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High Priority HQC Knowledge Inventory For Secondary 4 'The History of Quebec and Canada'

Student Self-Assessment and Notes

Context:

The 'content' highlighted in this inventory reflects certain knowledge that can be interpreted as 'relatively high priority', based on the lense of historical significance. The rationale is that students do not need to memorize every minute fact from the very content heavy program, but rather they can work toward a degree of content 'comfort' on the most historically significant topics.

Interestingly, there is a correlation between 'relatively more historically significant knowledge' and questions that appear on MEES exams over the past decade, based on analysis of both The HQC Program and June Exams.

Implications:

- a) Students can try to 'overlearn' the topics in this knowledge inventory, and check their own knowledge by referring to the learning objectives in the inventory.
- b) The inventory can be used by students for 'self-assessment' or by teachers to be able to design quick 'knowledge check-ins' (formative assessment), or by tutors/parents to work alongside students in studying situations, including for the final exam.

Topic 1: The Act of Union		
I can explain the goal of the Act of Union.		<input type="checkbox"/>
I can name the causes of the Act of Union.		<input type="checkbox"/>
I can identify the two colonies that were united.		<input type="checkbox"/>
I can name the new territory that was formed.		<input type="checkbox"/>
I can describe the disadvantages to Lower Canada associated with the Act of Union.		<input type="checkbox"/>
I can identify the changes to Government Structure associated with the Act of Union.		<input type="checkbox"/>
I can name the two political parties that were formed after the Act of Union.		<input type="checkbox"/>
Associated Vocabulary: Assimilation, 'legislative union', 'responsible government', 'alliance of the Reformers',		

Topic 2: The End of Preferential Tariffs with the U.K. And The Reciprocity Treaty with the U.S.A.

I can explain why the UK ended their preferential tariffs with British North America.		<input type="checkbox"/>
I can describe how Britain's ending of preferential tariffs impacted the economy of the Province of Canada.		<input type="checkbox"/>
I can explain why Canada sought a reciprocity agreement with the U.S.A.		<input type="checkbox"/>
Associated Vocabulary: 'protectionism', 'preferential tariffs', 'free trade', 'Corn Laws',		

Topic 3: Responsible Government

I can name the goals of the Baldwin-Lafontaine alliance.		<input type="checkbox"/>
I can identify the change in parliamentary structure made under Responsible Government.		<input type="checkbox"/>
Associated Vocabulary: Veto Power, Family Compact, Chateau Clique, 'Ministerial Responsibility', 'Council of Ministers', The Rebellion Losses Bill, The Alliance of The Reformers		

Topic 4: Mass Emigration from Quebec to the USA In the Second Half of the 19th Century		
I can explain how the rural situation in Quebec contributed to mass emigration and rural exodus.		<input type="checkbox"/>
I can name a measure taken to counter mass emigration from Quebec to the USA.		<input type="checkbox"/>
I can find the following places on a map of Quebec: Saguenay, Laurentides, and the Outaouais.		<input type="checkbox"/>
Associated Vocabulary: Agriculturalism, emigration, rural, exodus,		

Topic 5: The First Phase of Industrialization		
I can explain the purpose of canals and railroad construction.		<input type="checkbox"/>
I can describe how industrialization changed living and working conditions.		<input type="checkbox"/>
I can name the main energy source during this first phase of industrialization.		<input type="checkbox"/>
I can explain a consequence of mechanization on the production of goods:		<input type="checkbox"/>
Associated Vocabulary: Industrialization, Immigration, Urbanization, Grand Trunk, The		

Intercolonial and Trans-Canada Railways

Topic 6: Ultramontanism and Anti-Clericalism

I can compare the views of Ultramontanism and Anti-Clericalism.



I can describe the Institut Canadien de Montreal.



Vocabulary: Ultramontanism, Anti-Clericalism

Topic 7: The British North America Act and the Lead up To Confederation

I can name the two parties that emerged in the early 1850's.



