

# History and Citizenship Education

## Secondary Program

### 2.1 and 2.2



Social Studies



past and the present. They will also help students develop a better understanding of modern day issues and debates which they will encounter as Inuit. In addition, learning history will provide students with the opportunity to construct their place within society and develop a social identity.

A special thank you to AVATAQ and Toby Morantz for their historical expertise.

**We wish you a successful academic year!**

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## **Competency Dynamic within History and Citizenship Education**

This guide has been designed to accompany the program of study in order to facilitate your task within the classroom. A thorough reading of the guide will be necessary before you begin teaching the History and Citizenship Education program. Reading the documents will allow you to concretely see the work that is awaiting you and your students. Also, you will be able to refer to the documents throughout the year when preparing for various learning and evaluation situations (LES).

In the following pages, you will find a presentation of the three history competencies. You will also find several tools that will accompany your teaching throughout the year. They can be used to facilitate your global planning. Finally, you will find a general structure of a learning and evaluation situation that might facilitate your comprehension of the competencies.

### **The Program Specific Competencies**

The History and Citizenship Education program aims to develop the following three competencies:

- Examines social phenomena from a historical perspective
- Interprets social phenomena using the historical method
- Strengthens his/her exercise of citizenship through the study of history

*These three competencies are developed together and in interaction, on the basis of the same program content.*

These closely connected competencies are of equal importance in students' education. As the diagram on page 18 shows, these competencies are developed together and in interaction, on the basis of the same program content. The use of all three may be observed in a learning and evaluation situation.

By considering social phenomena from a historical perspective, students develop attitudes that determine the way in which they will approach and interpret these phenomena; they form a personal representation of them. Using the historical method, they seek answers to their questions, and the answers give rise to new questions. Through the frequent examination and interpretation of social phenomena, they establish the historical basis of their citizenship, which enables them to exercise it more effectively.

### **Meaning of Competency One** **Examines social phenomena from a historical perspective**

Examining social phenomena requires an openness to everything that happens in society including events and/or social issues. Developing this competency requires interest, intellectual curiosity, a concern for precision, and the use of the **historical perspective**. It entails looking to the past in order to understand the present and questioning aspects of society in order to see phenomena in terms of duration and complexity. In order to adopt the historical perspective, students must learn to avoid drawing hasty conclusions. Students must also learn to contemplate the origins of social phenomena, the context, and must ask questions about the beliefs, attitudes, and values of historical actors and witnesses. The competency has three key features which are related to past, duration, and complexity. A fourth key feature is related to metacognition. The social phenomena studied are comprised of economic, social, political, and cultural events.

### **Meaning of Competency Two** **Interprets social phenomena using the historical method**

Interpreting social phenomena using the historical method entails finding answers to the questions raised by students, explaining them, and making sense of them. It requires a rigorous approach which is called the **historical method**. To develop this competency, students must learn to reason on the basis of facts and defend their interpretations. To interpret a phenomenon, students must learn to identify the circumstances that characterize it. They need to get information from selected documents and analyze it in order to determine the actions and people involved, including actors and witnesses. They need to suggest factors that might explain the social phenomenon and create connections between them while formulating hypotheses. Students seek long-term consequences of the social phenomena. They develop an interpretation, which they adjust and qualify, avoiding hasty generalizations, and put their own representations into perspective. They establish similarities and differences with the Inuit and with a society elsewhere. Also, students find answers to the questions that they posed in competency 1 and formulate new questions based on their findings and interpretations.

The competency is comprised of four key features. Three of the key features are related to establishing facts, explaining social phenomena, and putting social phenomena in perspective. The fourth key feature is related to metacognition.

### **Meaning of Competency Three**

#### **Strengthens his/her exercise of citizenship through the study of history**

The exercise of citizenship constitutes the tangible expression of consciousness of citizenship. It manifests in the principles that citizens adopt, values, and in behaviours. It is often most clearly reflected in the institutions of a society. The exercise of responsible citizenship depends greatly on a person's capacity to establish critical distance from social phenomena. The students must develop a sense of who they are relative to other individuals. They must define themselves in relation to others. The competency helps students come to realize that democracy is the result of a long process of change in which each generation participates, and that they themselves are part of this historical continuum. Students must realize that despite all the democratic rhetoric, serious inequities still exist. As responsible citizens, they will have to take a position on these inequities. This competency allows students to grasp the nature and origin of public institutions which helps students see that social change depends on human action. As responsible citizens, they must become capable of participating in debates on social issues.

This competency is comprised of five key features related to social identity, social participation, deliberation on issues, public institutions, democratic life, and metacognition. They allow students to recognize and analyze social issues of the present while taking into consideration the proposals of the groups involved and their potential repercussions. They must be capable of stating, explaining, and defending their opinions in order to participate in democratic life.

#### **Competency 1**

##### **Examines social phenomena from a historical perspective**

**Examining the present:** Provide students with documents about the present that will guide them to the origin of a given social phenomena. In a learning situation, students must be given a task or tasks that enable them to examine social relationships or the values related to the object of citizenship (competency 3).

For the learning and evaluation situation, provide students with documents (texts, photos, etc.) about the present that will raise their awareness of the different elements of the social phenomena in question (concepts, actors, values, etc.). This will enable them to examine and question the object of inquiry from the present, as provided in the program. It is important that the documents encourage reflection on the object of citizenship and that questions raised by students are related to the object of inquiry from the past.

**Examining the past:** The task or tasks related to competency 1 (past) encourage students to ask questions that can be answered during the interpretation. For the learning and evaluation situation, the documents provided (texts, photos, etc.) must be related to the problem identified by the object of interpretation (competency 2) and must raise awareness of the various elements of the social phenomena in question (concepts, actors, values, etc). This will enable them to examine and question the object of inquiry from the past, as provided in the program.

## **Competency 2**

### **Interprets social phenomena using the historical method**

In a learning and evaluation situation, the teacher must frequently provide students with the opportunity to stop and ask questions concerning the object of inquiry from the past (competency 1). They must also provide one or more tasks that will help students identify social relationships and values from the past that are linked to the object of citizenship (competency 3).

#### **Introducing the problem**

The question must be linked to the object of interpretation provided in the program. In the learning and evaluation situation, teachers provide students with a task that allows them to formulate a hypothesis related to the problem.

#### **Gathering information**

For learning and evaluation situations, a student booklet and document file are provided as tools used to deliver relevant documents needed for student to answer his/her hypothesis as well as the necessary tools for compiling the gathered information. Relevant information can also be provided through teacher-centered lessons and information capsules.

#### **Putting it in perspective**

The learning and evaluation situation must include tasks that enable students to compare his/her society to another using one or two elements of the social phenomena in question.

#### **Reviewing the hypothesis**

Students will either prove or disprove their hypotheses while demonstrating their ability to make links between the gathered information. The student must qualify his/her answer using the similarities and differences found while comparing societies.

### **Competency 3**

#### **Strengthens his/her exercise of citizenship through the study of history**

In a learning and evaluation situation, teachers must frequently provide students with the opportunity to stop and ask questions concerning the object of inquiry from the past (competency 1). They must also provide one or more tasks that will help students identify social relationships and values from the past that are linked to the object of citizenship (competency 3).

#### **Reflection and citizen action**

The learning and evaluation situation makes the student aware of the link between the object of inquiry (competency 1) and the object of citizenship (competency 3). The documents used for competency 1 (present) can also be used here. The student must also make links between the statement from competency 3 and the past. For the learning and evaluation situation, provide tasks related to one or more of the competency components (social identity, community life, democracy, public institutions, issues within society).

Quebec Education Program. History and Citizenship Education, Cycle 2.  
Ministere de L'Education, du Loisir et du Sport, 2006.

## The Key Features of each Disciplinary Competency

Each competency in the program is comprised of key features which specify the manner in which students can acquire the competency. Throughout an LES, these key features are deployed at the same time or in succession. They are as follows:

### **DC1: Examines social phenomena from a historical perspective**

Key features:

- Explores social phenomena in light of the past;
- Considers the origin of social phenomena in terms of duration;
- Looks at social phenomena in their complexity;
- Critically assesses his/her process, before, during, and after.

### **DC2: Interprets social phenomena using the historical method**

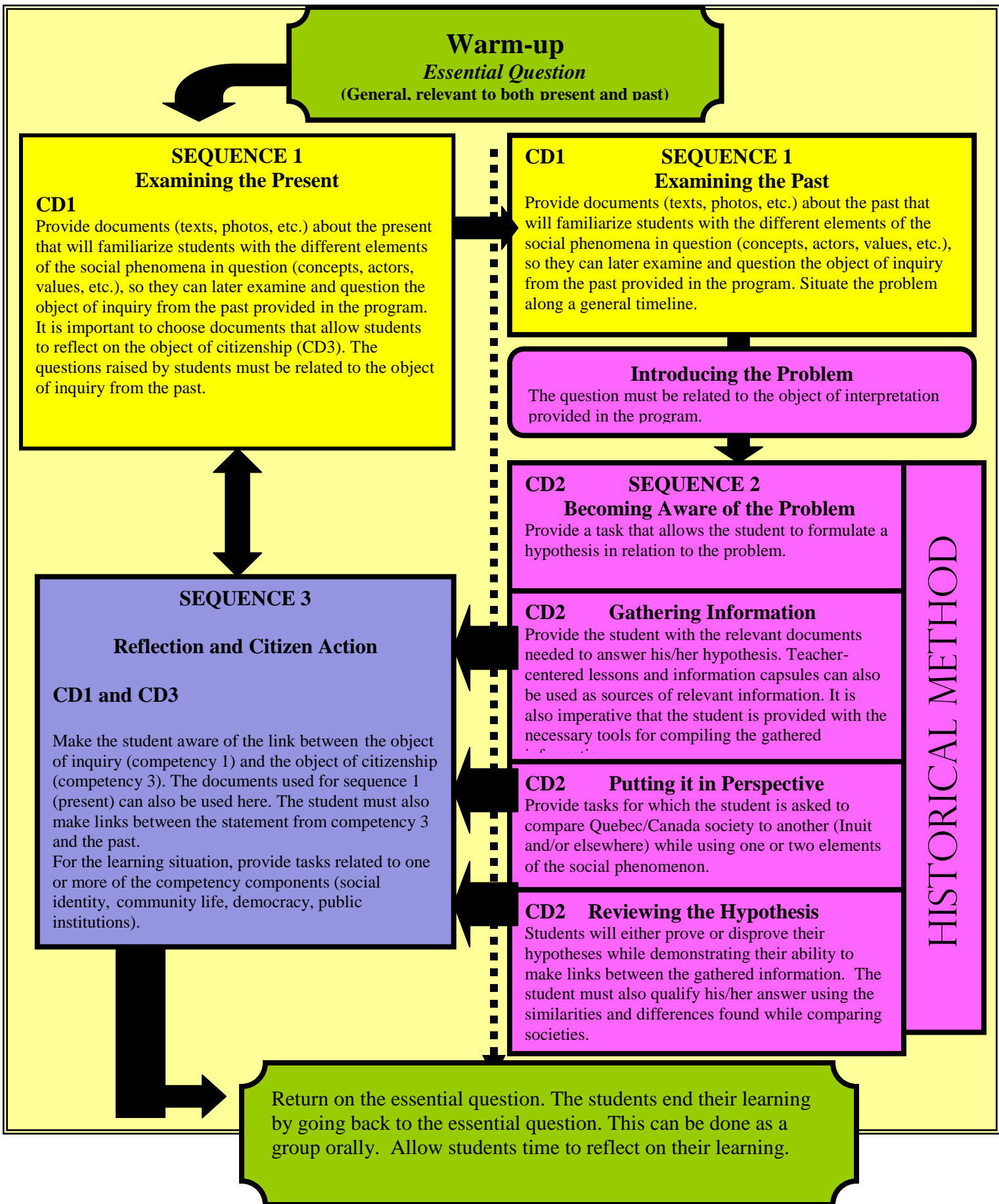
Key Features:

- Establishes the factual basis of social phenomena;
- Explains social phenomena;
- Puts his/her interpretation of social phenomena in perspective;
- Critically assesses his/her process, before, during, and after.

### **DC3: Strengthens his/her exercise of citizenship through the study of history**

Key Features:

- Recognizes the diversity of social identity;
- Establishes the basis of social participation;
- Discusses social issues;
- Understands the purpose of public institutions;
- Critically assesses his/her process, before, during, and after.



Translated from a document created by: Table regionale en universe social Laval-Laurentides-Lanaudiere.

# Definitions

## **Social Phenomena**

A social phenomenon refers to human action in societies of the past or present. These phenomena encompass all aspects of the life of a society-the cultural, economic, political, and territorial aspects-as well as the social aspects itself. (*MELS, p. 1*)

## **Designated focus**

Establishes guidelines for the study of each social phenomenon.

## **Objects of learning**

Their purpose is to relate the subject-specific competencies to the program content. The **object of inquiry** has two parts:

1-A social phenomenon of the present;

2-A social phenomenon of the past.

In both cases, students come up with questions regarding the social phenomenon.

The **object of interpretation** is determined by the social phenomenon studied. The **object of citizenship** concerns a social issue having to do with social relationships. The students identify social relationships in societies of the past (object of interpretation) and then examine the situation regarding the relationships in the present. Finally, this reflection should lead them to ask new questions about a given social phenomenon in the present.

## **Concepts**

A concept is a mental representation of a concrete or abstract object of knowledge. Concepts form a large part of a society's shared cultural baggage. For example, citizens with no concept of democracy would be like foreigners in Quebec society because they would lack an element of the knowledge shared by their community.

## **Historical Concept**

A historical concept takes on a particular meaning within a specific historical period rather than the general or common definition of the word. For example, the historical concept "Conquest" refers to the struggle between France and Great Britain and not other forms of conquest (e.g. the winning of a favour).

## **Historical Question**

A historical question differs from a standard question in that it must contain a time marker; and the content of the question must be pertinent to the historical period being studied (i.e. the object of inquiry, the actors, the actions, the facts, or another aspect of society).

**Examples of good historical questions:**

- In 1765, what types of taxes were imposed by the king?
- Today, which countries do not respect the Universal Declaration of Human Rights?
- Why was tea taxed in 1773?

**Examples of poor historical questions:**

- Where did this happen?
- At that time, were there consequences on the environment?
- How did the King react to the letter?

**Drawing Conclusions/Making Observations**

Within the context of the program, drawing a conclusion requires students to make observations based on a collection of facts (readings, images, video texts, etc.). The conclusions or observations made by students do not require a great deal of reflection. They should be the students' first impressions. This act allows them to create links between materials and create a more complete picture. It is important that their conclusions/observations not be based on one document type but rather a collection of documents.

**Hypothesis**

A hypothesis is a tentative explanation for things that have been observed (read, watched, etc.). Within the context of the program, it is important that the teacher reinforces the fact that a hypothesis does not have to be exact. It is a prediction based on what students have seen. The hypothesis will be revisited once they have been exposed to a sufficient amount of sources to have a more accurate understanding of a particular historical period. The accuracy of their hypothesis is less important than their ability to revisit their initial explanations and rectify any falsities in them.

**Knowledge**

The knowledge acquired by students in competency 1 and competency 3 is determined by the key features. For example, for competency 1, the knowledge may concern the use of chronological reference points to examine a phenomenon or ways to find out about the historical actors or witnesses. For competency 3, students examine public institutions, values, and principles underlying democratic life and individual and collective rights. In competency 2, the historical knowledge is presented in a global manner.

**Elsewhere**

They are intended to help students put their interpretation of social phenomenon into perspective. They allow students to consider a society elsewhere in the world from a comparative perspective so as to establish similarities and differences. They allow students to compare Quebec society with another

society in the same period, in terms of the focus. They help students realize that there are other models of social organization.

**Inuit**

The Inuit timeline assists students in reflecting and putting their culture into perspective while validating their cultural background. It allows students to consider the impact of the north on the south and vice versa. It permits students to gain a better understanding of the parallel historical development of northern and southern Quebec and Canada.

## Learning and Evaluation Situations

The switch from an objective-based social studies program to a competency-based program has impacted how we think about learning and evaluating in the social sciences. As a result of this shift in approach, classroom practices and materials must be adapted in order to ensure that they are reflective and supportive of the competency development of students.

The Quebec Education Program (QEP) defines a competency as “the capacity to act effectively by drawing on a variety of resources”. As one of our goals as educators is to assist our students in developing their competencies in the various disciplines, we must provide them with situations in which they are able to develop and demonstrate target competencies. The use of Learning and Evaluation Situations (LES) can assist students with the development of their competencies. LESs are comprised of one or more tasks that must be completed by students. The knowledge, skills, and strategies that the students gain during these tasks assist the students in the effective completion of a greater defined task. In other words, students are provided with an opportunity to reinvest what they learn in a complex task. LESs allow students to use and develop targeted competences, strategies, and resources. The situations also provide opportunities for teachers to support the competency development of their students through evaluation for learning and evaluation of learning. In order to achieve this, the situations presented to students must be meaningful, open, and complex while providing students with an opportunity to assess and reflect on their development and work.

The term, “**situation**”, means a set of one or more tasks that students must complete in order to reach a defined goal. Situations allow for students to develop and exercise one or more subject-specific competencies. They are also used to monitor competency development in order to support learning; last, they are used to recognize competencies.

To promote the development of the competencies in history and citizenship education, learning and evaluation situations must be meaningful, open, and complex, present challenges adapted to individual students` capacities, and provide conditions that encourage students to critically assess their process and their work.

| <b>Learning and Evaluation Situations in History and Citizenship Education</b> |  |
|--|--|
| <b>Meaningful</b>  | When students recognize that there is a connection between what they are learning in the classroom and their everyday life or their futures, the learning task becomes meaningful. In terms of History and Citizenship Education, students will perceive what they are learning as relevant and, therefore, meaningful when they realize that the study of the past provides them with a better understanding of present day situations in their community, region, country, and world.  |
| <b>Open</b>  | LESs are considered open when the students are provided with opportunities for choice and to explore various paths. LESs within History and Citizenship Education provide an openness in certain instances in terms of the choice of task. Also, openness is provided with regard to documentation, view points, witnesses, societies, and different forms of productions. In History and Citizenship Education LESs, students are presented with more than one opinion, perspective, and reality. This allows them to view one situation from various angles. |
| <b>Complex</b>   | LESs in the History and Citizenship Education program are considered complex when they require the students to use historical knowledge, concepts, objects of learning, cultural references, and various other elements. The material and tasks presented to the students encourage the use of more than one of the elements of the program content, thereby making the task complex.  |

### **Differentiation**

Although learning and evaluation situations are provided for each of the units of study in the History and Citizenship Education program, there remains place for teacher input and adaptations. The provided LESs are flexible and permit for adaptations for differentiated instruction. The work can be easily adjusted. For example, documents could be removed, modified, or replaced for reluctant readers. In addition, for each LES, optional activities have been indicated with an hour glass. These activities can be used for differentiation.



### **Sequence of a Learning and Evaluation Situation**

Generally, a learning and evaluation situation takes place over the course of several class periods or weeks, depending on the teacher's planning. A warm-up activity to set the scene and activate the students' background knowledge is always presented in the object of inquiry.

## Regulation<sup>1</sup>

To improve the quality of students' learning, regulation must support students' learning process, and also direct teachers' pedagogical interventions. Among other things, learning and evaluation situations afford students and teachers opportunities to identify strengths, difficulties encountered, and allow for self-reflection and monitoring. The goal is to help students progress and become more autonomous, so that they are eventually able to regulate their own learning. This is known as self-regulation.

Effective regulation is based on certain conditions: the learning outcomes must be clear and allow regular checks to be made to see how close the students have come to the outcomes, and significant feedback must be provided.

## Evaluation

To support and render an account of competency development, teachers must gather information and interpret it at various times. During an activity, teachers do not always use formal instruments, but at other times, they must use a formal assessment and use tools such as evaluation grids<sup>2</sup>. Evaluation grids compare specific features of a process or realization with pre-determined criteria. In general, evaluation grids consist of a list of evaluation criteria and observable elements and offer a way to record observations. The evaluation criteria given in the program are the main reference points for observations made in the context of competency evaluation. The evaluation criteria<sup>3</sup> are generally formulated in the form of qualities whose degree may vary. They are of a general nature, and concern the students' approach and final product. The evaluation criteria, therefore, provide possibilities for regulation and serve to develop evaluation tools.

## References

### **This document is composed of extracts from the following resources:**

Direction générale de la formation des jeunes. *Evaluation of Learning at the Secondary Level : Framework*. Ministère de L'Éducation, du Loisir et du Sport, 2006.

Quebec Education Program. *Social Sciences: History and Citizenship Education, Cycle Two*. Ministère de L'Éducation, du Loisir et du Sport.

