

# Québec Sovereignty and Primary Source Investigation

## *Lesson Plan*

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### Rationale

This lesson will give students insight into how opinions of a group can change at different times throughout history and encourage them to inquire into why these opinions change.

### First Peoples Principles of Learning

- Learning is embedded in memory, history and story.

### Curriculum Connections

Social Studies 10 and Francophone History and Culture 11

#### **Social Studies 10**

*Big idea:* Varying worldviews lead to different perspectives and ideas about developments in Canadian society.

*Content:*

- Domestic conflicts and cooperation
  - Québec sovereignty

*Curricular competencies:*

- Compare and contrast continuities and changes for different groups at particular times and places.

*Estimated time required:* 60 minutes

#### **Francophone History and Culture 11**

*Big idea:* Francophone communities influence Canadian society as a whole.

*Curricular competencies:*

- Infer and explain different perspectives on past or present people, places, issues or events by considering prevailing norms, values, worldviews and beliefs (perspectives).

*Content:*

- Local, regional and national co-operation and conflicts between different groups, including First Peoples
  - October Crisis (1970)
  - Québec independence referendums (1980 and 1995)

*Estimated time required:* 60 minutes

## Materials

- Print a copy of the worksheet for each student.
- Print copies of the primary sources linked in this Learning Portal playlist or ensure students have access to computers to look at the primary sources.
- Students using the video sources will need access to a computer.

## Activity

### Part 1: Discovery

Objective: To learn about key moments in Québec's history of sovereignty and practice chronological thinking.

1. Divide the class into groups and give them each a key term to research about Québec sovereignty. The students will research the term and write a few sentences about what the term is. (Please see below for a list of suggested online resources for this research.)
  - Terms to include: *Quiet Revolution*, *October Crisis*, *Bill 101*, *1980 Referendum*, *Parti Québécois*, *Bloc Québécois*, *1995 Referendum*.
2. Create a timeline on the board and have the students place their key terms in chronological order as best as they can.
3. Share your knowledge: Go over the terms as a class. Each group will explain what they've learned so far.

### Part 2: Primary source investigation

Objective: To investigate archival documents and think about when they were made, who made them and why.

4. Provide each group with one of the primary sources (e.g., articles, letters, photographs) from the Learning Portal playlist.
5. Students should examine the primary source as a group and...
  - think about major historical events that happened around the time it was published.
  - consider the biases of the author with the historical events in mind.
6. After each group has had time to read and analyze the primary sources, the students will present what they found to the class and then place their sources on the timeline.
  - It may be helpful to complete one as a class first and then send the students off to complete their own analysis.

## Further Resources

- Teach Québec sovereignty with this article from the Canadian Encyclopedia: <https://www.thecanadianencyclopedia.ca/en/article/sovereignty>
- Teach the October Crisis with this article from the Canadian Museum of History: <https://www.historymuseum.ca/history-hall/october-crisis/>

## Québec Sovereignty and Primary Source Analysis Worksheet

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### Part 1: Discovery

1. Use the table below to write the definitions of the key terms.

Quiet Revolution	
October Crisis	
Bill 101	
1980 Referendum	
Parti Québécois	
Bloc Québécois	
1995 Referendum	

## Part 2: Primary Source Analysis

2. Fill out this table when examining your primary source.

Type of primary source (letter, newspaper article, TV show)	
Author	
Publication date	
What historical events were occurring during this time?	
How do you think those historical events impacted the opinion of the author?	
Do you think the author is biased towards or against French-Canadian language rights? How do you know? Why do you think they would have that opinion?	