



STUDENT WORKBOOK

Coherent Representation 1980-1990 - Competency 1

Describe Quebec society, between 1980 and 1985, according to political and economic aspects.

Name : _____

Group: _____

Competency 1: Characterize a period in the history of Quebec and Canada

Describe Quebec society, between 1980 and 1985, according to political and economic aspects.

- Consult the document file
- Select only the documents relating to the period and the territory concerned.
- Complete the diagram on the next page basing your answer on the selected documents.

Version consistent with the assessment model provided by the MEES (February 2018)

Based on original RECITUS evaluation at

[Question à développement C1 - 1980 à nos jours](#)

Version Google Doc

https://docs.google.com/document/d/1b8bHQUG8cjUC50GJZTri6gGJ_QO-tTp1Yq8mJkhCJ4/edit?usp=sharing

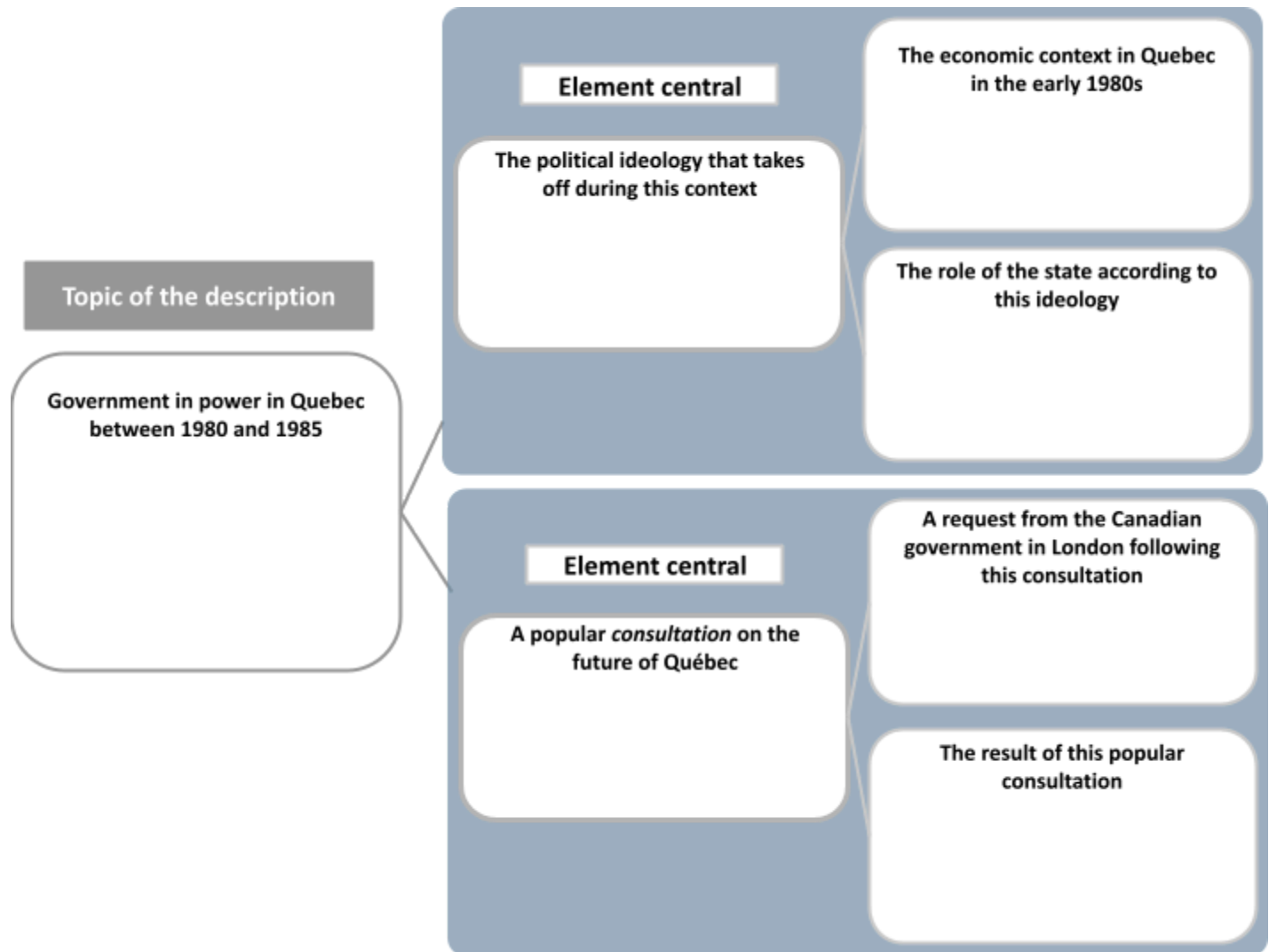
Answer key in French at Pistes de solution at [Question à développement C1 - 1980 à nos jours](#)