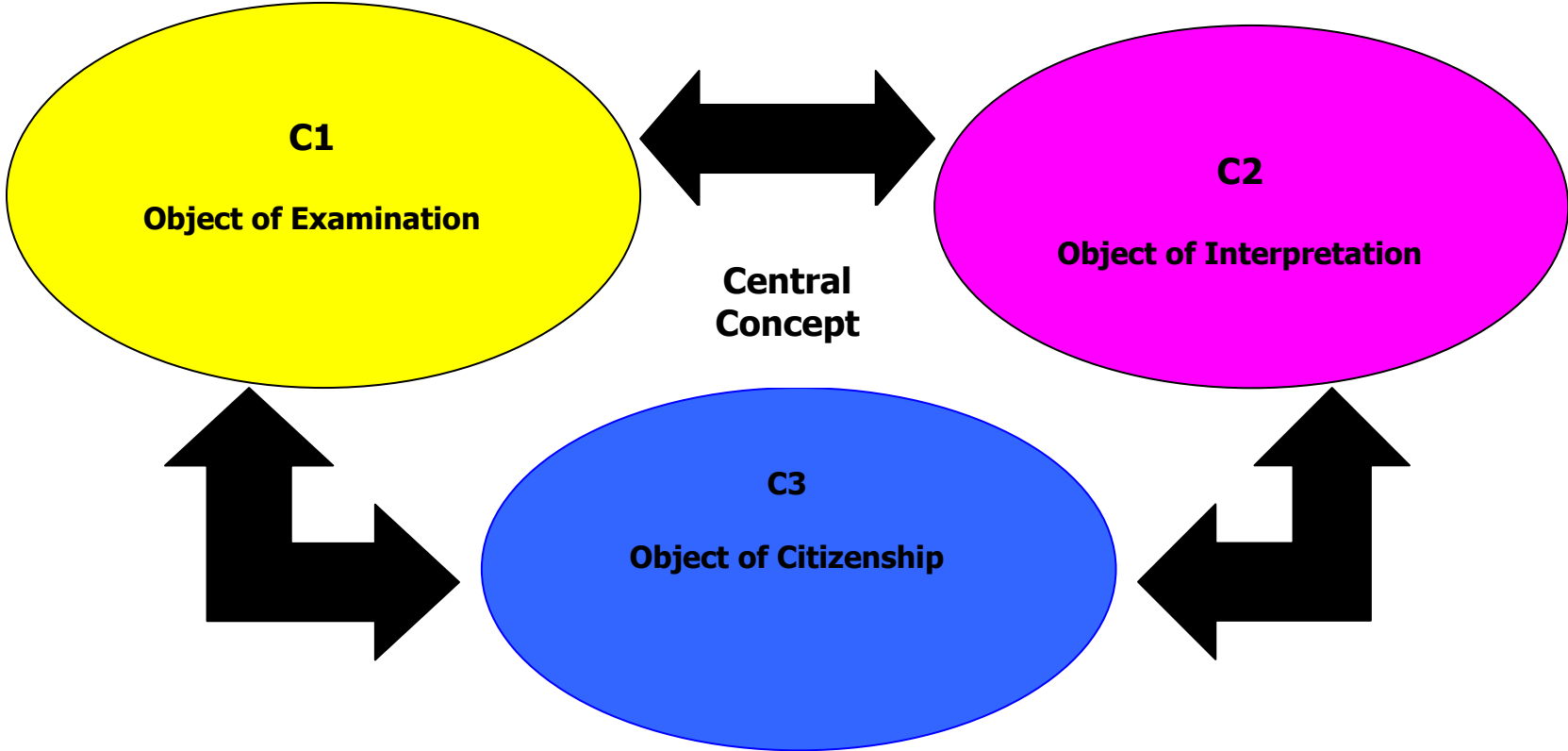
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<sup>1</sup> Regulation is a term borrowed from French. In this context, it refers to providing students with feedback so that learning can be adjusted.

<sup>2</sup> See the chapter on Evaluation.

<sup>3</sup> See the chapter on Evaluation

**Social Phenomena**



**Historical knowledge related to the object of interpretation**

# Competency One (Secondary 2.1 and 2.2)

## Explores social phenomena in light of the past

| Present   | Past  |
|---|---|
| -takes origins into account                         | -takes origins and context into account<br>-tries to understand the point of view of actors and witnesses |
| -Asks questions about beliefs, attitudes and values |   |

## Considers the origin of social phenomena in terms of duration

- Questions based on time references
- Takes into account the synchrony and diachrony
- Takes elements of continuity and change into account

## Examines social phenomenon from a historical perspective

## Looks at social phenomena in their complexity

- Takes an interest in links between different aspects
- Tries to see the phenomena in their totality

## Critically assesses his/her process

### Before

- Recognizes his/her knowledge and strengths
- Identifies resources
- Plans his/her process

### During

- Recognizes his/her strengths
- Evaluates the effectiveness of his/her strategies
- Identifies difficulties he/she is experiencing

### After

- Recognizes his/her learning and strengths
- Evaluates the effectiveness of his/her strategies
- Identifies difficulties he/she experienced
- Identifies ways to improve his/her process

## Evaluation Criteria

### Appropriate use of knowledge

#### Intellectual Operations:

- Examines social phenomena of the present and past

### Critical analysis of his/her process

## End-of-Year Outcomes

The student takes into account the **time perspective** in his/her examination of social phenomena by:

- Referring to chronological reference points
- Considering synchrony and diachrony
- Referring to the present

The student raises **relevant questions** by:

- Taking into account the object of inquiry
- Taking an interest in facts, actors and actions
- Taking an interest in connections between different aspects of the social phenomena
- Using appropriate concepts

The student **critically assesses his/her process** by:

- Identifying the learning achieved
- Identifying the strategies and means used
- Reviewing difficulties experienced
- Indicating other contexts in which the learning could be applied

## Competency Two (Secondary 2.1 and 2.2)

### Establishes the factual basis of social phenomena

- Identifies circumstances and actions
- Establishes the space-time framework
- Identifies actors and witnesses
- Determines their interests
- Examines different points of view

### Explains social phenomena

- Seeks causes
- Establishes connections among causes
- Determines the consequences
- Establishes links between concepts

## Interprets social phenomena using the historical method

### Critically assesses his/her process

#### Before

- Recognizes his/her knowledge and strengths
- Identifies resources
- Plans his/her process

#### During

- Recognizes his/her strengths
- Evaluates the effectiveness of his/her strategies
- Identifies difficulties he/she is experiencing

#### After

- Recognizes his/her learning and strengths
- Evaluates the effectiveness of his/her strategies
- Identifies difficulties he/she experienced
- Identifies ways to improve his/her process

### Puts his/her interpretation of social phenomena in perspective

- Identifies similarities and differences between societies

## Evaluation Criteria

### Appropriate use of knowledge

#### Intellectual Operations:

- Situate in time and space
- Establish facts
- Characterize a historical phenomena
- Makes comparisons
- Determine explanatory factors and consequences
- Determine elements of continuity and change
- Establish connections between facts
- Establish causal connections
- Characterize the evolution of a society (2.2)

### Rigour of his/her historical reasoning Critical analysis of his/her process

### End-of-Year Outcomes

The student uses **rigorous historical reasoning** by:

- Taking into account his/her original question
- Establishing facts
- Making appropriate connections among concepts and facts
- Arguing on the basis of facts
- Drawing coherent conclusions

The student establishes a **critical distance** by:

- Indicating similarities and differences among societies
- Referring to elements of his/her own frame of reference
- Basing his/her interpretations on various sources
- Referring to the frame of reference of authors consulted

The student critically **assesses his/her process** by:

- Identifying the learning achieved
- Identifying the strategies and means used
- Reviewing difficulties experienced
- Indicating other contexts in which the learning could be applied

# Competency Three (Secondary 2.1 and 2.2)

## Recognizes the diversity of social identity

- Identifies some aspects of his/her social identity
- Respects differences in others
- Seeks the origins of his/her social identity

## Establishes the basis of social participation

- Recognizes that human action is the impetus of social change
- Recognizes the role of speaking out
- Identifies possible actions
- Seeks occasions and places for social participation
- Considers values and principles linked to democratic life

## Discusses social issues

- Defines social issues
- Evaluates the balance of power
- Considers possible solution and their potential consequences
- Establishes and expresses his/her opinion
- Recognizes the right of others to hold different opinions
- Takes the Inuit perspective into

## Understands the purpose of public institutions

- Examines the roles and origins of public institutions
- Grasps the role of these institutions
- Identifies the role individuals can play in them

**Strengthens his/her exercise of citizenship through the study of history**

## Critically assesses his/her process

### Before

- Recognizes his/her knowledge and strengths
- Identifies resources
- Plans his/her process

### During

- Recognizes his/her strengths
- Evaluates the effectiveness of his/her strategies
- Identifies difficulties he/she is experiencing

### After

- Recognizes his/her learning and strengths
- Evaluates the effectiveness of his/her strategies
- Identifies difficulties he/she experienced
- Identifies ways to improve his/her process

## End-of-Year Outcomes

The student **applies his/her historical knowledge to different contexts** by:

- Using concepts related to the object of citizenship
- Using his/her methodological skills
- Establishing a link between past and present

The student **considers community life**:

- Making connections between human action and social change

## Evaluation Criteria

### Appropriate use of knowledge

#### Intellectual Operations:

- Situate in time and space
- Establish facts
- Makes comparisons
- Determine explanatory factors and consequences
- Determine elements of continuity and changes
- Establishes connections between facts
- Establish causal connections
- Transfers historical knowledge to different contexts

### Expression of a well-founded opinion

### Considers community life and the pluralistic nature of society

### Critical analysis of his/her process

- Explaining the purpose of public institutions and the role citizens can play in them
- Identifying some principles and values that underlie democratic life

The student **considers the pluralistic nature of a society** by:

- Indicating some of the factors that contribute to people's identities
- Recognizing elements of shared identity
- Showing the diversity of social identities

The student **discusses social issues** by:

- Establishing what they are about
- Identifying the advantages and disadvantages of each position
- Defending his/her opinion by referring to facts

The student **critically assesses his/her process** by:

- Identifying the learning achieved
- Identifying the strategies and means used
- Reviewing the difficulties experienced
- Indicating other contexts in which the learning could be applied.

# TIMELINE

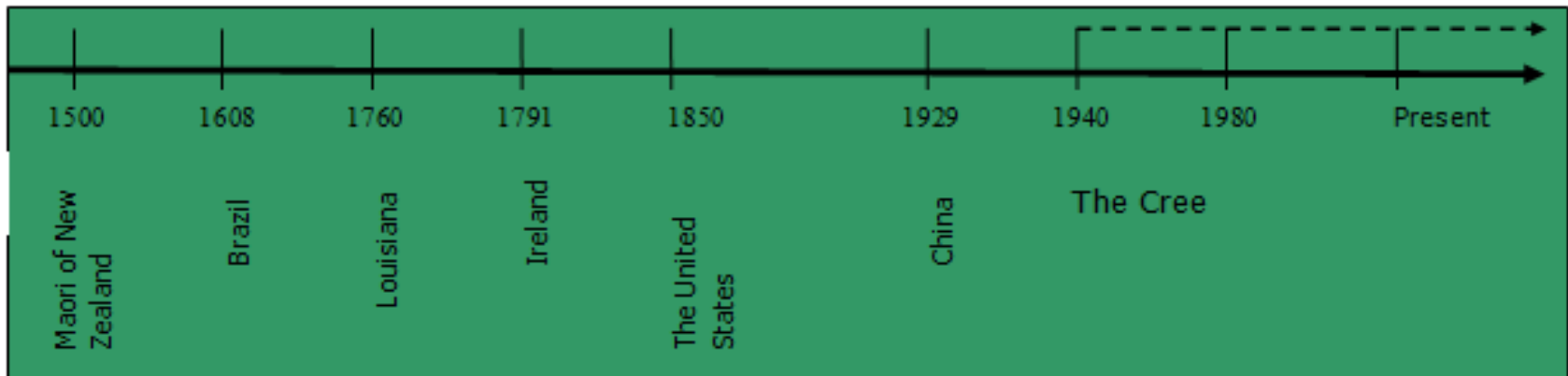
## INUIT



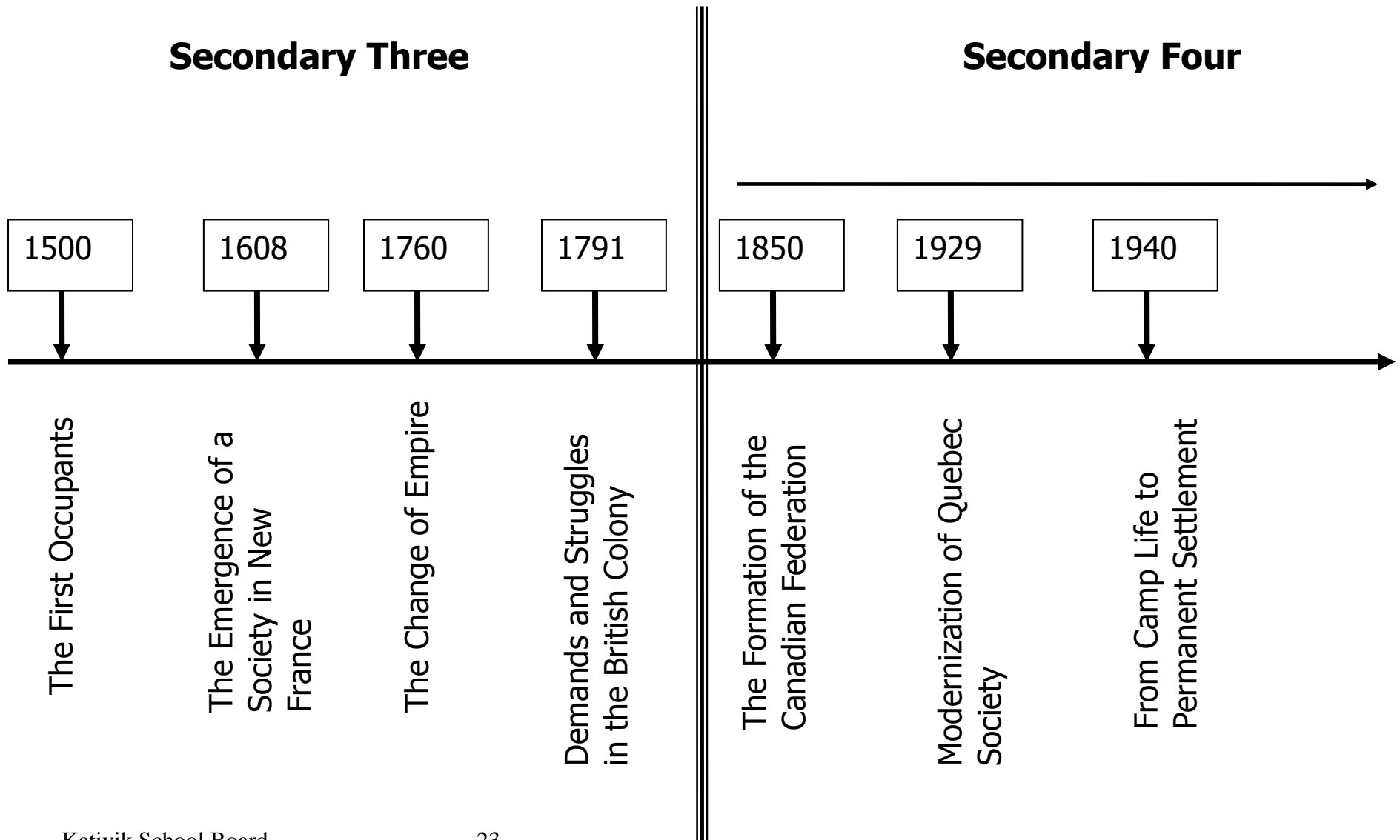
## QUEBEC/ CANADA



## ELSEWHERE



## Division of the Content Related to the Competencies

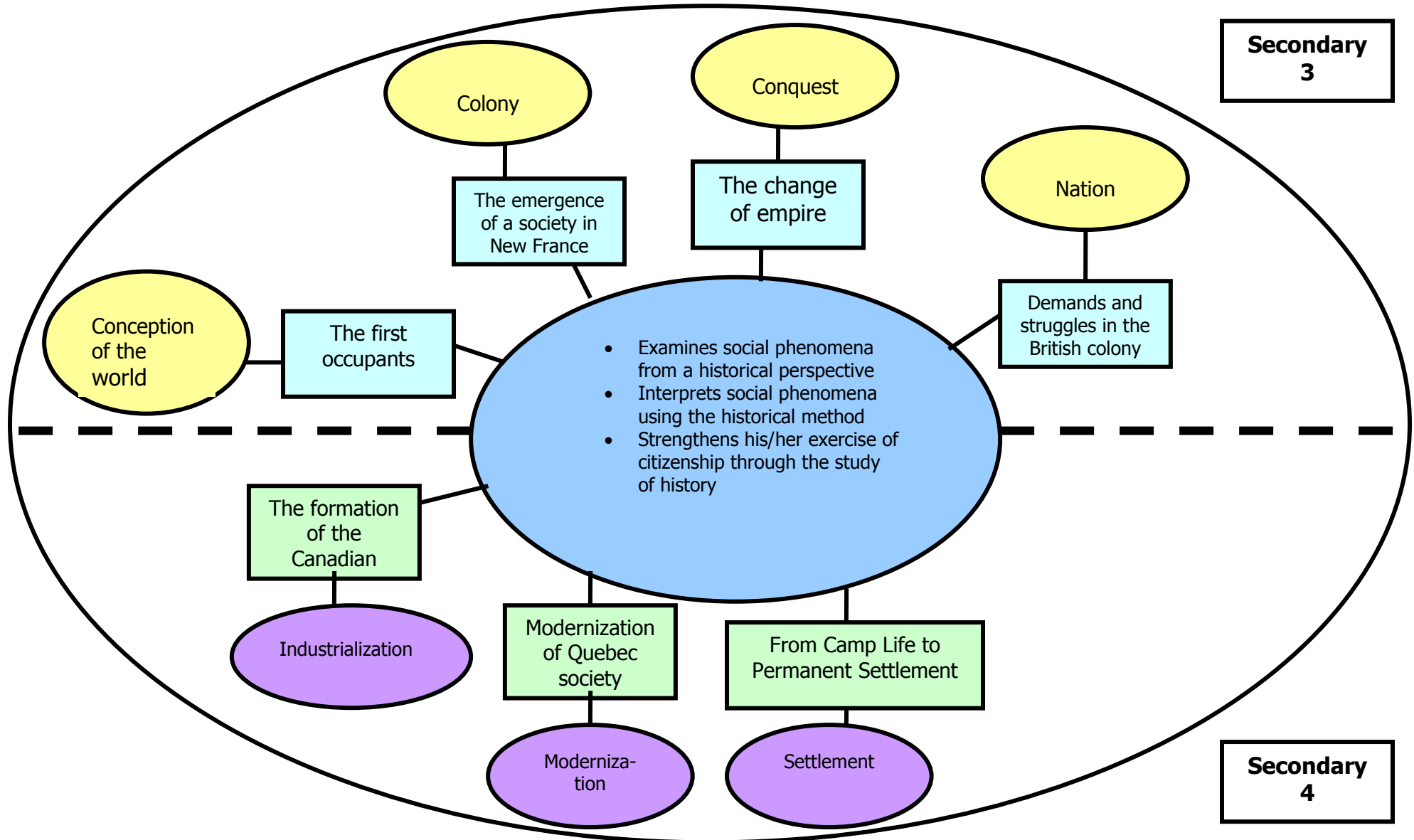


## OVERVIEW OF PROGRAM CONTENT, CYCLE TWO, YEAR 1 AND 2

| Social Phenomena                            | Designated Focus   | Central Concept         | Object of Inquiry                                    |   | Object of Interpretation  | Object of Citizenship                               |
|---|--|-------------------------|--|---|---|---|
|   |  |                         | Present  | Past  |   |   |
| The first occupants                         | The connection between conception of the world and social organization.                        | Conception of the world | Native people in Quebec today.                       | The first occupants.                        | The first occupants around 1500, considered in terms of the designated focus on the connection between conception of the world and social organization.   | Native demands and the recognition of rights.       |
| The emergence of a society in New France    | The impact of the colonization programs on the organization of a society and its territory.    | Colony                  | The "French fact" in Quebec today.                   | The emergence of a society in New France.   | The emergence of a society in New France between 1608 and 1760, considered in terms of the designated focus on the impact of the colonization programs on the organization of this society and its territory. | Search for autonomy and dependent relationships.    |
| The change of empire                        | The consequences of the Conquest for the organization of the society and the territory.        | Conquest                | The dualism of public institutions in Quebec today.  | The change of empire                        | The change of empire between 1760 and 1791, considered in terms of the designated focus on the consequences of the Conquest for the organization of the society and the territory.                            | Differences, interests, and coexistence.            |
| Demands and struggles in the British colony | The influence of liberal ideas on the affirmation of nationhood.                               | Nation                  | The idea of nationhood in Quebec today.              | Demands and struggles in the British colony | Demands and struggles in the British colony between 1791 and 1850, considered in terms of the designated focus on the influence of liberal ideas on the affirmation of nationhood.                            | Concepts of nationhood on debates on social issues. |
| The formation of the Canadian federation    | The relationship between industrialization and social, territorial and political change.       | Industrialization       | Quebec's place within the Canadian federation today. | The formation of the Canadian federation    | The formation of the Canadian federation between 1850 and 1929, considered in terms of the designated focus on the relationship between industrialization and social, territorial and political change.       | Economic change and political power.                |
| The modernization of Quebec society         | The relationship between changes in attitudes and the role of the state.                       | Modernization           | Social values and governance in Quebec today.        | The modernization of Quebec society         | The modernization of Quebec society between 1929 and 1980, considered in terms of the designated focus on the relationship between changes in attitude and the role of the state.                             | Conceptions of society and the role of the state.   |
| From camp life to permanent settlement      | The relationship between the role of the state and Inuit society and its impact on settlement. | Settlement              | Inuit in Nunavik today                               | Inuit in Northern Quebec during the 1900s   | The Inuit of Northern Quebec between 1920 and 1970 considered in terms of settlement.   | Dependent relationships                             |