I can explain the main causes of Canadian Confederation.

(economic and political)



I can name the three conferences that led up to the BNA.



I can name the first four provinces that joined under the BNA.



Associated Vocabulary: 'Ministerial Instability', 'Double Majority', 'The Great Coalition', '72 Resolutions', 'federation', 'Dominion', 'Federal Jurisdiction', 'Provincial Jurisdiction', The American Civil War

Topic 8: The National Policy		
I can name the 3 main components of the National Policy.		<input type="checkbox"/>
I can state when the National Policy was implemented and I can name who enacted it.		<input type="checkbox"/>
I can explain how the National Policy led to the Metis Uprising.		<input type="checkbox"/>
I can identify the location of the Metis uprising.		<input type="checkbox"/>
Associated Vocabulary: 'domestic market', 'tariff', 'customs duties', 'transcontinental railroad', Louis Riel, The Pacific Scandal		

Topic 9: The Second Phase of Industrialization		
I can name the main source of energy in the Second Phase of Industrialization.		<input type="checkbox"/>
I can name the industries that developed rapidly in this phase.		<input type="checkbox"/>
I can identify the new regions that were developed.		<input type="checkbox"/>
Associated Vocabulary: Hydroelectricity, Electrometallurgy, Electrochemistry,		

Topic 10: Federal-Provincial Relations Between Quebec and Canada		
I can describe the Federal-Provincial controversy during the Boer War.		<input type="checkbox"/>
I can explain the reason why Honore Mercier called for the Interprovincial Conference.		<input type="checkbox"/>
I can describe the cause of the Conscription Crisis during WW1.		<input type="checkbox"/>
I can explain the change that was brought		

about by the Statute of Westminster		<input type="checkbox"/>
I can describe the cause of the Conscription Crisis during WW2.		<input type="checkbox"/>
Vocabulary: Plebiscite, War Measures Act, Conscription, Imperialism		

Topic 11: Nationalisms in the 20th and 21st Centuries		
I can explain the meaning of Clerico-Nationalism as associated with Lionel Groulx.		<input type="checkbox"/>
I can explain the meaning of Canadian Nationalism as associated with Sir Wilfrid Laurier.		<input type="checkbox"/>
I can explain the meaning of French Canadian Nationalism as associated with Honore Mercier.		<input type="checkbox"/>

I can explain the meaning of French Canadian Nationalism as associated with Henri Bourassa.		<input type="checkbox"/>
Associated Vocabulary: Honore Mercier, Lionel Groulx, Institut Canadien, 'Patriotic Literature', imperialism, anti-imperialism, 'nationalism of survival',		

Topic 12: Women's Rights		
I can state when women gained the legal right to vote in Canada.		<input type="checkbox"/>
I can state when women received the legal right to vote in Quebec, and I can identify under which government this occurred.		<input type="checkbox"/>
Vocabulary: Suffrage, Therese Casgrain, Marie-Claire Kirkland-Casgrain, Parity, The Pay Equity Act,		

Topic 13: The Great Depression		
I can explain the meaning of the term Keynesian Interventions.		<input type="checkbox"/>
I can describe the main causes of the Great Depression.		<input type="checkbox"/>
I can describe the employment situation during the Great Depression.		<input type="checkbox"/>
I can name Government interventions during the Great Depression.		<input type="checkbox"/>
Associated Vocabulary: Stock Market Crash, Public Works Programs, "Return to the Land", Bennett's New Deal, Socialism, Communism		

Topic 14: The Duplessis Era		
I can describe the role of the Catholic Church in education and health care.		<input type="checkbox"/>
I can describe the Rural Electrification Act.		<input type="checkbox"/>