Evaluation Grid

RUBRIC

Criterion: *Coherent representation of a period in the history of Québec and Canada*

Indicates the topic of the description			
The student indicates the topic correctly. 2 marks	The student indicates the topic to some extent. 1 mark	The student indicates the topic incorrectly or does not indicate it. 0 marks	/2
Provides details on connected elements			
First connection	The student provides details on the central element	and provides details on the other two elements. 3 marks	/3
		and provides details on one of the other two elements. 2 marks	
		but does not provide details on the other two elements. 1 mark	
	The student does not provide details on the central element	but provides details on the other two elements. 1 mark	
		but provides details on one of the other two elements or does not provide any details. 0 marks	
Second connection	The student provides details on the central element	and provides details on the other two elements. 3 marks	/3
		and provides details on one of the other two elements. 2 marks	
		but does not provide details on the other two elements. 1 mark	
	The student does not provide details on the central element	but provides details on the other two elements. 1 mark	
		but provides details on one of the other two elements or does not provide any details. 0 marks	
Total			/8



DOCUMENT FILE

Coherent Representation 1980- 1990 - Competency 1

Document 1

"...the counting of votes gave about 60% to the federalist option. The *Parti...* was obliged to put its project of sovereignty-association on the backburner..."

Source : Jean-Paul Couturier, *Un passé composé. Le Canada de 1850 à nos jours*, 2^e édition, Moncton, Les Éditions d'Acadie, 2000, p. 359. (trans.)

Document 2

"As a result of a long process that began during the war, the welfare state matured... its most visible aspect being a panoply of social programs. Three modes of intervention - regulation, redistribution, insurance - impacted all parts of society and all individuals."

Source : P.-A. Linteau et al. *Histoire du Québec contemporain*, tome II : *Le Québec depuis 1930*, Montréal, Boréal, 1989, p. 637. (trans.)

Document 3



Source : Jean-Marc Phaneuf, *The voting booth*, May 15i 19--., [Bibliothèque et Archives nationales du Québec](#), P575,S4,SS10,P85.
Licence : use authorized for education purposes .

Document 4



Source : Thomas Kiernans, *Robert Bourassa (1933-1996)*, [Wikimedia Commons](#).

Document 5



Source : Le Québec économique / CIRANO, « Taux de croissance trimestriel du PIB réel, Québec (19-- à 20--) », [en ligne](#) et Institut de la statistique du Québec, « Produit intérieur brut réel aux prix du marché selon les dépenses, base 2007, Québec », [en ligne](#). Licence : used with permission.

Document 6

The question: "Do you agree that Québec should become sovereign, after having made a formal offer to Canada for a new economic and political partnership, within the scope of the Bill respecting the future of Québec and of the agreement signed on 12 June ...?" Quebeckers refused by 50.58%.

Source: *L'accession du Québec à la souveraineté. Texte de la question*, [Directeur général des élections du Québec](#). (trans.)

Document 7

"With tax revenues falling and with expensive health, education, and social assistance programs to maintain, governments all over the West began to preach and practice the ... economics known in Britain as Thatcherism and in the United States as Reaganomics."

Source : P. Gossage & J. I. Little, *An Illustrated History of Quebec*. Toronto: Oxford University Press 2012., p. 297.

Document 8



Source: Robert Cooper, *Signing of the Constitution*, [Library and Archives Canada](#), PA-140705, MIKAN 3206003. Licence : public domain..

Document 9



Source: Duncan Cameron, René Lévesque ...at the Paul Sauvé arena, [Library and Archives Canada](#), PA-115039, MIKAN 3370554. Licence: public domain.

Document 10

“The role of the government in the economy was increasingly questioned as the merit of a specific Quebec model...were no longer evident.”

Source : J. A. Dickinson & B. Young, *A Short History of Quebec (3rd Ed.)*, Montreal and Kingston: McGill-Queen's University Press, 2003, p. 350.

Document 11

Quebec entered into an unprecedented thirty year period of prosperity. Generally, production and employment both increased. Household income rose as women increasingly joined the workforce.

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

Document 12

“Over the years, the Dominions had exercised their sovereignty on numerous occasions with respect to foreign policy. It became necessary to clarify their status as quasi-autonomous states..., the Statute of Westminster was ratified by the Parliament by the British Parliament. It granted the Dominions full legal autonomy ...”

Source : Government of Canada, Intergovernmental affairs, “The Statute of Westminster, 1931”, 2010, [online](#).