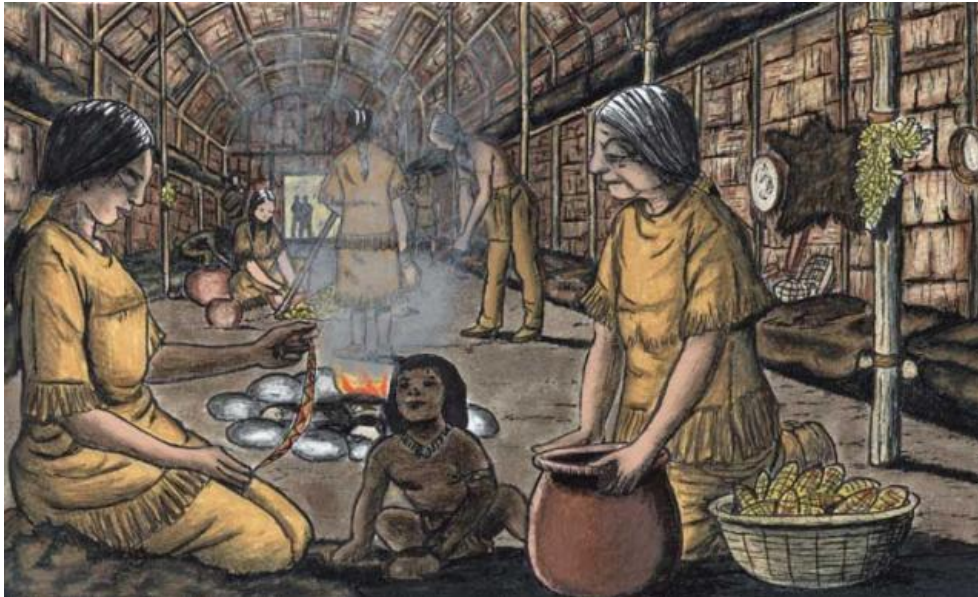
## Program Structure

The following diagram provides an overview of the secondary three and four program. The subject-specific competencies, which are the cornerstones of the program, are located in the centre of the diagram. The social phenomena (rectangles) and the central concepts (ovals) associated to each are attached to the subject-specific competencies. The program content is distributed chronologically over the first two years of secondary cycle two, with five units being covered in secondary three and three in secondary four.



## The First Occupants

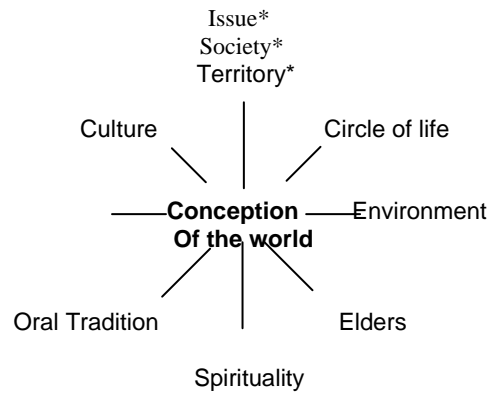
The First Nations and Inuit populations have been present on the American continent for several thousands of years. According to certain hypotheses, America was populated through successive waves of migration. Many historians affirm that the ancestors of today's first peoples arrived in America nearly 30 000 years ago by crossing the Bering Strait. Progressively, the territory that became Quebec was populated by these Native populations. The Algonquin, who were nomadic, settled in the eastern sub arctic. The Iroquois, who adopted a sedentary lifestyle, grouped in the Saint-Lawrence valley and the eastern most regions of the Great Lakes area. The Inuit settled the arctic region. Despite their diversity, the First Nations and Inuit developed a common representation: a common vision of life and the universe which composed their **conception of the world**. According to them, every living being, material good, and manifestation of nature form a whole and are interrelated. The conception of the world was conveyed by oral tradition and was primarily transmitted by elders.



**Iroquois women in a long house** Source :  
[http://www.recitus.qc.ca/images/main.php?g2\\_itemId=1237](http://www.recitus.qc.ca/images/main.php?g2_itemId=1237)

## The First Occupants

**Object of Inquiry**  
 Native people in Quebec today  
 The first occupants around 1500



**Object of Interpretation**  
 The first occupants, around 1500 with focus on the connection between conception of the world and social organization

**Object of Citizenship**  
 Native demands and the recognition of rights

| <b>The First Occupants</b>  |   |   |
|---|---|---|
| <b>Historical knowledge related to the object of interpretation</b> | <ul style="list-style-type: none"> <li>• <b>Origins of Native Peoples</b> <ul style="list-style-type: none"> <li>-Migration</li> <li>-Territory of Quebec</li> <li>-Settlement of Quebec</li> <li>-Amerindians and the Inuit</li> </ul> </li> <li>• <b>Conception of the World</b> <ul style="list-style-type: none"> <li>-The spiritual world</li> <li>-The circle of life</li> <li>-Oral tradition</li> </ul> </li> <li>• <b>Lifestyle</b> <ul style="list-style-type: none"> <li>-Seasons</li> <li>-Nomadic</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>-sedentary</li> <li>• <b>Social Organization</b> <ul style="list-style-type: none"> <li>-Algonquin, Inuit and Iroquois:               <ul style="list-style-type: none"> <li>- Social control and rules of participation</li> <li>-Role of Shamans</li> <li>- Places for rituals</li> </ul> </li> <li>-Arrival of the Europeans</li> </ul> </li> </ul> |

**Elsewhere:** It is important for students to recognize that many conceptions of the world and forms of social organization coexisted in about the same period. Consider the following: The Maori of New Zealand.

## The Emergence of a Society in New France

At the beginning of the of XVIth century, the Bretons, Basques, and Normands began fishing cod off the coast of North America. It was in 1534 that Jacques Cartier reached the Gulf of Saint-Lawrence and erected a cross on the shore of Gaspé Bay, thereby claiming French possession of the territory and marking the beginning of colonization in North America. The exploitation of natural resources marked a second period of colonization in North America during the XVIIth century. As time progressed, the fur trade with the First Nations and Inuit of North America became a large scale venture. As French colonists began to establish themselves along the Saint-Lawrence a **colony** began to take shape. The church established itself in the territory in order to evangelize the First Nations and Inuit and support the French settlers. At the time, the King of France, Louis XIV, did not feel that the colony was populating itself quickly enough. As such, he decided to place the colony under the authority of the Royal French Government. By doing so, New-France became an emerging society during the XVIIIth century. The economy diversified, the population grew and French Canadian culture began to develop. All the while, a rivalry between the Francophone and Anglophone populations in the colony was developing. This enmity began to provoke confrontations between the two.

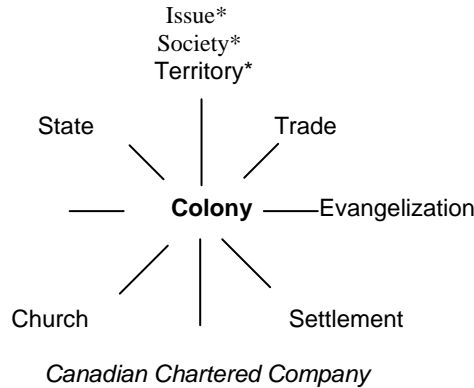


**Jacques Cartier**

Source: [http://www.recitus.qc.ca/images/main.php?g2\\_itemId=1286](http://www.recitus.qc.ca/images/main.php?g2_itemId=1286)

## The Emergence of a Society in New France

**Object of Inquiry**  
 The "French fact" in Quebec today  
 The emergence of a society in New France



**Object of Interpretation**  
 The emergence of a society in New France between 1608 and 1760, considered in terms of the impact of colonization programs on the organization of this society and its territory.

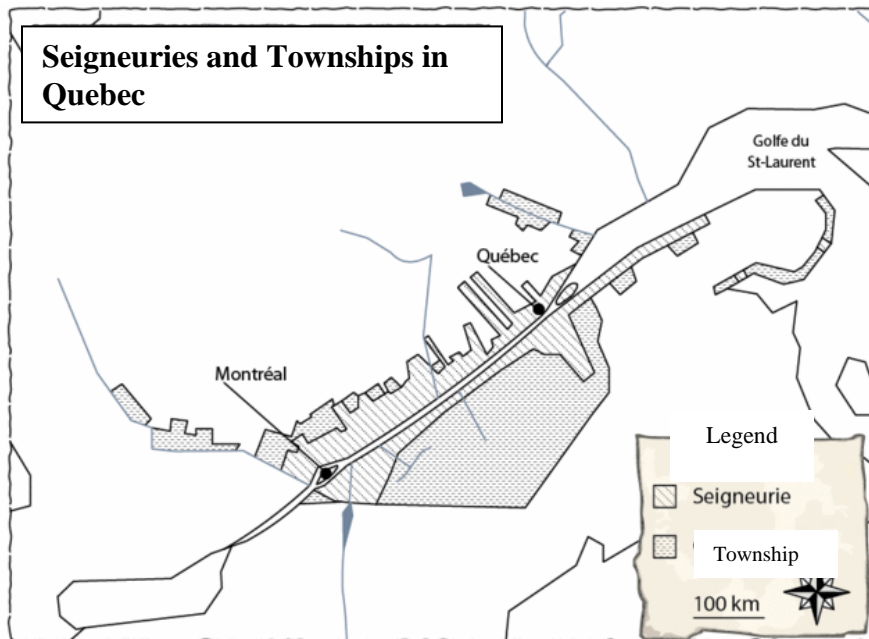
**Object of Citizenship**  
 Search for autonomy and dependent relationships.

| The Emergence of a Society in New France                                   |   |  |
|--|---|--|
| <p><b>Historical knowledge related to the object of interpretation</b></p> | <ul style="list-style-type: none"> <li>• <b>Establishing companies</b> <ul style="list-style-type: none"> <li>-Fur trade</li> <li>-First colonies</li> <li>-Company of 100 associates</li> <li>-Territorial expansion</li> <li>-Relations with the Anglo-American colonies</li> <li>-Relations with the First Nations (war and alliance)</li> </ul> </li> <li>• <b>Establishing the church</b> <ul style="list-style-type: none"> <li>-Colonization by missionaries</li> <li>-Communities of women</li> <li>-Relationship with Native Peoples</li> <li>-Relationship with the mother country</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Establishing the State</b> <ul style="list-style-type: none"> <li>-The Royal Government</li> <li>-Efforts to populate</li> <li>-Development of the economy in the Colony</li> <li>-Territorial expansion</li> <li>-Colonial society</li> <li>-Women in New France</li> <li>-Relationship with First Nations</li> <li>-Relationship with the colony</li> <li>-Relationship with the Anglo-American colonies</li> <li>-The Seigniorial System</li> </ul> </li> </ul> |

**Elsewhere:** It is important for students to observe that colonization programs were established in other colonies in about the same period. Consider the following: Brazil.

## The Change of Empire

After 150 years of French rule, the signing of the Treaty of Paris in 1763 transferred authority over the colony to the British Empire. The **Conquest** entailed several changes to the organization of the society and the institutions that had been put into place by the French. The purpose of the changes perpetuated by the British Empire was the assimilation of the French Canadiennes. The Royal Proclamation of 1763 imposed political structures and British law. The British authorities were concerned that agitation in the in the Thirteen Colonies would cause repercussions in the Province of Quebec. As a proactive strike, the British authorities decided to accord certain rights to the French Canadiennes. In 1774, the Quebec Act granted the right to practice Catholicism and allowed for the application of certain French laws. In 1783, the Treaty of Versailles was signed thereby creating the United States of America. A small portion of the American population was not in agreement with the American revolutionaries and wished to stay loyal to the crown. This portion of the population became known as the loyalists. The British government granted the loyalists plots of land in Quebec and elsewhere in the colony. Their arrival modified the demographic landscape and culture of the province and marked the beginning of English Canada.



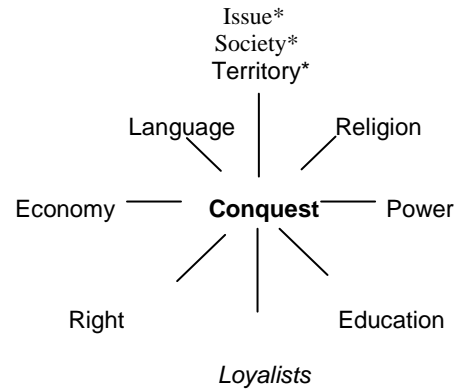
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## The Change of Empire

**Object of Inquiry**

The dualism of public institutions in Quebec today

The change of empire



**Object of Interpretation**

The change of empire between 1760 and 1791 considered in terms of the consequences of the Conquest for the organization of the society and the territory

**Object of Citizenship**

Differences, interests and coexistence

| <b>The Change of Empire</b>   |   |  |
|---|---|--|
| <b>Historical knowledge related to the object of interpretation</b> | <ul style="list-style-type: none"> <li>• <b>On religion</b><br/>-Status of religions</li> <li>• <b>On demographics</b><br/>- Emigration and immigration</li> <li>• <b>On the territory</b><br/>-Creation of boundaries</li> <li>• <b>On power</b><br/>-Changes in the<br/>-Internal administration of the colony</li> </ul> | <ul style="list-style-type: none"> <li>• <b>On language</b><br/>-Status of English and French</li> <li>• <b>On relations with First Nations</b><br/>-Allocated territory<br/>-Commerce</li> <li>• <b>On law</b><br/>-Civil and Common Law</li> <li>• <b>On economics</b><br/>-Fiscal surplus<br/>-Control of commerce</li> <li>• <b>On education</b><br/>-Status of Catholic and Protestant schools</li> </ul> |

**Elsewhere:** It is important for students to observe that a change of mother country affected the organization of another society around the same period. Consider the following: Louisiana.

## **Demands and Struggles in the British Colony**

The French Canadian population demanded the creation of an assembly and the nomination of a legislative council. After a period of hesitation, London accorded certain concessions to the Province of Quebec which were made official by the Constitutional Act of 1791. By virtue of this law, the province of Quebec was divided into two sections, Upper and Lower Canada. Upper Canada had a majority Anglophone population and Lower Canada a primarily Francophone population. In Lower Canada, power was in the hands of the governor and of the members of the council. In order to counteract this situation, the deputies demanded rights and responsible government. Due to varying political interests, all sorts of tension marked the first years of parliament. Political parties began to form. The `British Party` was primarily composed of functionaries, legislative deputies, and executives. The `Parti Canadien` was formed to represent French Canadians. These two important parties frequently collided during parliamentary discussions, which were often continued in print form through various newspapers. Political tension pursued. The Parti Canadien became the Patriot Party in 1826 and some radical members opted for armed struggles. In 1837, London rejected demands made by the Party`s. As a result, rebellions in both Upper and Lower Canada erupted. The union of the two Canadas was established by the Union Act in 1840 in response to a report submitted by Lord Durham. In 1847, an alliance based on liberal ideals between the French Canadian reformists and the reformists from Canada-West contributed to the formation of responsible government. It was at this time that French Canadians took notice of the fact that they belonged to a different **nation**.



**Lord Durham**

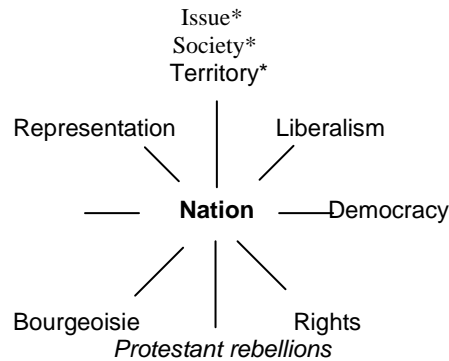
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## Demands and Struggles in the British Colony

**Object of Inquiry**

The idea of nationhood in Quebec today

Demands and struggles in the British Colony



**Object of Interpretation**

Demands and struggles in the British colony between 1791 and 1850 considered in terms of the influence of liberal ideas on the affirmation of nationhood

**Object of Citizenship**

Concepts of nationhood and debates on social issues

### Effects of the Demands and Struggles in the British Colony

|  |   |  |
|--|---|--|
| <p><b>Historical knowledge related to the object of interpretation</b></p> | <ul style="list-style-type: none"> <li>• <b>On political organization</b> <ul style="list-style-type: none"> <li>-Introduction of the assembly</li> <li>-Representation and exercise of democracy</li> </ul> </li> <li>• <b>On economics</b> <ul style="list-style-type: none"> <li>-Liberalism</li> <li>-Protectionism</li> </ul> </li> <li>• <b>On the relationship with the colonizing country</b> <ul style="list-style-type: none"> <li>-92 resolutions</li> <li>-Resolutions (Russell)</li> <li>-Durham Report</li> <li>-Union Act</li> <li>-Rebellions (Upper and Lower Canada)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>-Government responsibilities</li> <li>• <b>On the relationship between the Church and State</b> <ul style="list-style-type: none"> <li>-Denouncing liberal thinking</li> <li>-Conciliating with the State</li> </ul> </li> <li>• <b>On transmission of ideas</b> <ul style="list-style-type: none"> <li>-Immigration</li> <li>-Media</li> </ul> </li> </ul> |
|--|---|--|

**Elsewhere:** It is important for students to observe that liberal ideas were instrumental in another society's affirmation of nationhood in about the same period. Consider the following: Ireland.

## **The Formation of the Canadian Federation**

After the Union Act, Great Britain adopted a free-trade, economic policy in order to create a larger market and stop competition from foreign competitors. Economic expansion resulted in the territorial expansion of Canada. Economic liberalism grew in popularity in United Canada. The first phase of **industrialization** was underway and a new transportation system, the Transcolonial Railway, was uniting the colonies. Important business groups supported the formation of a Canadian federation as it promoted economic growth. In 1867, the idea of a Canadian federation became concrete with the signing of the British North America Act. Until 1929, provinces continued to join the federation. With the intention of improving difficult work conditions, factory workers grouped in order to form unions. By the start of the 20<sup>th</sup> century, a second phase of industrialisation contributed to a push towards urbanization. Further, World War One contributed to the success of industry within the newly formed Canada.