I can identify the new iron ore mining area and I can explain the causes for its development.		<input type="checkbox"/>
I can explain the concept of Americanism.		<input type="checkbox"/>
I can explain the reasons for urban sprawl (and emergence of suburbs).		<input type="checkbox"/>
I can identify when the Baby Boom occurred and describe what it was.		<input type="checkbox"/>
Associated Vocabulary: Suburbs, Social Conservatism, Economic Liberalism, Provincial Autonomy		

Topic 15: The Quiet Revolution		
I can describe the role of the government in the economy.		<input type="checkbox"/>
I can name the Premier of Quebec at the beginning of the Quiet Revolution:		<input type="checkbox"/>
I can explain the purpose of the formation of Crown Corporations, including Hydro		<input type="checkbox"/>

Quebec.		
I can identify when the Saint Lawrence Seaway was opened.		<input type="checkbox"/>
I can compare the difference in political methods used by the FLQ and Rene Levesque in striving for Quebec independence.		<input type="checkbox"/>
Associated Vocabulary: Secularism, Nationalization, Crown Corporations, Intervention, Quebec Nationalism, The October Crisis, War Measures Act		

Topic 16: Migrations and Demographic Changes in 20th Century		
I can name a government measure that attracted new immigrants to Western Canada in the early 20th century.		<input type="checkbox"/>

I can describe the reasons for the decrease in birth rate that started in the 1960's.		<input type="checkbox"/>
I can describe the reason for increased immigration in the 1970s and explain the effect it had on the population of Quebec.		<input type="checkbox"/>
Associated Vocabulary: Dominions Land Act		

Topic 17: Important Economic Events		
I can explain a strategy used by Canada during World War I and World War II to encourage investment in the war efforts.		<input type="checkbox"/>
I can explain what is meant by the term 'Quebec Inc.'.		<input type="checkbox"/>

I can describe NAFTA, identify when it occurred, and name who was involved.		<input type="checkbox"/>
I can explain the causes of the devitalization of single industry towns, and identify when it occurred.		<input type="checkbox"/>
Associated Vocabulary: Neoliberalism, Globalization, tariff, Victory Bonds,		

Topic 18: Political Events		
I can describe the outcomes of the first and second referendums, and identify when they occurred.		<input type="checkbox"/>
I can describe Bill 101 and explain the impact it had on Quebec society, and identify when it occurred.		<input type="checkbox"/>
I can describe the Patriation of the Constitution and identify when it occurred.		<input type="checkbox"/>

I can describe the Charter of Rights and Freedoms and situate it in time.		<input type="checkbox"/>
I can describe the Meech Lake and Charlottetown Accords and can situate them in time.		<input type="checkbox"/>
I can describe Canada's involvement in Afghanistan.		<input type="checkbox"/>
Associated Vocabulary: Parti Quebecois, Rene Levesque, Jacques Parizeau, Referendum, Patriation		

Topic 19: Social Changes Since 1980		
I can situate in time the subsidizing of daycares, and explain the purpose behind the policy		<input type="checkbox"/>
I can situate in time the introduction of QPIP- Parental Leave Benefits, and explain the purpose behind it		<input type="checkbox"/>

Associated Vocabulary: Subsidizing, <i>Centre de Petite Enfance</i> , QPIP		

Topic 20: First Nations Events and Issues		
I can describe the Bagot Commission, I can situate it in time and explain what it led to.		<input type="checkbox"/>
I can situate the signing of the Numbered Treaties in time.		<input type="checkbox"/>
I can situate the passing of the Indian Act in time and explain its main goal.		<input type="checkbox"/>
I can explain the government's goal in establishing Residential Schools.		<input type="checkbox"/>
I can explain the James Bay and Northern Quebec Agreement, and situate this event in time		<input type="checkbox"/>
I can describe The Oka Crisis, and situate this event in time.		<input type="checkbox"/>
I can explain the purpose of the Truth and Reconciliation Commission of Canada		<input type="checkbox"/>

Associated Vocabulary: Sedentarization, Reserves, the numbered treaties, assimilation, Residential Schools, missionaries, Indian Agents, disenfranchisement