Based on original RECITUS evaluation documents: Student workbook "Questions courtes - 1980 à nos jours -> here

STUDENT WORKBOOK

Short answer questions - From 1980 to our times

Name: _____ **Group:** _____

Instructions

Targeted INTELLECTUAL OPERATIONS

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

Instructions:
Use the included document collection at the end of the workbook to answer the questions.

[Read carefully and scan through **all** the documents when answering questions. The documents are not necessarily in any order or associated with each other!]

QUESTIONS

1. Documents 1 to 4 present events that are related to the demands of social groups since 1980. 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)

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2. Identify a cause that may explain the general decline in younger generations taking over agricultural businesses since 1980.

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 determines it. .

3. Document 5 presents the perspective of two actors regarding the adoption of the North American Free Trade Agreement (NAFTA). On what precise point do these two people disagree?

Identify differences and similarities	2 points	1 point	0 point
	The student correctly establishes the point of divergence [disagreement] between the two points of view.	The student establishes more or less correctly the point of divergence between the points of view.	The student incorrectly establishes the point of divergence between points of view or does not establish it.

4. Using Document 7, indicate a change for women in Quebec in the 2000s. Justify your choice.

Determine changes and continuities	3 marks	2 marks	1 mark	0 marks
	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

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5. Identify a consequence of the development of the Internet in the 1990s.

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

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

Anti-globalization	

Neoliberalism	

Establish connections between facts	2 marks	1 mark	0 marks
	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. (2 out of 4)

7. Explain how, in the years following the passing of Law 101, a Supreme Court judgment regarding Law 101 resulted in a government response in Quebec. Answer the question by providing details on the elements below and establishing connections between them.

    a. The application of Law 101
    b. A judgment of the Supreme Court
    c. the Quebec government's response

Establish causal connections	The student specifies the three elements	and correctly establishes two causal connections.	3 points
		and correctly establishes a causal connection.	2 points
		but does not correctly establish any causal connection.	1 point
	The student specifies two elements	and correctly establishes a causal connection.	2 points
		but does not correctly establish any causal connection.	1 point
	The student specifies one element or does not specify one .		0 points

8. Using Document 13, identify the letter that corresponds with the new territory created in 1999.

Situated in time and space	2 points	0 points
	The student situates the fact in space	The student does not situate the fact in space

9. Document 14 presents the points of view of two cartoonists regarding the constitutional reforms proposed in the Meech Lake Accord. On what precise point do they agree?

Identify differences and similarities	2 points	1 point	0 point
	The student correctly establishes the point of convergence [agreement] between the points of view.	The student establishes more or less correctly the point of convergence between the points of view.	The student incorrectly establishes the point of convergence between points of view or does not establish it.

DOCUMENT COLLECTION

for Short answer questions - From 1980 to our times

HISTORICAL DOCUMENTS:

Document 1



Image source : La riposte, *Manifestation contre la loi 78 de Jean Charest [Demonstration against Bill 78 of Jean Charest],* Flickr. Licence : Creative Commons (BY-SA).

Document 2

"After having reached an agreement last week with 30,000 public service employees, the Liberal government [of Jean Charest] announces on June 20 that its proposed pay equity settlement has been approved by the major unions (the Confédération des syndicats nationaux, the Centrale des syndicats québécois, and the Fédération des travailleurs et travailleuses du Québec, etc.).

Source of text : Bilan du siècle, *Annonce d'une entente sur la question de l'équité salariale [Announcement of an agreement on the issue of pay equity]*, Université de Sherbrooke, en ligne.

Document 3

The Indigenous people of Kanehsatà:ke oppose the expansion of a golf course onto Mohawk Cemetery Land. The government of Robert Bourassa requests the intervention of the army during the Oka Crisis.

Source of text : Service national du RÉCIT, domaine de l'univers social.
Image source : Alanis Obomsawin, *Kanehsatake, 270 ans de résistance*, en ligne sur le site de l'Office national du film.



Document 4

"[...] the recession is sinking public finances. The Lévesque government is asking for the renegotiation of the collective agreement for government employees and is asking to cancel the salary increase planned for the current year. Moreover, he threatens to fire 17,430 civil servants. The unions firmly refuse."

Source of text : Ordre des Conseillers en Ressources Humaines Agréés (CRHA), *Les relations du travail au Québec*, en ligne.

Document 5

"The Ontario government finds that NAFTA 'is a bad deal.' It will cause job losses; it will put downward pressure on wages, on labour standards, and on Canadian and provincial environmental standards; it will not put an end to American commercial harassment [...], says Ms. Lankin [the Ontario Minister of Economic Development]."

Source of text : Suzanne Dansereau, L'Ontario songe à contester la constitutionnalité de l'ALENA, *La Presse*, 9 août 1993, p. C1, en ligne sur BAnQ.

"In short, by rejecting the agreement that has just been signed, Canada would significantly weaken its competitive position in investment. And, whoever says investments, says jobs. We can criticize the agreement, think that it goes too far, or that it does not go far enough. One fact remains: Canada simply cannot afford to withdraw unless partisan blindness prevails over common sense."

Source of text : Georges Angers, « Un peu de bon sens ! », *Le Soleil,* Québec, 15 août 1992, p. B3, en ligne.