**Immigrants arriving in Manitoba in 1910**

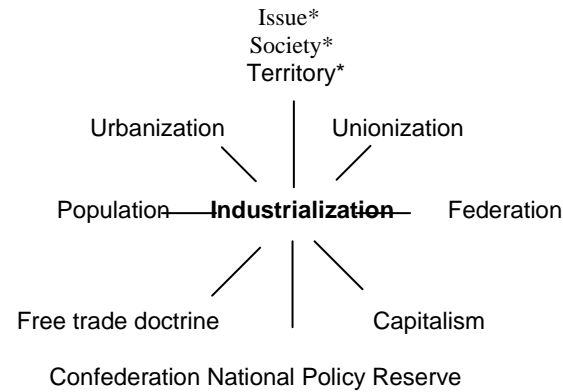
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## The Formation of the Canadian Federation

**Object of Inquiry**

Quebec's place within the Canadian federation today

The formation of the Canadian federation



**Object of Interpretation**

The formation of the Canadian federation between 1850 and 1929 considered in terms of the relationship between industrialization and social, territorial and political change

**Object of Citizenship**

Economic change and political power

| The Formation of the Canadian Federation                                   |   |  |
|--|---|--|
| <p><b>Historical knowledge related to the object of interpretation</b></p> | <ul style="list-style-type: none"> <li>• <b>On the social structure</b> <ul style="list-style-type: none"> <li>-Urbanization</li> <li>- Unionization</li> <li>-Demographic movements</li> </ul> </li> <li>• <b>On the territory</b> <ul style="list-style-type: none"> <li>-Expansion</li> <li>- New Provinces</li> <li>-Railway</li> </ul> </li> <li>• <b>On relations with the Native Peoples</b> <ul style="list-style-type: none"> <li>-Métis</li> <li>-First Nations and Inuit</li> <li>-Law on the Indians (1867)</li> <li>-Creation of reserves</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>On the economic structure</b> <ul style="list-style-type: none"> <li>-Resources and production</li> <li>-Capital and markets</li> <li>-Economic circumstances</li> <li>-Free trade and protectionism</li> </ul> </li> <li>• <b>On the political structure</b> <ul style="list-style-type: none"> <li>-Formation of the Canadian Federation</li> <li>-British North America Act</li> <li>-Relations with Great Britain</li> <li>-Federal and provincial relations</li> <li>-Sharing of power</li> </ul> </li> </ul> |

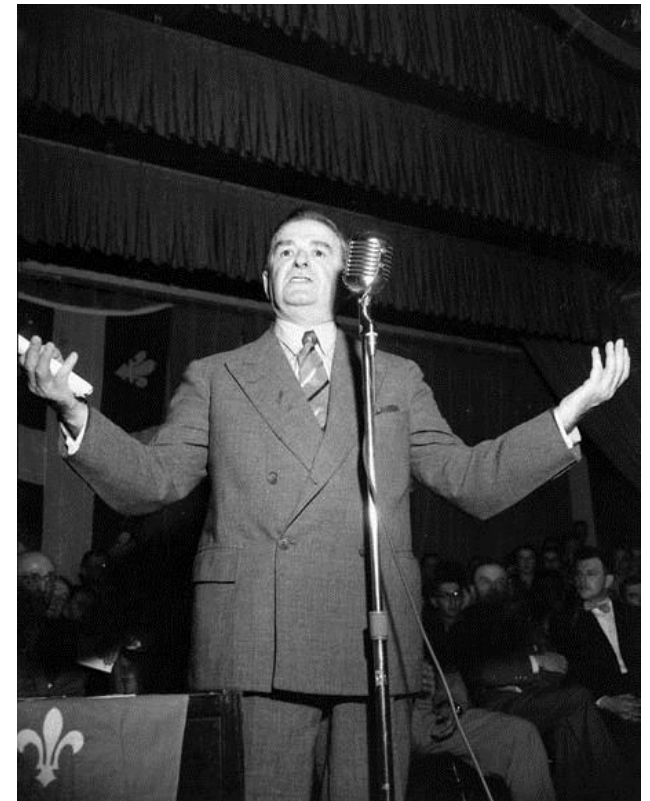
**Elsewhere:** It is important for students to observe that elsewhere in the world in about the same period other societies underwent major economic changes that had social, territorial or political effects. Consider the following: The United States of America.

## **Modernization of Quebec Society**

The economic crisis in Quebec had the following consequences: poverty, famine, loss of employment, and the closing of enterprises. In 1930, provincial and federal governments created social welfare programs in order to reach out to those in need. The crisis promoted the start of new political parties and social policy, including the Union Nationale under the lead of Maurice Duplessis. The church occupied an important role in society. Equally, the Second World War played a vital role in the modernization of Quebec, in particular with regard to women in the workplace. A consumer-based society was fashioned in the years following the war. As well, mass communication became important within the province. The mentality of Quebecers became increasingly influenced by American culture. In the years following the war (1945 to 1960), the baby boom and immigration promoted urban growth. An increase in population necessitated improved social services. Therefore, the state took over some responsibilities which had previously been assumed by the church. The **modernization** of Quebec contributed to the Quiet Revolution. During this episode, numerous changes occurred in Quebec society. For example: the nationalisation of electricity with the creation of Hydro-Quebec, improved educational systems and health services. The changes contributed, in part, to the cultural and political affirmations of Quebecers.

### **Maurice Duplessis**

Source: [http://www.recitus.qc.ca/images/main.php?g2\\_itemId=4314](http://www.recitus.qc.ca/images/main.php?g2_itemId=4314)

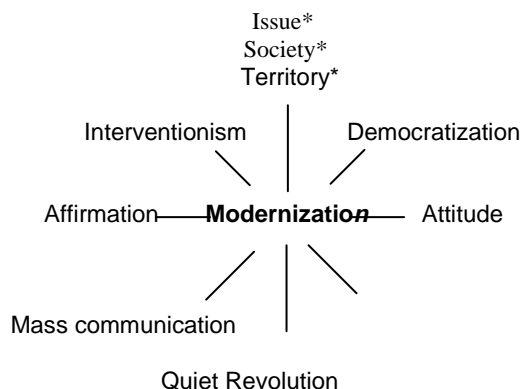


## Modernization of Quebec Society

**Object of Inquiry**

Social values and governance in Quebec today

The modernization of Quebec society



**Object of Interpretation**

The modernization of Quebec society between 1929 and 1980 considered in terms of relationship between changes in attitudes and the role of the state

**Object of Citizenship**

Conceptions of society and role of the state

| Modernization of Quebec Society  |  |  |
|--|--|--|
| <p><b>Historical knowledge related to the object of interpretation</b></p> | <ul style="list-style-type: none"> <li>• <b>On Society</b> <ul style="list-style-type: none"> <li>-Union Movement</li> <li>-Feminist Movement</li> <li>- Secularization</li> <li>-Consumption</li> <li>-Mass communication</li> </ul> </li> <li>• <b>On the use of power</b> <ul style="list-style-type: none"> <li>-Establishing social programs</li> <li>-Economic intervention</li> <li>- Education</li> </ul> </li> <li>• <b>On the affirmation of nationhood</b> <ul style="list-style-type: none"> <li>-Provincial autonomy</li> <li>-Independent movements</li> <li>-Protection of the French language</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>On demographics</b> <ul style="list-style-type: none"> <li>-immigration</li> </ul> </li> <li>• <b>On territorial organization</b> <ul style="list-style-type: none"> <li>-Urbanization</li> <li>-Development of suburbs</li> <li>-Development of regions</li> </ul> </li> <li>• <b>On the relationship with First Nations and Inuit</b> <ul style="list-style-type: none"> <li>-Land claims</li> <li>-Negotiations and treaties</li> </ul> </li> </ul> |

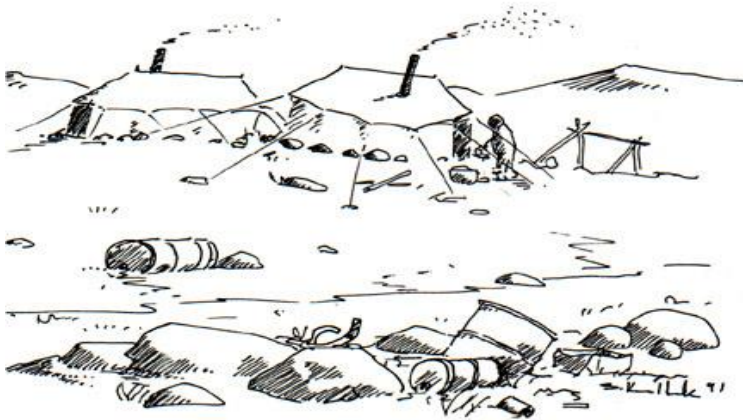
**Elsewhere:** It is important for students to observe that, in about the same period, major changes in attitudes and in the role of the state occurred in other societies. Consider the following: The People's Republic of China.

## **Changes in Nunavik**

The road leading to self-government in Nunavik began long before the signing of the James Bay and Northern Quebec Agreement. The journey consists of a political battle with the objective of regaining Inuit control of Inuit land. Before the arrival of the Europeans, the Inuit were politically autonomous. They governed themselves according to their own beliefs, values and moral codes. The system of leadership was based on Inuit cultural and social norms. At the beginning of the 1920s, several **changes** became apparent in the daily lives of the Inuit; notably, the conversion to Christianity and the use of a syllabic writing system created by Reverend Peck. After contact with the Europeans, the system in which the Inuit were accustomed to living was radically altered. These changes were particularly evident in Inuit lifestyle. For example, before the arrival of the Europeans, education of young Inuit was the responsibility of adults in the community. The children were taught survival techniques that were used for years by their ancestors. During the 19<sup>th</sup> century, Catholic and Anglican missionaries began to educate Inuit children. Soon after, the Federal government began to open schools in Nunavik. Later, these schools became the responsibility of the provincial government. Many diseases were introduced to the Inuit by the Europeans and other North Americans. Some of these diseases ravaged the Inuit population; however, they were not provided with health care services until the 1950s. In 1957, the C.D. Howe, a hospital ship, began making annual trips to each of the communities in Nunavik. Some patients spent extended periods of time in the south undergoing treatment. When they returned to the north, they were often weak and had lost the ability to live in tents and igloos. This situation contributed to a transition to a more sedentary lifestyle.

**Source:**

<http://www.parcoursnunavik.com/banqueimg/Recherche.asp?DevID=52&Langue=1&Pg=1>

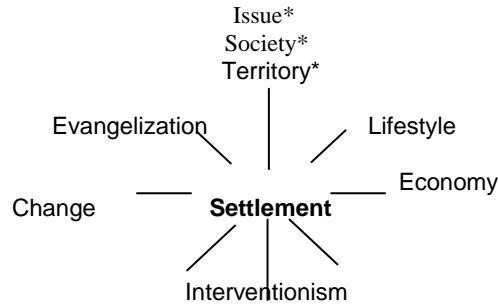


## From Camp Life to Permanent Settlement

**Object of Inquiry**

Inuit in Nunavik today

Inuit in Northern Quebec during the 1900s.



**Object of Interpretation**

The Inuit of Northern Quebec between 1920 and 1970 considered in terms of settlement.

**Object of Citizenship**

Dependent relationships and search for autonomy.

| Changes in Nunavik   |   |  |
|--|---|--|
| <p><b>Historical knowledge related to the object of interpretation</b></p> | <ul style="list-style-type: none"> <li>● Lifestyle               <ul style="list-style-type: none"> <li>-Housing</li> <li>-Hunting and fishing</li> </ul> </li> <li>● Health               <ul style="list-style-type: none"> <li>-C.D. Howe</li> <li>-Epidemics/ famine</li> <li>-Nursing stations</li> </ul> </li> <li>● Education               <ul style="list-style-type: none"> <li>-Traditional Inuit education</li> <li>-Missionaries</li> <li>-Federal schools</li> <li>-Provincial schools</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Law               <ul style="list-style-type: none"> <li>-Canadian Arctic Patrol</li> <li>-RCMP</li> </ul> </li> <li>● Economy               <ul style="list-style-type: none"> <li>-Hudson Bay Company</li> </ul> </li> <li>● Governments</li> </ul> |

Elsewhere: It is important for students to see that, around the same time, the Cree also experienced important changes.

## **The Nature and Purposes of Evaluation**

Evaluation of learning is defined as a process that leads to a judgment on the knowledge acquired by a student and the competencies developed. This judgment serves as a basis for decisions and actions and must be founded on a sufficient amount of pertinent information.

Evaluation serves two purposes:

- Support for learning;
- Recognition of competencies.

### **Evaluation as Support for Learning**

Evaluation serves to support learning whenever the goal of evaluation is to **support the student** in acquiring knowledge and developing competencies. To fulfill this function, evaluation must be **integrated into the teaching and learning** process and be used to **monitor both student learning and teaching practices**.

### **Evaluation for the Recognition of Competencies**

Evaluation for the recognition of competencies occurs when evaluation is used to **determine the degree to which a competency has been developed**, which is generally the case at the **end of each year**.

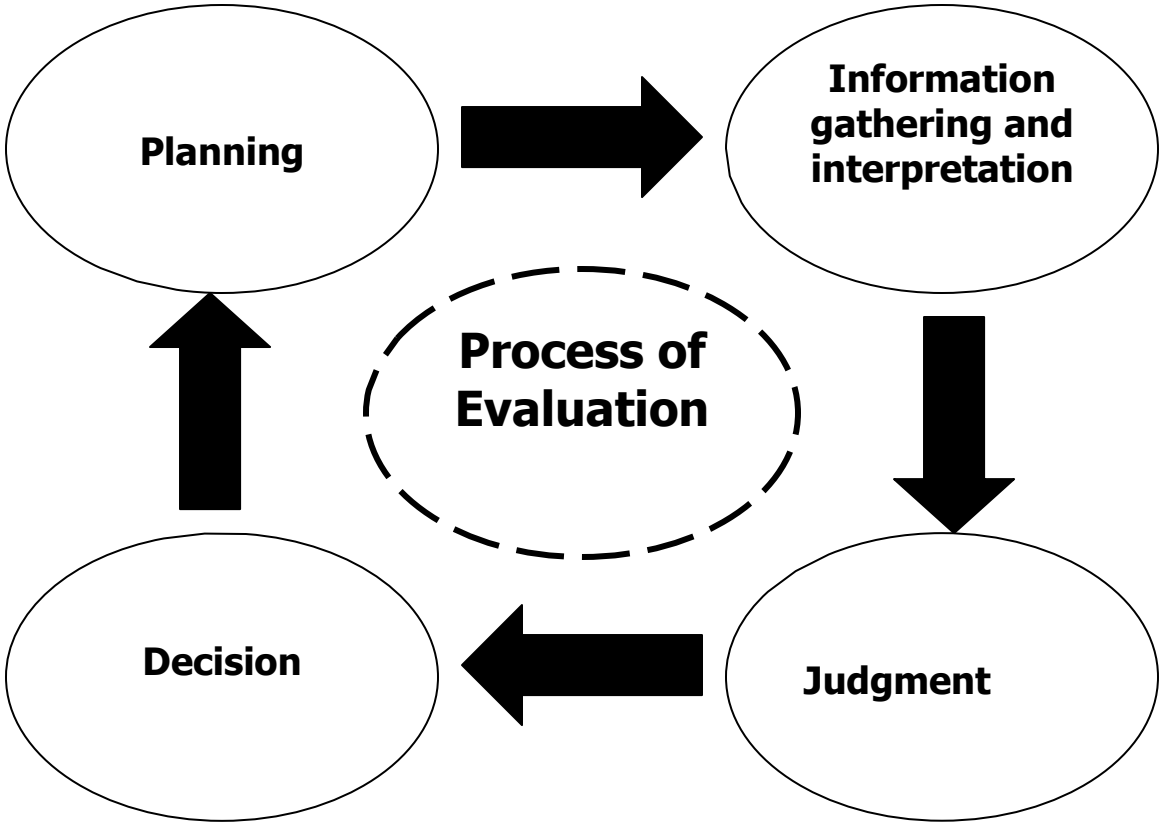
The **rubric** provided with each LES play a role in **supporting learning** and not in the recognition of competencies that will take place at the end of the year. The schemas on the following page explain the procedure of evaluation of learning.

Sources:

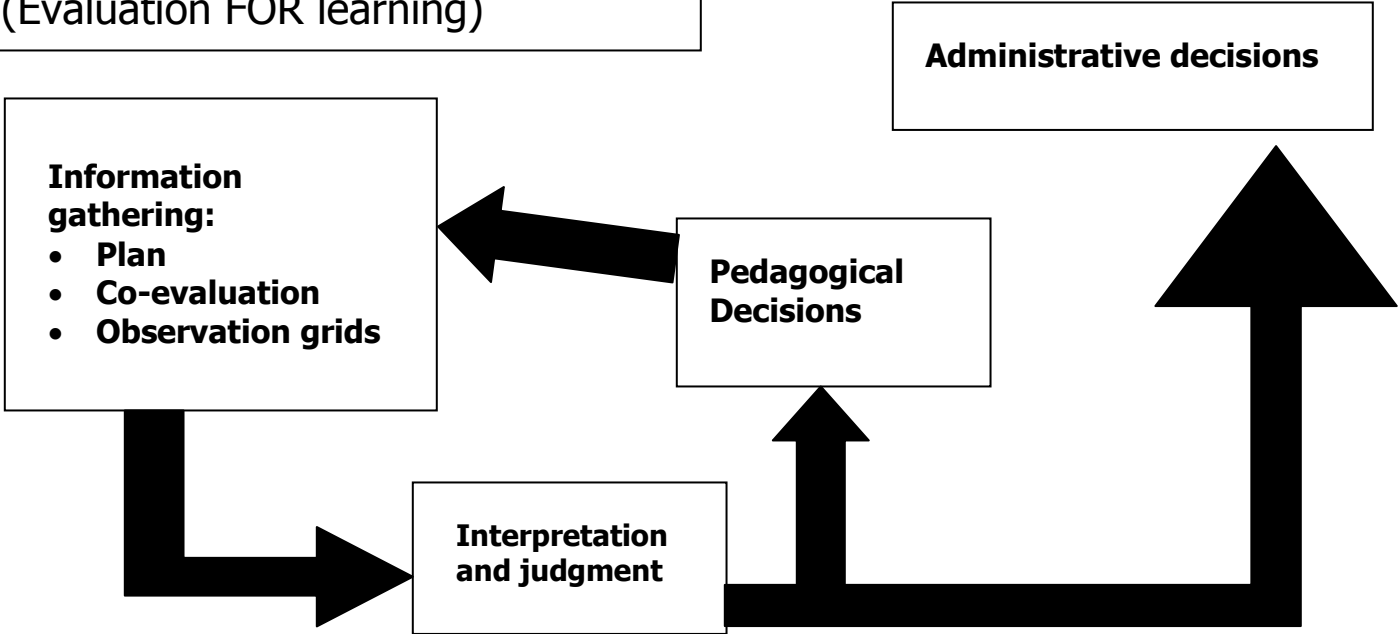
MINISTÈRE DE L'ÉDUCATION. *Evaluation of Learning Secondary : Framework*, preliminary version, Québec, 2006, 122p.

MINISTÈRE DE L'ÉDUCATION. *Régime pédagogique de l'éducation préscolaire, de l'enseignement primaire et de l'enseignement secondaire*, Éditeur officiel du Québec, août 2007.

**Process of Evaluation**



**Evaluation Procedure**  
(Evaluation FOR learning)



# Intellectual Operations

In order to assist students with their progression of learning, evaluation must sometimes be based on knowledge and other times on a student's capacity to use his/her competencies in various contexts.

The intellectual operations have two objectives with regard to evaluation of learning:

- Verify the knowledge acquired by the student;
- Evaluate the student's ability to apply the knowledge acquired.

| <b>Intellectual Operations</b>                       | <b>What the intellectual operation involves</b>   |
|--|---|
| Examine social phenomena of the present and the past | The student's ability to formulate questions from a historical perspective and to make observations   |
| Situating in time and space                          | The student's ability to place facts in chronological order<br><p style="text-align: center;"><b>OR</b></p> The student's ability to place a fact or a set of facts on a time line<br><p style="text-align: center;"><b>OR</b></p> The student's ability to establish the precedence or posteriority of facts |
| Establish facts                                      | The student's ability to identify relevant and accurate facts   |
| Characterize a historical phenomenon                 | The student's ability to identify characteristics<br><p style="text-align: center;"><b>OR</b></p> The student's ability to identify a general feature of a set of specific characteristics  |
| Make comparisons                                     | The student's ability to identify similarities<br><p style="text-align: center;"><b>OR</b></p> The student's ability to indicate a point of agreement or disagreement   |

|  |   |
|--|---|
| Determine explanatory factors and consequences   | The student's ability to identify facts that explain a phenomenon<br><b>OR</b><br>The student's ability to identify facts resulting from a phenomenon |
| Determine elements of continuity and changes     | The student's ability to identify what remains unchanged over time<br><b>OR</b><br>The student's ability to indicate a change occurring over time     |
| Establish connections between facts              | The student's ability to interrelate facts<br><b>OR</b><br>The student's ability to illustrate a statement by citing relevant and accurate facts      |
| Establish causal connections                     | The student's ability to establish a logical connection between explanatory factors and consequences  |
| Characterize the evolution of a society (Sec. 4) | The student's ability to summarize the evolution of a historical phenomenon   |

*Framework for the Evaluation of Learning: History and Citizenship Education, Cycles One and Two. Ministère de L'Éducation, du Loisir et du Sport, 2010.*

## Final Evaluation

At the end of each year of the cycle two in social studies, an evaluation situation is to be completed by the students.

## Competency Scales Explained

### What is a competency scale?

The scales of competency levels were designed to enable teachers to determine the competency levels attained. Each level describes concrete achievements that are typical for the students who have attained them. The purpose of this description is to provide a succinct picture of the competency level, not to propose an exhaustive list of the elements to be verified (*p.6 and 7 of Scales of Competency Levels:Secondary, MELS*).

## **Why use competency scales?**

In order to provide common points of reference that enable teachers to determine the competency levels attained by students at the end of the year.

## **Using the scales**

An appropriate evaluation process has been put in place to ensure that the scales are used properly. Since the competencies are actualized and developed within learning and evaluation situations. In general, the final situations in a given cycle are the most indicative of the student's level of competency development when it comes time to prepare a final report card.

Different evaluation tools apart from the competency scales (e.g. evaluation grids, checklists) are needed to gather more specific, complete information in order to give student feedback during the learning process and to provide a foundation for teachers' end-of-year assessments.

