situation that he decides on the implementation of a provincial tax on personal income. In Quebec, it is simply a question of recovering "its loot" [...]. "

Source du texte : Luc Bertrand, *Maurice Duplessis*, Montréal, LIDEC, 2005, p. 49.

Document 13



Source de l'image : Anthony Delatri, avec l'autorisation du caricaturiste.

Document 14

"The Parti Quebecois receives in the elections 41.37% of the popular vote, for a total of 71 deputies. After the result was announced, the leader René Lévesque launches this sentence that will make history: "I have never thought that I could be so proud to be a Québécois as this evening"

Source du texte : Mathieu Dion, « Ce qu'ils retiennent de l'élection du PQ de 1976 », *Radio-Canada.ca*, 15 novembre 2016, [en ligne](#).

Document 15

"The working class [...] is the victim of a conspiracy that wants her crushed, and when there is a conspiracy to crush the working class it is the duty of the Church to intervene. [...]"
His Excellency [Bishop Monsignor Charbonneau] concluded by saying "we must know that our heart is and will remain close to the working class" and in asking the faithful to give generously to help the families affected by the strike . "This is a Christian duty of charity," he said.

Source du texte : « Intervention de Mgr Joseph Charbonneau dans la grève de l'amiante », *Le Devoir*, 2 mai 1949, cité par Claude Bélanger, 2001, [en ligne](#).

"The miners of Asbestos, which I know well (...) have not temporarily deprived themselves of their livelihood and that of their children for the fun of it, but they were forced by unspeakable and provocative tactics. And if I was a minor, I would be myself on strike ... I'm with them until the end ... "

Source du texte : **M. le curé de Camirand**, cité dans *Le Devoir*, 23 mars 1949, reproduit dans François Lamarche, « Il y a 60 ans, la grève de l'amiante ou les syndicats face au duplessisme », *Revue vie économique*, vol. 1, n° 3, [en ligne](#).