Document 6



Image source: Flickr user Takver under CC license /by-sa/2.0/

Document 7

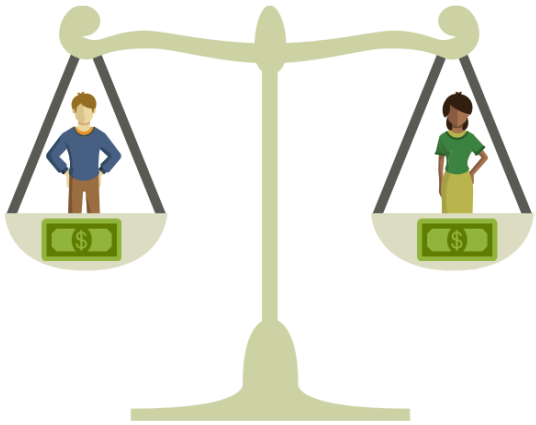


Image source ; Service national du RÉCIT, domaine de l'univers social.

Document 8

The language law adopted by the Parti Québécois on August 26, 1977, commonly known as Bill 101, is a true charter of the French language. Among the boldest and most criticized provisions are the following: [...] Commercial and public signage must be in French only. [...] Only children of the English-speaking minority will have access to English schools.

Source of text : Éric Bédard, *L'Histoire du Québec pour les nuls,* Paris, Éditions First, 2015, p. 326.

Document 9

The World Wide Web (WWW): Is a very user-friendly, easy-to-use system that allows you to switch from one page or site to another by “clicking” on a link or “hypertext.”

Source of text : La documentation Française, *Historique du réseau*, 2011, en ligne.

Document 10

"In Quebec, 12% of Quebec farm businesses report a need for someone to take over their business, as the owners say they plan to give up farming. The proportion of farms that identified family succession as a problem is at 65%. [...] Businesses (26%) that have no identified successors are likely to interest people outside the immediate family or to be dismantled."

Source of text : Centre de référence en agriculture et agroalimentaire du Québec, *Portrait de l'établissement et du retrait de l'agriculture au Québec,* Sainte-Foy, 2004, p. vii, en ligne.

Document 11

« [...] sections 58 and 69 of the Charter of the French Language (Law 101), which required the exclusive use of French in commercial signs and the style of firm names, were incompatible with [...]the *Canadian Charter of Rights and Freedoms* and [...] the *Québec Charter of Human Rights and Freedoms*. Freedom of expression includes the freedom to choose the language in which one expressed oneself. Commercial expression also formed part of freedom of expression.»

Source: Beaudoin, Gérald A.. "Ford Case". The Canadian Encyclopedia, 13 February 2015, Historica Canada. https://www.thecanadianencyclopedia.ca/en/article/ford-case . Accessed 25 April 2019.

Document 12

"To put it bluntly, [this movement] is critical of state interventionism and of the welfare state. Their analysis is based on the idea that the Great Depression of the 1930s was not caused by capitalism but instead by early interventions of the state that perverted the mechanisms of the market economy [...]. This doctrine holds that a planned, state-dominated society inevitably runs aground, both politically and economically. "

Source of text : « Définition … », *Perspective Monde,* 2016, en ligne.

Document 13



Image source : Cartograf.fr

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Document 14

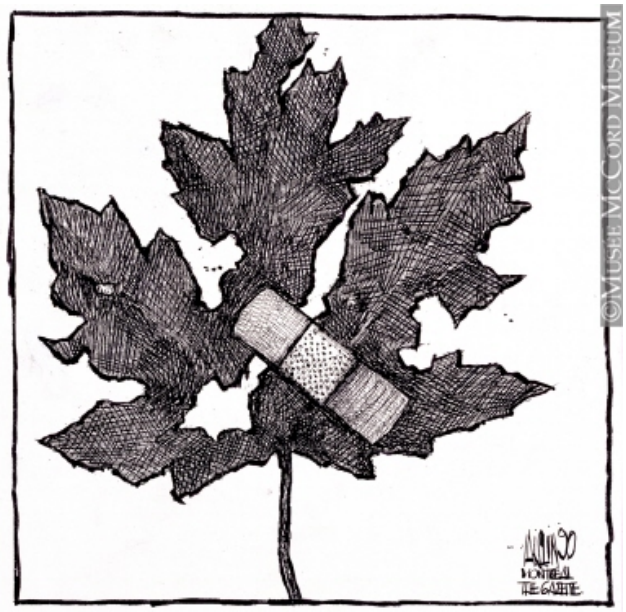


Image source : Aislin (alias Terry Mosher), *L'unité canadienne* (1990), Musée McCord, M996.11.142. Licence : Creative Commons (BY-NC-ND).



Image source : Duncan Macpherson, *L'accord du lac Meech et les provinces* (1990), Musée McCord, M2012.123.526. Licence : Creative Commons (BY-NC-ND).

Document 15

« THE PARLIAMENT OF QUÉBEC ENACTS THE FOLLOWING :

[...] 58. Public signage and commercial advertising must be in French .

They [signs] can also be in both French and another language, provided that French is clearly predominant. [...] »

Source of text : Gouvernement du Québec, « Extrait de la loi 178 », *Publications Québec,* en ligne.