Analysis of the observations made during the year makes it possible to obtain a portrait of the student's competency development. At the end of the year, this portrait is matched with one of the levels on the scale. Keep in mind that this act constitutes a global assessment and that the scales are not designed for analytical use. Teachers should not, therefore, carry out a point-by-point comparison of the statements for a given level with the record of what the student has learned. It is more a matter of determining the level that most closely corresponds to the student's competency. At Kativik School Board, the report card is the result of a mathematical calculation made on the basis of results recorded during the year.

## Outline of the Scales of Competency Levels

| Level | Competency        | Comprehensive end-of-year Assessment  |
|-------|-------------------|---|
| 5     | <b>ADVANCED</b>   | Competency development <b>is above</b> the requirements.                          |
| 4     | <b>THOROUGH</b>   | Competency development <b>clearly meets</b> the requirements.                     |
| 3     | <b>ACCEPTABLE</b> | Competency development <b>meets</b> the requirements <b>to a limited extent</b> . |
| 2     | <b>PARTIAL</b>    | Competency development <b>is below</b> the requirements.                          |
| 1     | <b>MINIMAL</b>    | Competency development <b>is well below</b> the requirements.                     |

The competency scales must be used by teachers in order to assist in making judgments on the competency levels of their students. They are most often associated with the recognition of a student's competency level, but in the context of formative assessment they can also be used for **assessment for learning**. In essence, they can be used to help adapt pedagogical interventions throughout the academic year in order to assist the student in attaining the highest possible level.

### Main practices to be established for preparing report cards

- Familiarize the students with the scales and invite the students to use them as guideposts for adapting their actions in ways that foster the optimum development of their competencies.
- Keep relevant records of student learning in sufficient quantity to constitute a basis for assessment.
- Construct each assessment gradually and update it using the latest learning and evaluation situations.
- Make a general association between a student's competency and one of the levels on the scale, without carrying out a point-by-point comparison between the observations made and each of the statements for a given level.

## Using the Rubrics

Each learning and evaluation situation presented within the framework of this program is accompanied by rubrics. A rubric can be defined as a tool used to assess student learning. They are constructed using the criteria found in the scales of competency and are, therefore, tied directly to the expected competency development and progression thereof.

The rubrics found with each LES are constructed in 5 points. That is, written descriptions are provided for numbers 1 to 5, 1 being the weakest and 5 being the highest. Teachers must use these rubrics in addition to anecdotal notes taken while assessing students' competency development throughout each learning and evaluation situation. Due to the fact that these rubrics are constructed based on the scales of competency, teachers can consider the rubrics when locating their students on the scales during the course of learning to see progression or for end of year evaluation.

In order to obtain a grade appropriate to be entered into the report card, teachers' must convert the number from the 5 point rubric into a percentage. It should be noted that though only numbers 1-5 appear on the rubrics, the teacher can use his/her professional judgment to nuance between, for example, a 5 and 5+. When preparing competency reports, teachers can qualify their assessments of the levels of competency their students have attained by adding a '+' to the level that best corresponds to the overall competency development exhibited. By assessing a 4+, for example, the teacher attests to the fact that the student has demonstrated a competency level of 4, while some aspects of what he or she has accomplished stand slightly above the description for this level without, however, placing the student's performance at level 5. Such qualifications must be backed up by recorded observations that reflect what was learned. *(p.10,11,12 of Scales of Competency Levels: Secondary, MELS)*

Each point on the rubric, and those optional at the discretion of the teacher's professional judgement, is equivalent to percentage:

| <b>Number attained on the rubric</b> | <b>Percentage</b>   |
|--------------------------------------|---------------------|
| <b>5+</b>                            | <b>100%</b>         |
| <b>5</b>                             | <b>92%</b>          |
| <b>4+</b>                            | <b>84%</b>          |
| <b>4</b>                             | <b>76%</b>          |
| <b>3+</b>                            | <b>68%</b>          |
| <b>3</b>                             | <b>60%</b>          |
| <b>2</b>                             | <b>50%</b>          |
| <b>1</b>                             | <b>40% or below</b> |

## Competency Development History and Citizenship Education

Student: \_\_\_\_\_ Permanent Code: \_\_\_\_\_

Cycle:  Year:  Teacher: \_\_\_\_\_

Community: \_\_\_\_\_ School: \_\_\_\_\_

### Term 1

|                     |   |   |   |   |   |
|---------------------|---|---|---|---|---|
| <b>Competency 1</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Competency 2</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Competency 3</b> | 1 | 2 | 3 | 4 | 5 |

Comments: \_\_\_\_\_

### Term 2

|                     |   |   |   |   |   |
|---------------------|---|---|---|---|---|
| <b>Competency 1</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Competency 2</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Competency 3</b> | 1 | 2 | 3 | 4 | 5 |

Comments: \_\_\_\_\_

### Term 3

|                     |   |   |   |   |   |
|---------------------|---|---|---|---|---|
| <b>Competency 1</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Competency 2</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Competency 3</b> | 1 | 2 | 3 | 4 | 5 |

Comments: \_\_\_\_\_



# Competency Development History and Citizenship Education

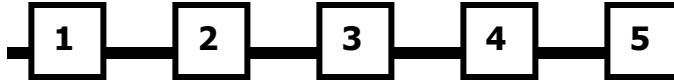
Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

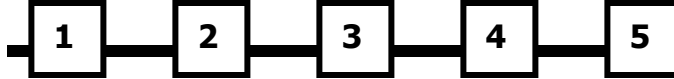
School: \_\_\_\_\_

## Term 1

Competency 1



Competency 2

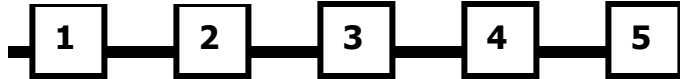


Competency 3



## Term 2

Competency 1



Competency 2



Competency 3



## Term 3

Competency 1



Competency 2



Competency 3



## Calculation Sheet History and Citizenship Education

**Student:** \_\_\_\_\_ **Permanent Code:** \_\_\_\_\_

**Cycle:**  **Year:**  **Teacher:** \_\_\_\_\_

**Community:** \_\_\_\_\_ **School:** \_\_\_\_\_

|  | Term 1  | Term 2  | Term 3  |
|--|---|---|---|
| <p><b>Competency One:</b> Examines social phenomena from a historical perspective</p> <p><b>Evaluation Criteria:</b><br/>Appropriate use of knowledge<br/>Critical use of his/her process</p>  | <input type="text"/> X .25= <input type="text"/><br>↓ | <input type="text"/> X .25= <input type="text"/><br>↓ | <input type="text"/> X .25= <input type="text"/><br>↓ |
| <p><b>Competency Two:</b> Interprets social phenomena using the historical method</p> <p><b>Evaluation Criteria:</b> Appropriate use of knowledge<br/>Rigour of his/her historical reasoning<br/>Critical analysis of hi/her process</p>   | <input type="text"/> X .50= <input type="text"/><br>↓ | <input type="text"/> X .50= <input type="text"/><br>↓ | <input type="text"/> X .50= <input type="text"/><br>↓ |
| <p><b>Competency Three:</b> Strengthens his/her exercise of citizenship through the study of history</p> <p><b>Evaluation Criteria:</b> Appropriate use of knowledge<br/>Expression of a well-founded opinion<br/>Consideration of community life and the pluralistic nature of a society<br/>Critical analysis of his/her process</p> | <input type="text"/> X .25= <input type="text"/><br>↘ | <input type="text"/> X .25= <input type="text"/><br>↘ | <input type="text"/> X .25= <input type="text"/><br>↘ |
| <b>TERM GRADE</b>  | = <input type="text"/>                                | = <input type="text"/>                                | = <input type="text"/>                                |

### FINAL GRADE

|                   |       |
|-------------------|-------|
| Term 1            | X.20= |
| Term 2            | X.20= |
| Term 3            | X.40= |
| Exam Mark         | X.20= |
| <b>FINAL MARK</b> |       |

# Metacognition Tools



## Improving my use of Strategies

- Record the strategies you tried during the tasks.
- Check (✓) if the strategy was effective or not (did it help you?)
- Provide an alternative and explain what you will do next time when you get stuck.

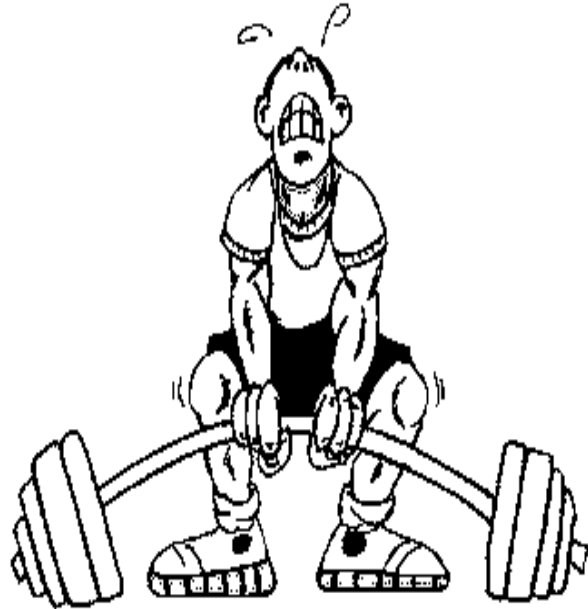
| The strategy I used was... | Was it effective? |    | Next time, I will try... |
|----------------------------|-------------------|----|--------------------------|
|                            | Yes               | No |                          |
|                            |                   |    |                          |
|                            |                   |    |                          |
|                            |                   |    |                          |
|                            |                   |    |                          |
|                            |                   |    |                          |

# Was it easy or difficult?

Tasks that were easy



Tasks that were difficult



# Was it easy or difficult?

## Tasks that were easy



## Tasks that were difficult



Reason(s):



Reason(s):



Reason(s):



Reason(s):



Reason(s):



Reason(s):

## Interview Worksheet Possible Questions

1- What did you learn?

2- Which resources did you use?

3- Where did you find them?

4- Which strategies did you use?

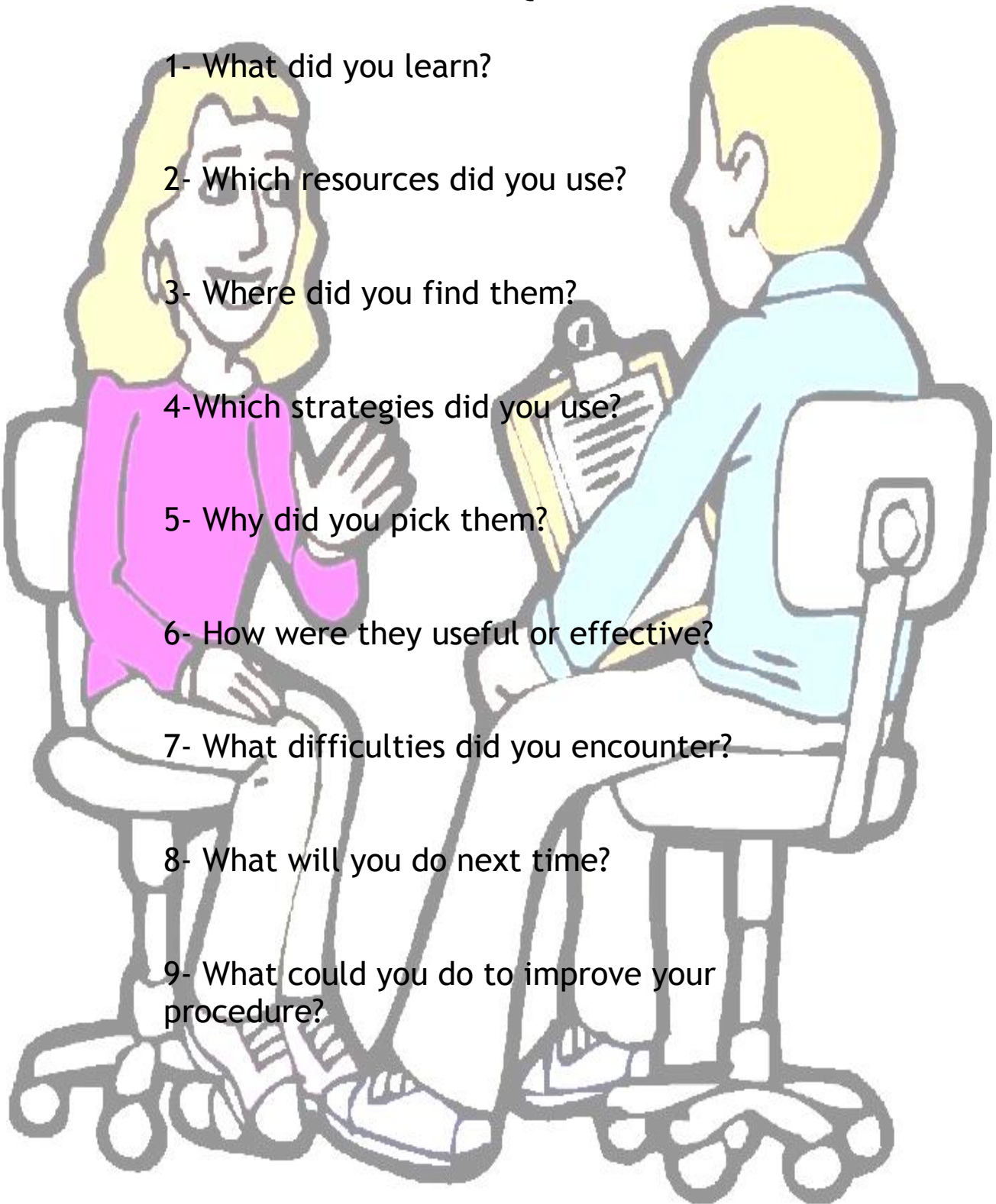
5- Why did you pick them?

6- How were they useful or effective?














7- What difficulties did you encounter?

8- What will you do next time?

9- What could you do to improve your procedure?



# Resources

-  Document file;
-  Your teacher;
-  Your friends;
-  A dictionary;
-  A thesaurus;
-  Your first language;
-  The Internet;
-  Newspapers;
-  The media;
-  The library;
-  Elders;
-  Regional organizations;.
-  ...

# Strategies



Think about what you already know about the subject;



Make links between the subject and what you already know;



After reading a text, take a moment to write a summary, it will help your comprehension;



Associate new information with printed or mental images;



Use graphic organizers, take notes;



Organize or plan your process;



Use a variety of resources;



Make predictions;



Cooperate;



Talk things out with yourself;



Be confident;



Try brainstorming;



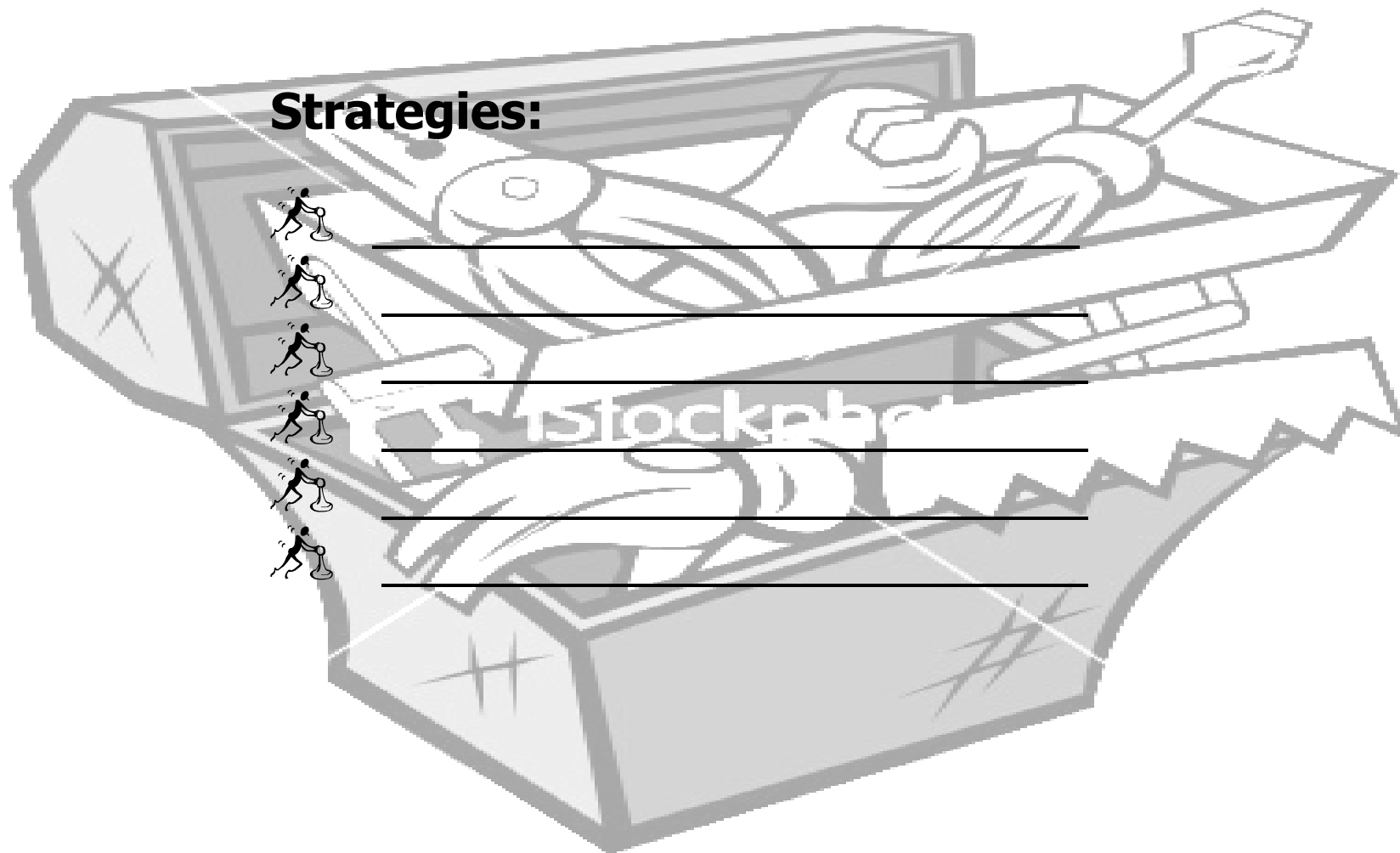
Ask questions;



Use context clues;

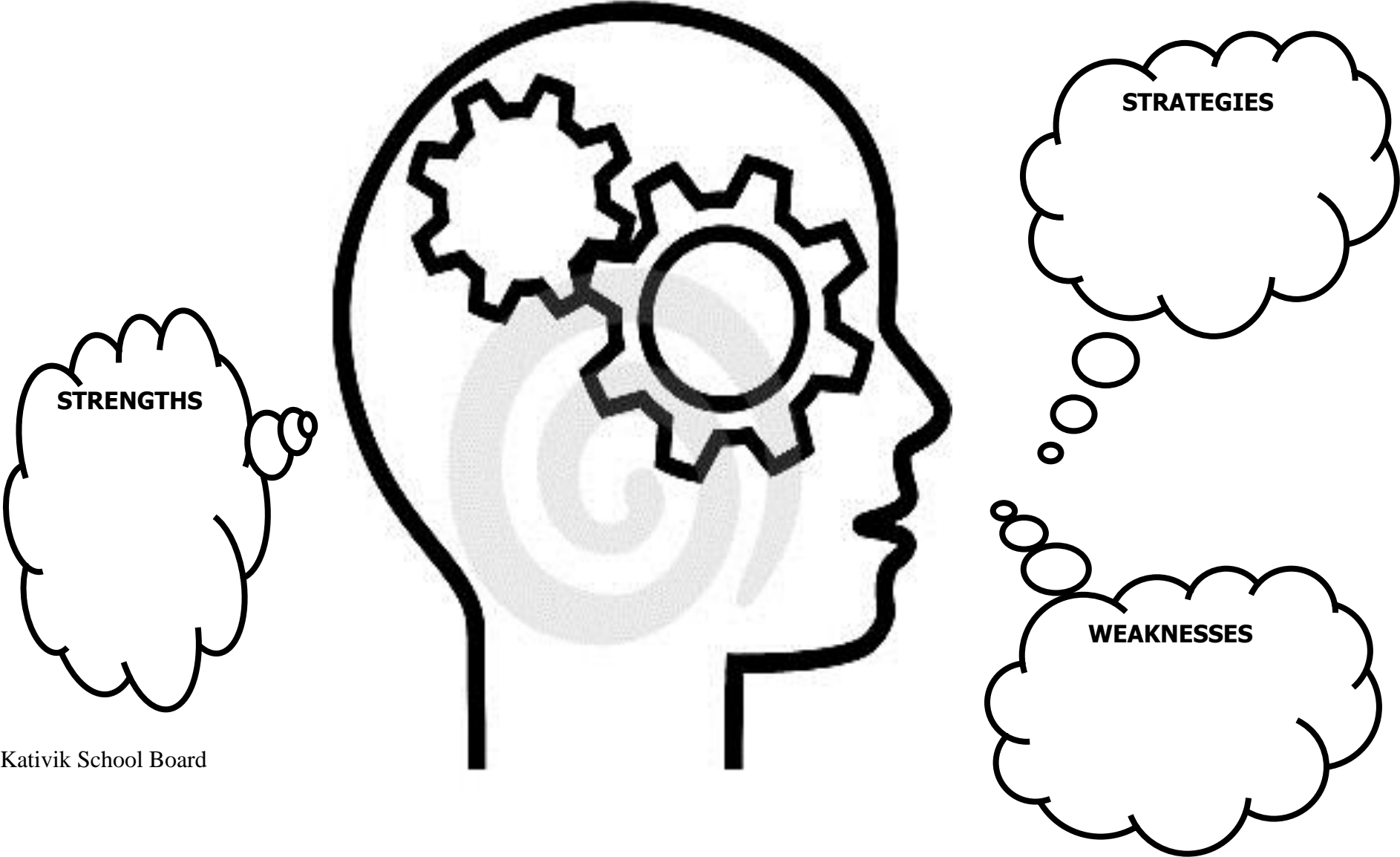
# MY STRATEGIES

- Strategies can be seen as tools that help you accomplish your tasks. In the tool box below, list the strategies that you used during the learning and evaluation situation (LES).



# Thinking about my process....

Write words, sentences, or draw symbols describing your strategies, your strengths and your weaknesses.





# Examines social phenomena from a historical perspective

Guide for the progressive development of the competency

Adapted from an original work of the Table Régionale de l'univers social de la région  
Laval-Laurentides-Lanaudière

This document will shed light on the essence of this competency and illustrate the various development levels of the competency "*Examines social phenomena from a historical perspective*".

### **Why question?**

The competency "*Examines social phenomena from a historical perspective*" leads the students to ask questions about the various aspects of a social phenomenon. Students must learn to ask relevant historical questions about the present and the past of the social phenomena being studied. What underlies these two moments is the willingness to perfect his/her understanding of both the present and past. When the student questions the present, he/she is looking for the origin of a present day occurrence whereas when he/she questions the past, he/she initiates the research necessary to its interpretation. It is essential to question both moments so as to bring out continuity and change and also to allow for opportunities to search for links between the past and present.

### **Who asks questions?**

Some questions belong to the teacher and other questions to the student.

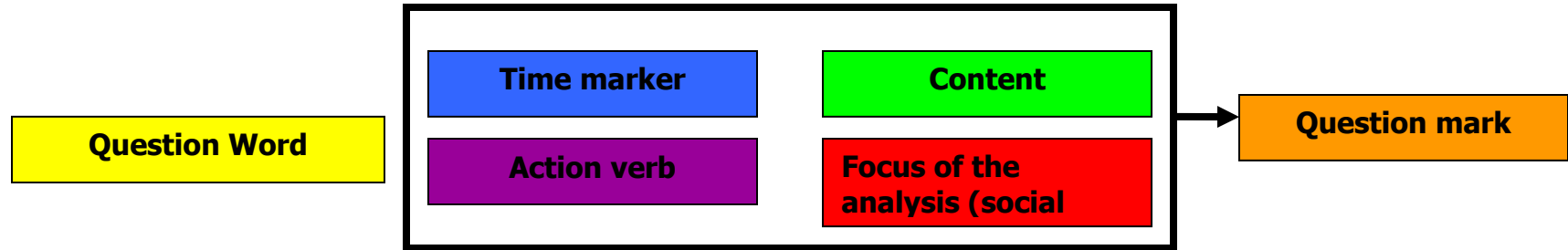
#### The teacher's questions

- The problem posed or the trigger (see the Competency Dynamics for History).
- The historical issue or the situation-problem which leads the student to state his/her assumption.

#### The student's questions:

- The questions during deployment of the competency "*Examines social phenomena from a historical perspective*".
- The questions required to interpret a document.
- The questions required to interpret the past and the present.

# The Construction of a Question



## Evaluation Criteria for Competency 1

### Question Word

Who is it? What is it? Do? What? When? Why?  
Where? How? Which? How much? Which one?

### Criteria on the temporal perspective

The time marker must situate the question in time.  
Examples of key words which are time indexes:  
Today....  
During the industrial period....  
In 1914...  
In the last 50 years...  
200 years ago...  
At that time...

It is helpful to invert the subject and the verb

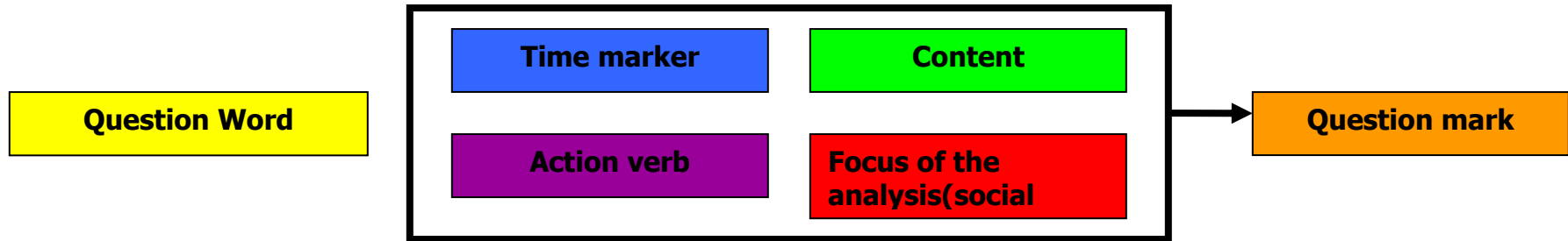
### Criteria on the Relevance (Content)

The content must be relevant. It will be so if one or several of the following elements is/are noted:  
The object of inquiry  
The actors (individuals, groups, institutions)  
Actions  
Facts      Societal aspects

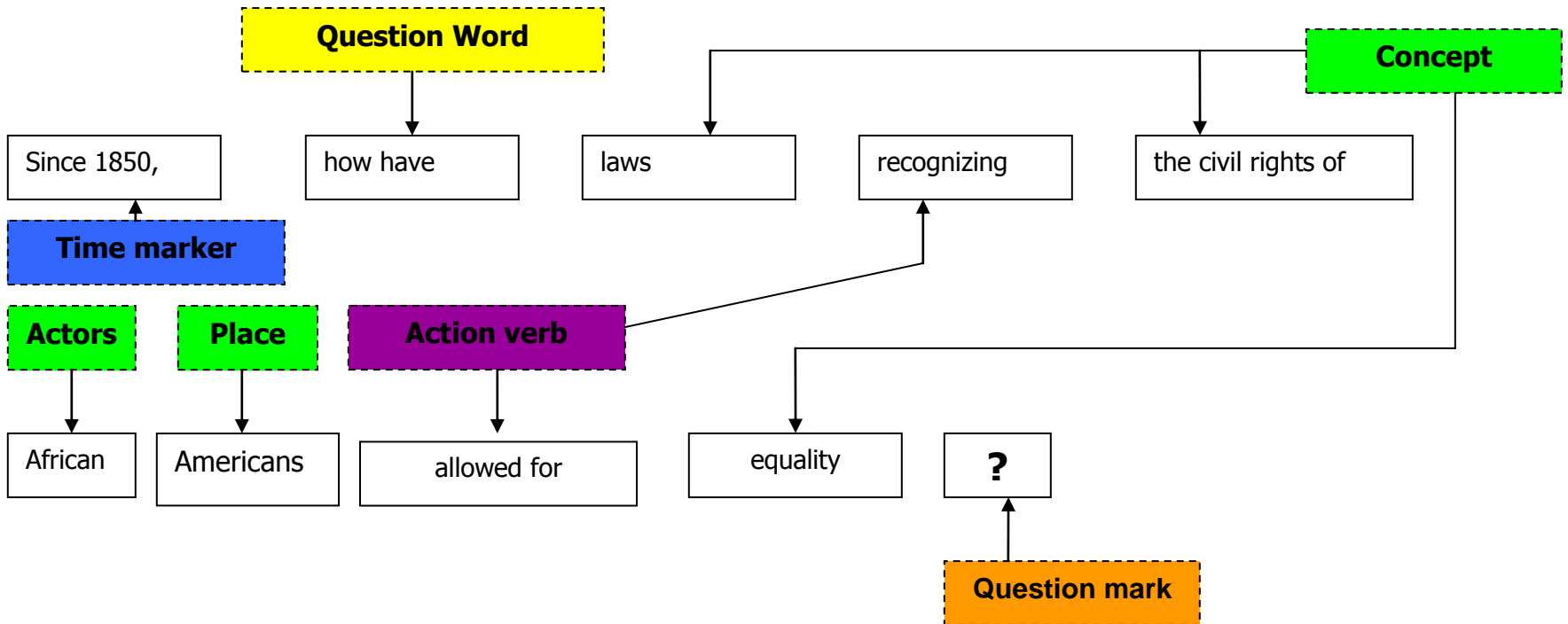
### Criteria on the Relevance (Focus of the analysis)

The focus of the analysis must be pertinent. It must be connected with the social reality. It will be so if one or several of the following elements is/are noted:  
Societal aspects  
Concepts related to the social reality  
Causes and consequences  
Continuity and change  
Similarities and differences  
Past-present link

# The Construction of a Historical Question



## EXAMPLE



## **THE 5WH METHOD**

|                 |  | <b>What are the possible uses?</b>  |
|-----------------|--|---|
| <b>5WHs for</b> | <b><i>WHAT? WHO?<br/>WHEN? WHY?<br/>WHERE?</i></b> | <ul style="list-style-type: none"> <li>○ Analyze a document</li> <li>○ Inquire about a character</li> <li>○ Study an event</li> </ul> |
| <b>H for</b>    | <b><i>HOW?</i></b>                                 |   |

It is easy for the student to learn how to use this method, to memorize it, and to turn it into a basic tool for questioning. It enables the student to gather data which constitutes the starting point for his/her questioning. This method reveals some leads to be investigated. Therefore, the student must be trained to use the method by modeling and by giving examples.

Suggestions for a **progression** in the development of the competency to be subject to questions:

1. **Modeling:** the teacher states simple questions based on the 5Ws for each of the documents. Teach the students how to build a historical question using the table on the previous page (relevance and temporal perspective).
2. **Guided practice:** alone or in teams and with the teacher's support, the students state questions based on the 5W for each of the documents. The point is to highlight the information from each of the documents. As far as relevance is concerned, you may limit yourself to societal aspects.
3. **Self-directed practice:** The students are able to formulate questions which relate at least 2 documents in order to ask questions about the causes, consequences, similarities, and differences. The questions are in connection with the object of interrogation. The students are interested in the players, facts, and actions.
4. The questions exploit at least one historical concept. The students wonder about the evolution of events. Model by showing the students how to make observations based on the documentary file.
5. The students question the past-present links and the continuity-change elements. The questions are developed from observations resulting from the documentary file. The student relates documents in the documentary file in order to ask questions about causes/consequences, similarities/differences, continuity/change, and the past-present links.

# Cooperative Learning

## Strategies for Developing Cooperative Learning



Cooperative learning is a learning/teaching strategy with a focus on group work. The strategy assigns specific tasks to students with different strengths and abilities and requires that they work together to achieve a common goal. Cooperative learning is an interactive approach to organizing group work and can be adapted to any type of classroom management.

Simply placing students into groups is not enough to ensure that cooperative learning will occur. Many teachers do not allow their students to work in small groups because past experience has brought negative and problematic results. However, if the essential elements and prioritized values are well organized, cooperative work can prove to be a highly effective and advantageous learning/teaching strategy.

### **The Advantages**

There are advantages to team work for both teachers and students. Not only does cooperative learning foster a cooperative environment, bolster a student's natural motivation, and cultivate their appreciation for differences, it also encourages students to assume greater responsibility and commitment and helps them retain knowledge. Teachers who use cooperative learning notice an improvement in comprehension, self-management, procedural knowledge, and determination among their students. Cooperative learning can be an effective strategy and can also be used as an intervention tool.

### **The Values**

The values promoted by cooperative group work must be clearly defined. Among these values are ***equality, mutual respect, solidarity, commitment, and open-mindedness towards others and the world.*** Below is a list of incentives for implementing these practices in the classroom:

- Establishes constructive, interpersonal relationships with a focus on cooperation, trust, friendship, and support;
- Develops a positive self-image;
- Uses information gathered with their peers more effectively;
- Practices better cognitive and social skills, and develops critical thinking skills.

### **Essential Components of Cooperative Work**

Cooperative learning activities require thoughtful and meticulous planning. Students must be taught to work cooperatively while focusing on the following components:

- Positive interdependency;
- Responsibility to other members of the group;
- Diversity of members within the group;
- Awareness and utilization of cooperative skills;
- Reflection and assessment of procedures.

#### Positive Interdependency

Encouraging cooperation within a group requires structured activities in which each student has a role in achieving a common objective. Each member of the group must be responsible for a part of the task. In short, the task cannot be completed without the participation of all group members.

#### Individual Responsibility

In order to fulfill the common objective, each student must be responsible for contributing to the task. Cooperation is essential; and if the group is to succeed, everyone must participate.

#### Diversity Within the Group

There must be diversity within the group for cooperative learning to be beneficial and for each student to have the opportunity to show their strengths and gain from the strengths of their teammates.

#### Cooperative Skills

The task must help students become aware of the cooperative skills they are using. If they are to work cooperatively, they need to be taught how to respect themselves and those around them, to wait their turn, to listen to and to trust their fellow students, to make decisions, to resolve conflicts, to offer ideas, and accept the ideas of others.

#### Reflection and Assessment of Procedures

It is important that students have time to reflect on their behaviour for each phase of the task and to assess the procedures involved in the activity. They must be able to evaluate their performance, especially their use of cooperative skills. Providing students with the opportunity to gradually develop their cooperative skills enables them to successfully complete the activities and tasks they are assigned.

### **The Teacher's Role**

The teacher is responsible for planning activities while focusing on the essential components of cooperative learning. They must ensure that the classroom is organized to facilitate cooperation (arranging desks in groups that place students

face-to-face). They must provide students with an explanation of cooperative work and the task at hand (steps involved, timeframes, etc.) Teachers must also specify each student's role within the group.

### **How to Structure Activities**

Even if students have already developed cooperative working habits, their experience and conception of the learning and evaluation situation and responsibilities are not necessarily those of their teacher's, especially at the beginning of the school year. Activities must, therefore, be carefully structured from the start:

- Explain the task and specify the pedagogical objective;
- Create an interdependent environment by allocating roles to all members of the group;
- Describe the responsibilities of the group and those of its individual members and make sure the students understand what is expected of them;
- Explain the skills you want them to develop and make sure they understand by having them describe ways in which they can help each other.

### **Possible Roles Within the Group**

You can make a cooperative learning kit that includes cue cards specifying the responsibilities of each role.

- Encourager
  - Ensures everyone gets the opportunity to speak.
  - Monitors the tone of voice being used by members of the group.
- Manager
  - Ensures all members understand the task.
  - Keeps the group focused on the task at hand.
  - Helps divide the workload.
  - Keeps track of necessary materials.
  - Gets the group to agree on how the work will be presented.
- Reporter
  - Writes down and organizes the group's ideas.
  - Ensures the quality of the presentation.
- Time keeper
  - Helps the group manage the time needed for each task.
  - Keeps track of time limits.

## Organizational Models for Cooperative Work

There are many models for cooperative work, and each aims to develop a number of cooperative skills. No matter which model you use, it is important that students assume a different role for each activity so that they get the opportunity to develop a variety of cooperative skills.

### 1. The "jigsaw" method

The "jigsaw" method is a cooperative learning structure that works effectively for longer, more complex tasks. This method divides tasks such that students become "experts" in a particular area of study.

**First step:** explain the activity to the whole class, providing step-by-step instructions.

**Second step:** divide the class into diverse groups of four to five students. These groups are the "original groups" or "base groups."

Describe the task to be carried out and explain that each group member will also be joining a temporary "expert group" to collect and acquire information on a specific topic that will become their area of "expertise." Next, explain that they will then rejoin their original group (or base group) to report what they have learned. Therefore, each group member is responsible for lending his or her expertise to the completion of the task.

Assign each student from the original groups to an "expert group." Follow one of the methods described below according to the type of task to be carried out.

1. Assign each member of the original groups a number from 1 to 4 (or from 1 to 5 if there are 5 students in the original group). All students assigned to the number 1 will be members of expert group 1, all those assigned number 2 will be in expert group 2 and so on.
2. Consider each student's natural abilities or the abilities they need to develop when assigning them to an area of expertise that corresponds to a specific aspect of the overall group project.
3. Get the students to help choose the areas of expertise they will be focusing on for the duration of the project. These choices will assist students in reflecting on their abilities and/or weaknesses and will motivate them to achieve their personal objectives.

**Step three:** Have students join their expert groups and participate in activities that focus on a given topic and the acquisition of knowledge or abilities.

Next, for their group members, have them prepare a report on their newly acquired knowledge or a demonstration of their newly acquired abilities.

**Step four:** Have them rejoin their original groups to work on their project and organize the work involved in the task at hand.

**Step five:** This step is to be carried out with the entire class. Have the original groups present their final product. Once the presentations are done, lead a discussion concerning the cooperative work process and possible improvements to the process for any similar future activities.

## **2. Communication Cube**

First, divide the class into teams and give each team a communication cube (a small cube made of paper with a topic or question written on each side).

Next, have each member of the team roll the cube in turn and discuss the topic that 'comes up'. The other members of the team must listen attentively and ask questions if they need clarification.

Each team member will then relate to the group what he or she learned that was interesting from listening to their teammate.

## **3. Circular Graffiti**

Divide the class into teams. Using a shared graffiti space, have all the team members write down as many ideas as possible on a given topic in their allotted section. Have each student use a different colored marker to promote individual responsibility.

When the allotted time for the task is up, have them rotate the paper so each member of the team gets to read each section. This way everyone's ideas are enriched through the experience. If a student agrees with another teammate's idea, get them to sign their initials as a sign of consent.

Once everyone has had the opportunity to read each section, have them review the essential question as a team. You can designate a

spokesperson for each team who will use colored markers to identify the ideas in each section for which most students are in agreement.

#### **4. Four Corners**

Place a poster in each corner of the classroom, each dealing with a different topic, and ask students to stand next the poster that interests them the most.

Once everyone has chosen their corner, ask them to discuss their chosen topic. You can ask them to choose a reporter to take notes on their discussion. When the allotted time has run out, ask a spokesperson to share the ideas with the rest of the group.

### **Resources for Cooperative Work**

- ***Pedagogical resource kit for cooperative learning***

Includes files for download on: different roles, possible cooperative activities, cooperative skills to be developed, discussion and observation/evaluation worksheets and outlines for developing a cooperative learning activity, etc.

Source : <http://asp.csdeschenes.qc.ca/snaps/trousseapp.htm>

- HOWDEN, Jim et MARTIN, Huguette, La coopération au fil des jours, des outils pour apprendre à coopérer, Chenelière/McGraw-Hill, Montréal-Toronto, 1997.

<http://www.sasked.gov.sk.ca/docs/francais/frlang/inter/dirap>



# Concept Development

Guide for Developing the Concepts

***“A child cannot really understand the meaning of a concept until he/she has had the opportunity to reinvent it for themselves”***

## **Constructing Concepts: Suggested Procedures**

### **What is a concept?**

According to the Canadian Oxford Dictionary, a concept is: "a general notion, an abstract idea (*the concept of evolution*); an idea or mental picture of a group or class of objects formed by combining all their aspects."

Therefore:

- A concept is a general and abstract mental representation of one or a number of phenomena and the relationships between them.
- A concept unites a certain number of elements under a single term.
- A concept is constructed not in isolation but within a network and the concepts that make up that network are interdependently linked.
- A concept can be used to organize a concept map and determine the order of any related concepts.
- A concept map is a graphic representation that uses words, geometric images, and arrows to indicate links.
- A concept map is a technique used to visualize an idea, opinion, theory, or text.

A number of authors suggest using semantic maps to enable learning. As a component of teaching strategies, a conceptual model (as a graphic representation) can be used by students as a tool for organizing newly acquired knowledge. As a learning strategy, creating diagrams helps students structure their knowledge and organize the concepts that form the basis of that knowledge. Many types of diagrams can be used to map complex networks of information.

To create a concept diagram:

- Make a list of all the concepts to be included.
- Form the diagram by placing the key concepts on a sheet of paper followed by the secondary concepts.
- Try arranging the concepts in different ways to determine the best layout.
- Complete the diagram by specifying the nature of the links between the different concepts.

Guidelines for constructing concepts can be found on the page attached to this document. These guidelines are to be carried out as group work for which students construct their own representation of the given concept.

These guidelines can be modified as needed. Before introducing the concept to be constructed, show the students photographic representations of the concept. The photos can be used as examples of the concept in question and counter-examples.

Ask students to list and describe what they see in the photos. You can also have them identify differences and similarities between the images and then complete a concept map according to the model provided.

Take the concept of industrialization as an example. This concept is studied as part of Canadian Confederation, a social phenomenon. Show the students a photo taken from inside a textile factory during that period and one from a modern day factory. Next, have them describe what they see and encourage them to observe that the activity is the same (producing fabrics and materials) but that the method of production has changed. Ask the students questions which—together with their observations from the photos and any previously acquired knowledge—will enable them to construct their own representation of the concept of industrialization.

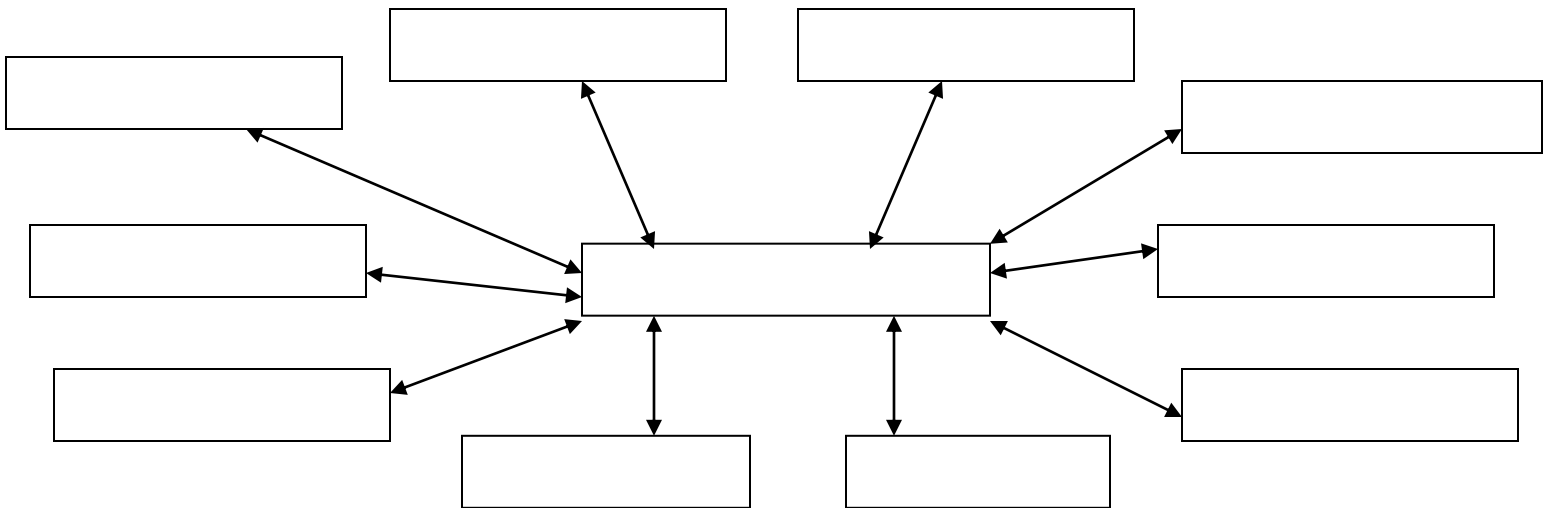
Before starting the activity, try showing one student a photo of the industry dating back to Canadian Confederation and another student a modern day photo of the industry. This will encourage the analysis process and provide the group with useful information.

You can also use other photos as concept examples and counter-examples. Once the group has identified the characteristics of the concept, they can determine whether the photo is an example of the concept they will be constructing or a counter-example. As a counter-example of industrialization, you can show the students a photo of a shoemaker in his workshop. As an example of industrialization, you can show them a photo of a shoe factory.

It is suggested you carry out the activity with the students. This will allow you to guide them through the concept construction procedures and help them create their concept map.

Model:

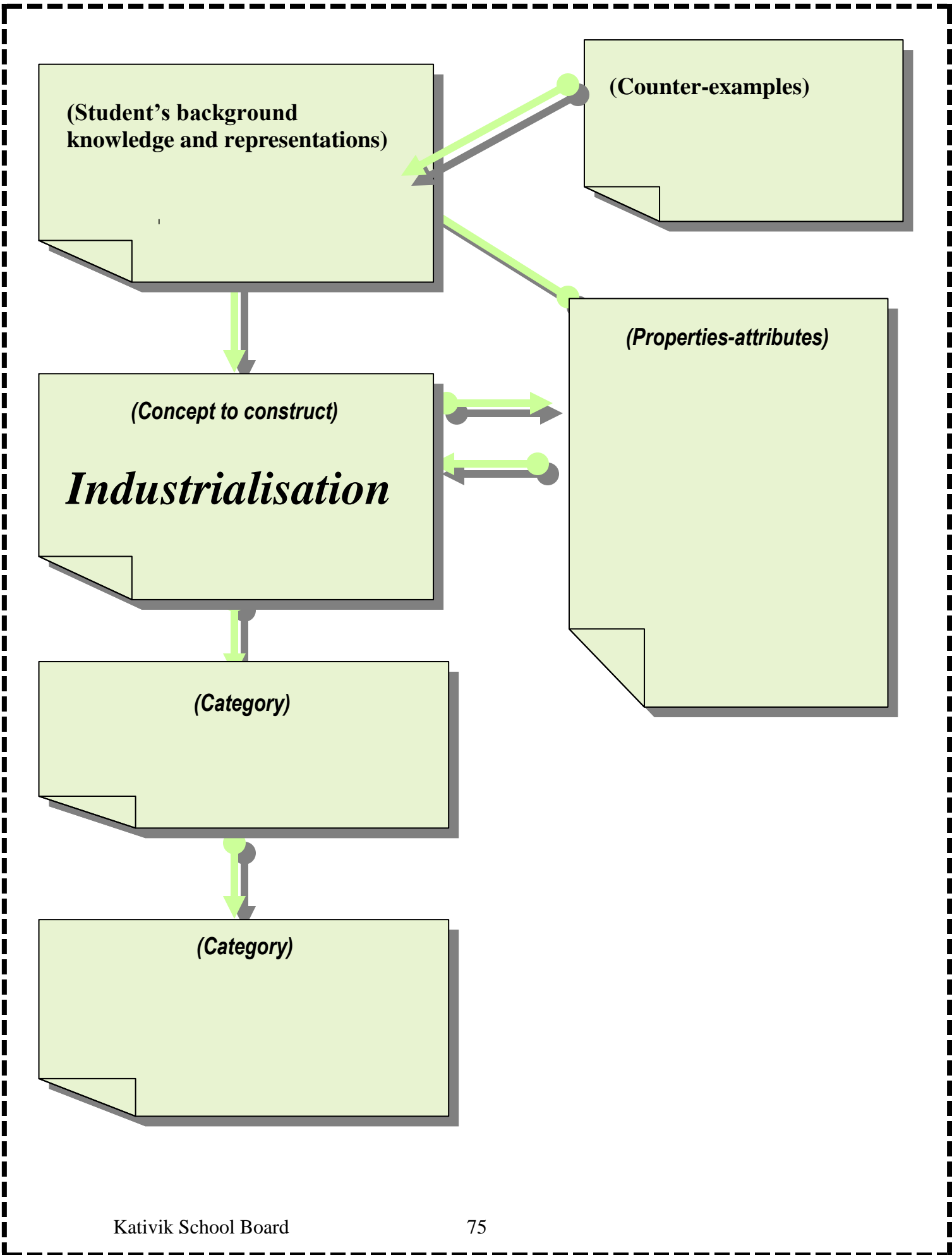
1. Introduce the concept to be constructed to the students. Appeal to their reasoning and emotions (teachers contribute to the quest for knowledge by participating in discussions and questioning students judiciously).
2. Place the concept on the conceptual map
3. Identify the characteristics of the concept
4. Help students establish a definition.
5. Expand on the concept and verify the students' comprehension (classify the examples and counter-examples).



Definition of the concept: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sources:

- The Canadian Oxford Dictionary (2004), p. 315.
- <http://sdp.cegep-rdl.qc.ca/pdf/fiches/tex6.pdf>
- MELS Training Session, DGFJ, Primary & History and Citizenship Education, block 4, spring 2006.



**(Student's background knowledge and representations)**

**(Counter-examples)**

*(Concept to construct)*

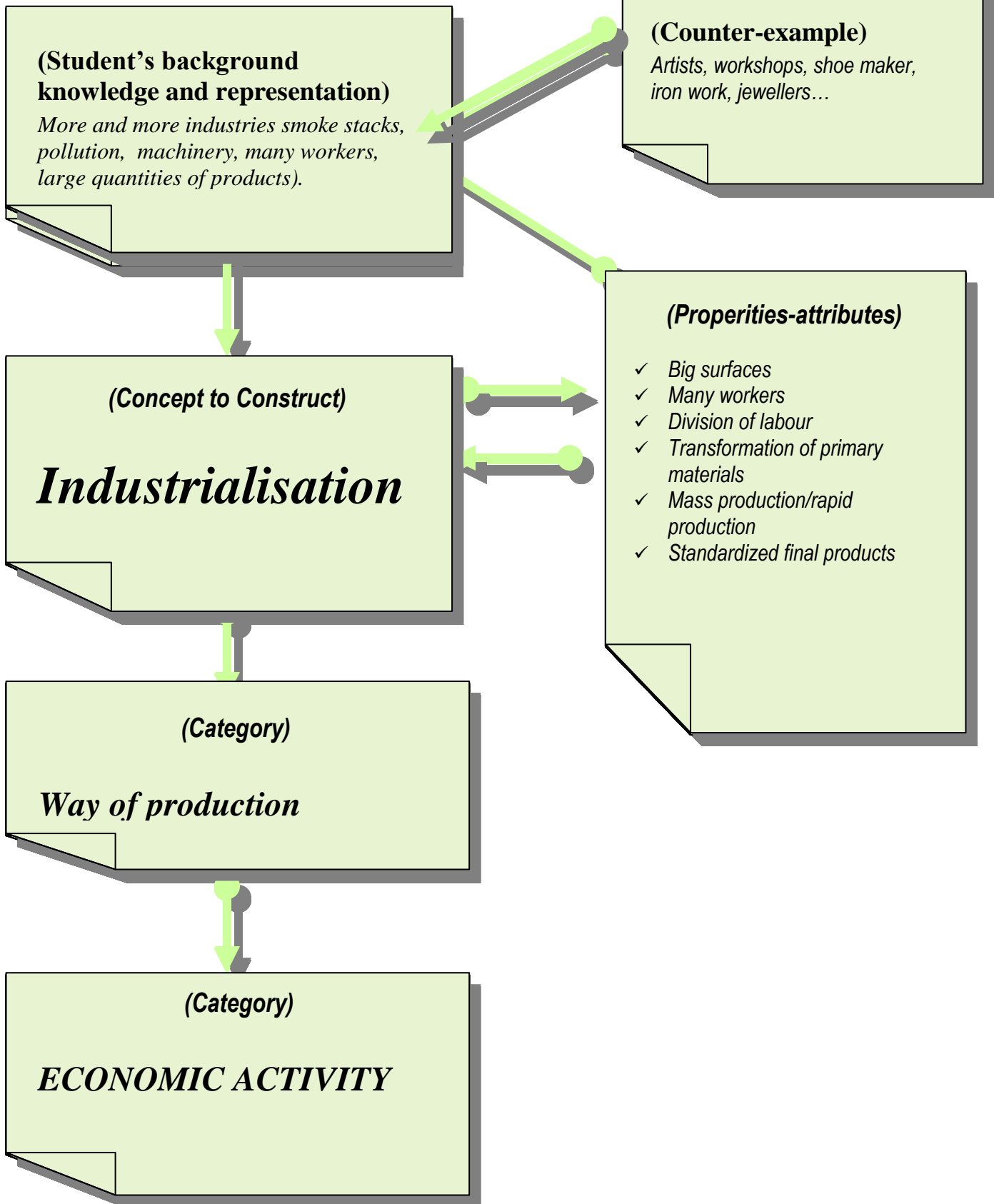
***Industrialisation***

*(Properties-attributes)*

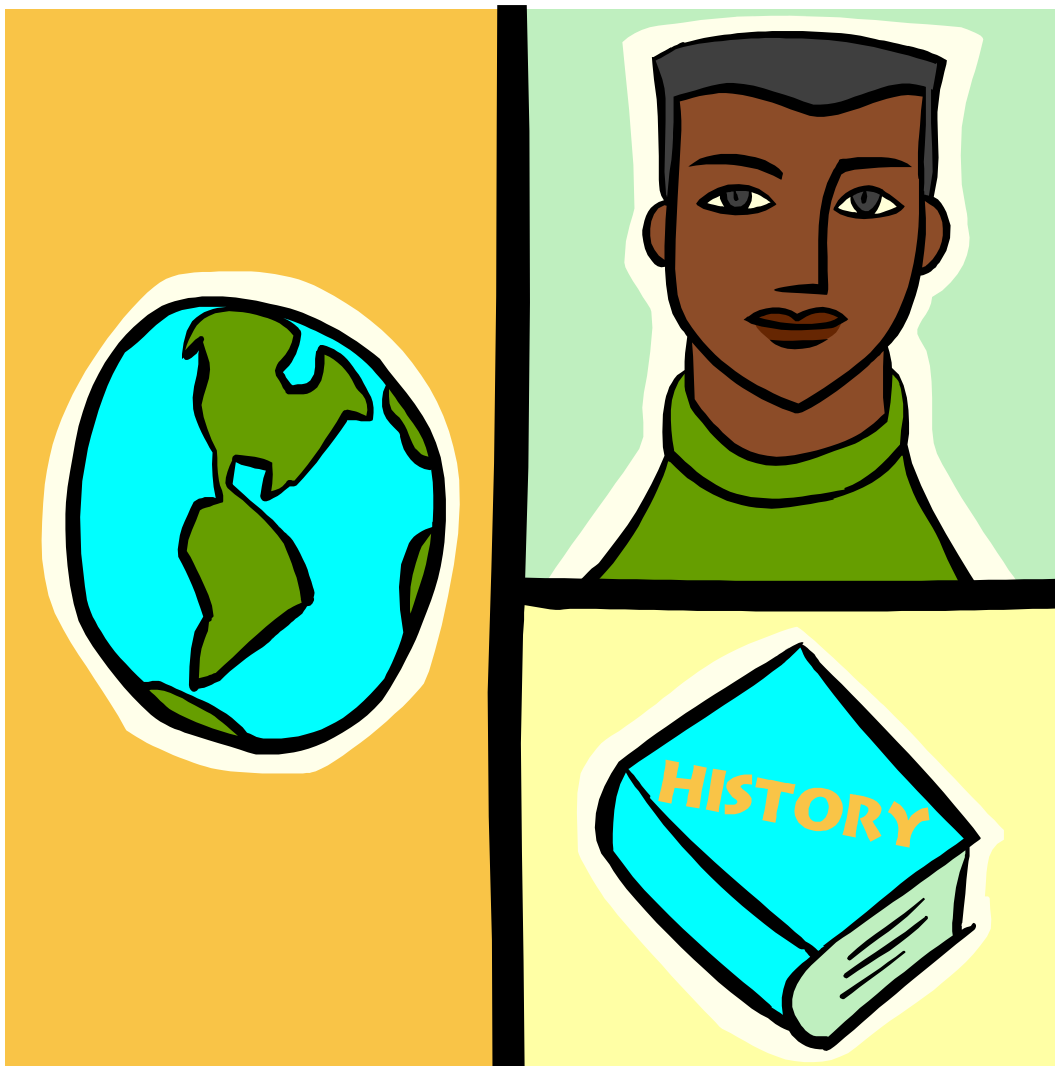
**(Category)**

**(Category)**

Example



# Reading Strategies for Social Studies



# Reading Strategies for Social Studies

## Social Studies Reading

“The goal of literacy in social studies is to develop students’ curiosity about the people and the world around them to promote effective citizenry in a culturally diverse world” (Macceca, p.4). Part of the role of social studies teachers is to bring students to understand and see the importance of relationships between human beings and their environment. By doing this, teachers encourage students to create links between the past and the present and develop a better understanding of the world in which they live and participate. This is not necessarily easily done. Teachers cannot simply ask students to make these links and understand the world in which they live. Students must acquire a skill set that allows them to question, investigate, and reflect on the various aspects of society. Traditionally, in the social sciences, teachers have asked students to turn to textbooks in order to develop an understanding of the world and to seek answers to the questions they may have. Generally speaking, with this type of approach students use the book to answer questions or take notes while never really learning to read effectively. Also, this type of reading generally does not encourage students to develop a thirst for knowledge or create a desire in the students to further their learning on a given matter. This is why it is crucial that social studies teachers not only teach students how to be effective social studies readers, but that they also motivate students to read.

## Motivating Students to Read

As we know, students who read outside of the classroom and who read a variety of genres are students who have better reading comprehension. This being said, the reality is that many students do not read outside of the wall of the classroom. It is for this reason that it is particularly important for teachers to provide students with opportunities to read **often** and to read a **variety** of text types. Teachers must not forget that comic strip, posters, charts, political cartoons, lists, etc., are text types that contain rich vocabulary and content.

## The Reading Process

Breaking reading down into three steps-**before**, **during**, and **after**-can be very beneficial for students. Each stage of the reading process is equally important and should be treated as such by the teacher.

- **Before Reading**

Before students begin reading, the teacher should attempt to create interest about the topic, build and activate prior knowledge, and set the purpose for

reading (Mecceca, p.9). This will assist students with the next step in the process and will remove some of the insecurities that students may have about the reading. "Social studies teachers, who motivate students and create interest prior to assigning the reading, improve their students' overall comprehension. Further, students who are motivated are "more likely to have better long-term recall of what they read" (p. Mecceca, p.9).

Teachers can motivate students by assessing their **prior knowledge**. When reading, we use what we already know as a foundation. In other words, we attach new information that we extract from a text to existing information. As a teacher, if you are able to assess students' prior knowledge before reading, you can better decide what texts to use and what approach to take to ensure that students have some existing knowledge to which to link the new knowledge.

Setting a **purpose for reading** can also increase student motivation. Possible purposes include: predict what will happen, learn new vocabulary, summarize, evaluate a point of view, etc. (Mecceca, p. 9). It is essential that students know why they are reading. It will help them focus their attention and make the task more meaningful.

In social studies, it is essential that teachers introduce **key concepts** and **vocabulary**. Doing so will assist the students in reading with greater fluency which will ultimately lead to increased comprehension.

Teachers should also encourage the **development of metacognition**. It is important that students become aware of the reading task. If students learn to identify what strategies they employ while reading, they will be in a position where they will be able to take better control of their learning and become more independent readers.

### **Possible Pre-Reading Activities**

- Scan visual documents (maps, diagrams, etc.)
- Use titles to guess at content
- Skim
- Review vocabulary
- A class discussion on the topic of the text
- Brainstorm
- Create questions
- Make predictions

- **During Reading**

While students are reading, they should be engaged and answering questions, self-monitoring their understanding, visualizing information, and building connections. In social studies, it is essential that the teacher helps students in creating objectives for their reading. Students need to know the **purpose** of their reading and what information they should be looking for. Social studies teachers should also help students learn how to create mental images when reading. This will assist students in comprehending material as they read. It also encourages a greater recall of information. As students read, their brain connects the new information to existing knowledge; therefore, it is vital that social studies teachers assist students in making connections between what they know and what they are learning while they read (Macceca, p.10-11).

### **Possible During-Reading Activities**

- **Reread for clarification** *e.g. I don't understand the difference between sedentary and nomadic, so let's reread document 15.*
- **Solve words** *e.g. What is inanimate? Which parts of the word do you recognize?*
- **Monitor and regulate reading** *e.g. Am I ready to locate where the Iroquois lived around 1500?*
- **Self-question to monitor understanding** *e.g. What is 'circle of life'?*
- **Seek answers to questions** *e.g. I'll look for the answer to my question about 'circle of life' in the section called "Learning about Aboriginal Beliefs".*
- **Observe the text structure** *e.g. What do the titles and subtitles tell us about the topic?*
- **Build on prior knowledge** *e.g. I already know that the Inuit in Nunavik today are descendants of people who crossed the Bering Strait.*
- **Stimulate discussion** *e.g. Why did the Europeans and Inuit disagree over the use of land?*
- **Focus objectives** *e.g. Let's explain the differences between sedentary and nomadic.*
- **Infer author's intentions** *e.g. What does the author want us to understand about the 'Declaration on the Rights of Indigenous People'?*
- **Generalize about specific details** *e.g. The three families practiced oral tradition.*
- **Visualize content** *e.g. Let's stop and picture what an Iroquois village looked like around 1500. What do you "see" in your minds?*
- **Adjust purpose for reading** *e.g. this section focuses on animism, so let's focus on spirituality.*

*Adapted from Macceca, p.11*

- **After Reading**

“During the final stage of the reading process, students build connections among the bits of information about which they have read, enabling them to deepen their understanding and reflect on what they have learned” (Macceca, p.12).

It is important that after reading teachers provide students with opportunities to reflect on what they learned from the text. This will help them clarify their ideas, make connections and synthesize new information. Also, “teachers should spend time revisiting the text with students to demonstrate that the reading experience is not a single event” (Macceca, p.12). Students should be encouraged to summarize, find the main idea, and synthesize information they have just read. Social studies teachers should “take advantage of additional activities after reading to deepen students’ comprehension of the text” (Macceca, p.12).

### **Possible After-reading Activities**

- **Reread to review information and locate specific information** *e.g. What were the Europeans’ views on sharing of land?*
- **Confirm predictions** *e.g. My prediction that the Algonquin were an agricultural people was incorrect.*
- **Discuss what was understood; share information** *e.g. There are many ways to be a good citizen. I can follow rules, be honest, be brave, or be responsible.*
- **Clarify meaning** *e.g. Explain the difference between a sedentary lifestyle and a nomadic lifestyle.*
- **Relate the reading to the reader** *e.g. How can I participate in society?*
- **Summarize what was read** *e.g. Who can summarize the relationship between the Europeans and the Algonquin family?*
- **Synthesize new information** *e.g. Now I understand why my great grandparents, who traded with the HBC, became dependant on products like flour, tea, and tobacco.*
- **Analyze different elements of the text** *e.g. How can this map of North America around 1000 help us understand migration?*
- **Generate new questions** *e.g. How did the European’s way of sharing land change North America?*
- **Assess what was learned** *e.g. Describe the Inuit around 1500.*

*Adapted from Macceca, p.11*

## Explicit Instruction of Reading Comprehension Strategies

“Good teachers use many strategies to enhance students’ reading comprehension, and it is helpful to identify which strategies they use in order to explain why the technique successfully improves their students’ skills. Even more important is the explicit instruction of the individual strategies, including modeling, guided practice, and independent practice. These steps ensure that students learn to independently and consistently use a wide variety of reading comprehension strategies for a broad range of reading experiences” (Macceca, p.13).

Students benefit from explicit instruction of reading strategies. Taking the time to teach reading strategies to your students will help increase your students’ comprehension of texts. In addition to strategies, it is important that you help your students develop their metacognitive skills. Metacognition will assist the students in monitoring their own comprehension when reading and to self-regulate. It will assist them in becoming more strategic and better equipped readers with any text they encounter, and regardless of the context.

It is important that you teach a variety of strategies to your students. Like anything, different models will appeal and be more effective for different students, depending on their learning style. Also, we need to bring students to understand that different strategies need to be used for different types of texts and reading tasks.

If we want our students to be engaged when they read, we must prepare them to be strategic readers.



## STEPS INVOLVED IN EXPLICIT INSTRUCTION OF READING COMPREHENSION STRATEGIES

**1-Provide an exact description of the strategy and explain when and how it should be used.** Teachers need to explain what the strategy is called, why students use it, what it helps them understand, and how often students should use it.

**2-Provide modeling of the strategy.** Teachers should model how to use the strategy when students are in the process of reading. Students can also model the strategy, while the teacher reinforces an explanation of how the strategy is being used.

**3-Provide opportunities for collaborative use of the strategy in action.** Teachers and students should work together and share their use of the strategy while they are reading.

**4-Lead guided-practice sessions using the strategy, and allow for a gradual release of responsibility from the teacher to the student.** At this stage, teachers can remind students how to use the strategy and of the steps involved, but teachers should allow students to work on the technique independently.

**5-Encourage students' independent use of the strategy.** In the final stage, teachers might gently remind students of the name of the strategy, but the students should be using the technique automatically and independently.

Research shows that students only master the use of reading comprehension strategies when instruction follows the five steps listed above.



Taken from Reading *Strategies for Social Studies*, Macceca(2007), p. 14.

## WHAT GREAT TEACHERS DO

Research by Keene (2002) identifies four traits that effective teachers seem to possess. They are as follows:

**1-They take the time to understand each strategy in their own reading.** By doing this, the teacher becomes more aware of the strategy, increases his/her metacognitive knowledge of it, and is therefore better able to explain it to his/her students.

**2-They incorporate reading comprehension strategy instruction into predictable, daily, weekly, and monthly activities.** Teachers who are effective at teaching reading strategies set goals with regard to when strategies need to be learned. They ensure that these goals are met. They make a schedule that reflects these goals and that allows time for follow-up with struggling students.

**3-They ask students to apply each comprehension strategy to a wide variety of texts and text levels in different contexts.**

**4-They vary the size of groupings for strategy instruction.** Changing the size of the group helps a teacher focus on different goals.

| Large Groups  | Small Groups  |
|---|---|
| <ul style="list-style-type: none"><li>▪ Introducing a new strategy</li><li>▪ Modeling think-alouds to show children how good readers use the strategy</li><li>▪ Practicing think-alouds with new genres and allowing students to share their experiences using the strategy</li></ul> | <ul style="list-style-type: none"><li>▪ Providing more intensive instruction for students who need it</li><li>▪ Introducing gifted students to the strategy so that they can apply it independently to more challenging texts and to new genres</li><li>▪ Introducing new activities that enable students to share their thinking (new maps, charts, thinking notebooks, sketches, logs, etc.)</li><li>▪ Allowing students to discuss books and comprehension strategies without teacher involvement.</li></ul> |

5-They gradually release the responsibility for the application of a comprehension strategy to the students. Great teachers follow the explicit instruction steps and overtime transition from modeling, to group work, to independent student use of the strategy.

Adapted from Reading *Strategies for Social Studies*, Macceca (2007), p. 15-16.

## STRATEGY 1: DEVELOPING VOCABULARY IN SOCIAL STUDIES

It is vital to assist students in developing their vocabulary. It is well established that vocabulary knowledge is critical to text comprehension. Students with larger vocabularies have better reading comprehension and are more equipped to deal with new vocabulary when they encounter it because they are able to refer back to and make links to similar words that they already know.

Vocabulary instruction is particularly important in social studies because the students are more often exposed to new terms in history and geography courses than in other content courses.

Research by Beck and McKeown (1991) has established that there are three different levels of word knowledge: unknown, acquainted, and established.

|             |   |
|-------------|---|
| Unknown     | Words that the student does not recognize and that the student does not understand      |
| Acquainted  | Words that the student might recognize but has to work hard at to determine the meaning |
| Established | Words that students recognize and can define easily                                     |

The goal of a teacher is to move 'unknown' vocabulary encountered by a student to 'established'. Once the word is 'established' the student should be able to use it freely in his or her speech and written productions. It also implies knowing what the word means, synonyms of the word, and nuances of the word. In order to get to this point, the teacher must expose the student to the word multiple times and in a variety of contexts (Macceca, p.22).

### EFFECTIVE VOCABULARY INSTRUCTION

"Typically, teachers focus on teaching specific words and their definitions in vocabulary instruction, but this is not the most effective method because of the complexity of word knowledge. Instead, students should be invited to build on their previous understandings of words to learn new meanings and nuances, to connect words to greater concepts, to associate words with other related words [and], to categorize words in unique and useful ways..." (Macceca, p. 24).

#### **The Four Main Principles to Guide Vocabulary Instruction:**

Students should be:

- 1-Active in developing their understanding of words and ways to learn them
  - 2-Personalize word learning
  - 3-Be immersed in words
  - 4-Build on a variety of resources to learn words through multiple exposures
- (Macceca, p. 24)

## **Selecting Vocabulary to Teach**

During their preparation, it is essential that teachers read the texts that they will present to their students. While previewing the text, the teacher should make a list of vocabulary words that he/she thinks might be difficult for the students. Prior to exposing the students to the text, the teacher should present the students with a list of vocabulary that will be in the text and ask them to identify words that are new. This will help the teacher decide what vocabulary to tackle.

**Ryder and Graves (2003), present the following guidelines to help teachers select vocabulary to teach in class:**

- 1-The words are important to the understanding of the reading selection.
- 2-The students cannot use context or their structural knowledge to determine the general meaning.
- 3-The words are useful outside of the assigned reading selection. If students are likely to encounter the word in another task, it should be taught (Macceca, p. 25).

# STRATEGY 1: DEVELOPING VOCABULARY IN SOCIAL STUDIES

|                               |
|-------------------------------|
| Knowledge Rating Scale        |
| Rating Vocabulary             |
| Roots/Prefixes/Suffixes Chart |
| Definition Map                |
| Fruyer Model                  |
| Semantic Word Map             |
| Vocabulary Diagram            |

## Knowledge Rating Scale

### Activity

Before beginning a unit or lesson, scan the social studies material that students will be reading. Locate ten words that are essential to understanding the main concepts. Place the words in the Knowledge Rating Scale form and distribute the survey to the students. Ask students to complete the form independently. Before collecting the surveys, teachers can review each term with the students and ask them for a show of hands. Allowing for class discussion about the words will permit the students to make connections between the words and ideas that are shared (Macceca, p.29).

## Rating Vocabulary

### Activity

Prior to assigning a reading selection, choose the most essential words in the lesson or unit. Create a Rating Vocabulary sheet with the selected words. Give the students a copy of the Rating Vocabulary sheet and explain that they will be thinking about their understanding of particular words at three different points: before reading, after reading, and after discussing the words with the class. Explain the rating values: (+) indicates students know the word; (-) indicates students do not know the word; and (?) indicates students are not sure of the meaning of the word (Macceca, p.32).

## **Roots/Prefixes/Suffixes Chart**

### **Activity**

Distribute copies of the *Roots/Prefixes/Suffixes Chart* to the students prior to beginning a reading section from the social studies material. Ask students to pay attention to words they do not know as they read. Have students work independently or in pairs to record unknown words. Ask them to look up the roots, prefixes, suffixes, and record these as well. Encourage the students to guess at the meaning of the unknown word based on the word parts' definitions. When the students have completed the sheet, meet as a class to discuss the unknown words and what the students think they mean. Encourage students to discuss how they arrived at their guesses. Review the true definitions of the words and compare and contrast them to their guesses (Macceca, p.43).

## **Definition Map**

### **Activity**

Prior to assigning a reading selection, choose a word that is key to comprehending the text. Write the term on the board and at the centre of the Concept Definition Map Guide the students in adding to the map by asking them the following questions:

- What is it?
- What are some things you know about it?
- What is it like?
- What is an example of it?

Encourage students to then read the text and add information to the map. For stronger students, ask them to think of an original analogy to explain what the concept is like. After completing the map, ask the students to use their maps as guidelines to write a definition of the concept. Meet as a class to discuss student answers, and write examples of good definitions on the board to model for the students (Macceca, p.49).

## **Framer Model**

### **Activity**

Instruct the students to write down the word for a new concept they are learning on the Framer Model graphic organizer. First, the teacher and the students must define the concept and list its attributes. The students may refer to their document files, using information in the glossary, the text itself, consult other resources to find the definition, or use the definition provided by the teacher.

Next, distinguish between the concept and similar concepts with which it might be easily confused. When doing this, help the students to understand the concept in some depth. This can easily be accomplished through question and

answer during a short discussion. Also, provide the students with examples of the concept and explain why they are examples. Next, provide the students with non-examples. Discuss the examples and non-examples at length. Encourage students to generate their own examples and non-examples, and allow them to discuss their findings with the class. Once students are skilled at using the strategy, the entire class can work in pairs to complete a Frayer Model graphic organizer for different essential concepts and then present their findings to the class (Macceca, p.53).

## **Semantic Word Map**

### **Activity**

Determine the central concept in a social studies reading selection prior to assigning it to the students. It is important to think about important related ideas, events, characteristics, and examples to effectively prepare for a healthy discussion. After introducing the concept to students, ask them to brainstorm words relating to the concept. Record their ideas on the board. Expand the discussion around the words that suggest larger related categories, ideas, events, characteristics, and examples. Point out those words on the list that are likely to be most useful for organizing the main concept. Have students work independently to determine which words belong under the appropriate categories. Once students have completed their Semantic Word Map, allow them to present them and explain their reasons for choosing each word from the appropriate category (Macceca, p.56).

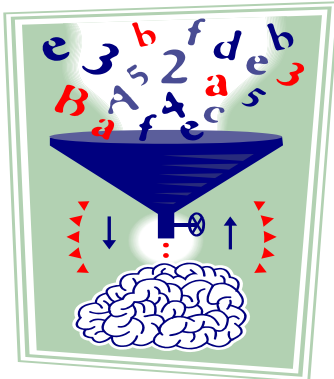
## **Vocabulary Diagram**

### **Activity**

As students are reading a selection from the document file, locate a dynamic word that is essential to understanding the text. Display a blank overhead transparency of the Vocabulary Diagram as a reference guide. Instruct students to place the selected word in the diamond at the center of the graphic organizer and identify its part of speech. Ask students to write the sentence from the text that contains the word in the rectangle at the bottom left. Have them locate any synonyms and antonyms for the word and place those in the oval on the left. Next have students break down the word to identify the prefixes and suffixes. Place these in the oval to the right. Instruct students to include words that have the same Greek or Latin root as the selected word in the trapezoid. Ask them to draw a picture illustrating the meaning of the word in the square. Instruct them to think of a person or thing that exemplifies the word, and add this to the circle. Require students to write one or two sentences that clearly demonstrate the word's definition in the rectangle at the bottom right. As a class, share ideas on the blank overhead, and discuss each word as needed.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Knowledge Rating Scale

| Word | Know it well | Have heard or seen it | No clue | Definition |
|------|--------------|-----------------------|---------|------------|
| 1-   |              |                       |         |            |
| 2-   |              |                       |         |            |
| 3-   |              |                       |         |            |
| 4-   |              |                       |         |            |
| 5-   |              |                       |         |            |
| 6-   |              |                       |         |            |
| 7-   |              |                       |         |            |
| 8-   |              |                       |         |            |
| 9-   |              |                       |         |            |
| 10-  |              |                       |         |            |

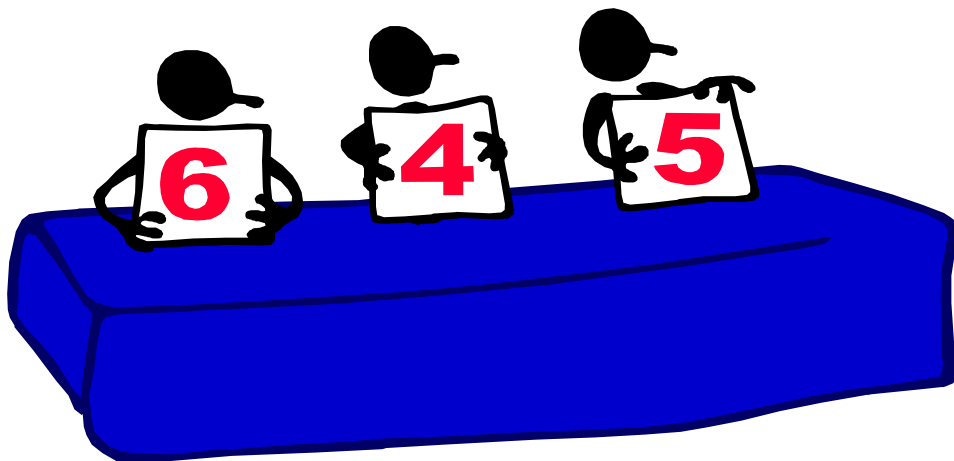
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rating Vocabulary

- Fill out each column at each stage of your reading.
- (+)=I know the word
- (-)=I do not know the word
- (?)=I am not sure of the meaning of the word

| Word | Before Reading | After Reading | After Discussion |
|------|----------------|---------------|------------------|
| 1-   |                |               |                  |
| 2-   |                |               |                  |
| 3-   |                |               |                  |
| 4-   |                |               |                  |
| 5-   |                |               |                  |
| 6-   |                |               |                  |
| 7-   |                |               |                  |
| 8-   |                |               |                  |
| 9-   |                |               |                  |
| 10-  |                |               |                  |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Root, Prefix, Suffix Chart

- Identify the words that you do not know
- Look up the roots, prefixes and suffixes.
- Based on the roots, prefixes and suffixes, guess at the meaning of the word.

| Unknown Word                           | Root                  | Prefix            | Suffix                          | Guess Definition       |
|--|-----------------------|-------------------|---------------------------------|------------------------|
| <i>EXAMPLE:</i><br><b>Contribution</b> | <i>Trib (to give)</i> | <i>Con-(with)</i> | <i>-tion (state or quality)</i> | <i>State of giving</i> |
|  |                       |                   |                                 |                        |
|  |                       |                   |                                 |                        |
|  |                       |                   |                                 |                        |
|  |                       |                   |                                 |                        |
|  |                       |                   |                                 |                        |
|  |                       |                   |                                 |                        |
|  |                       |                   |                                 |                        |
|  |                       |                   |                                 |                        |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Concept or Definition Map

What is it?

What is it like?

CONCEPT

Examples and Illustrations

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# FRAYER MODEL

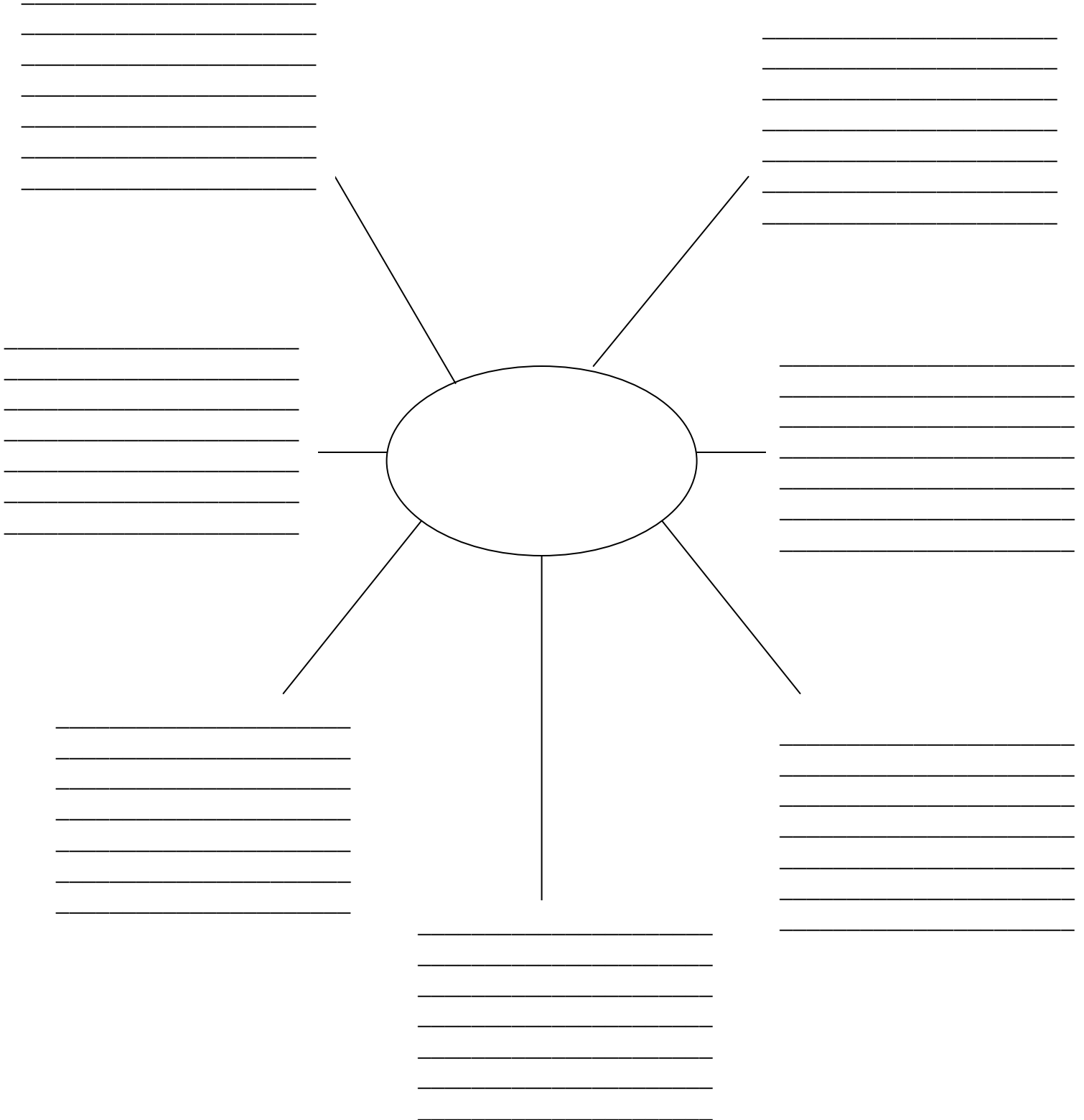
|                   |                        |
|-------------------|------------------------|
| <b>Definition</b> | <b>Characteristics</b> |
| <b>Examples</b>   | <b>Non-examples</b>    |

**WORD**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

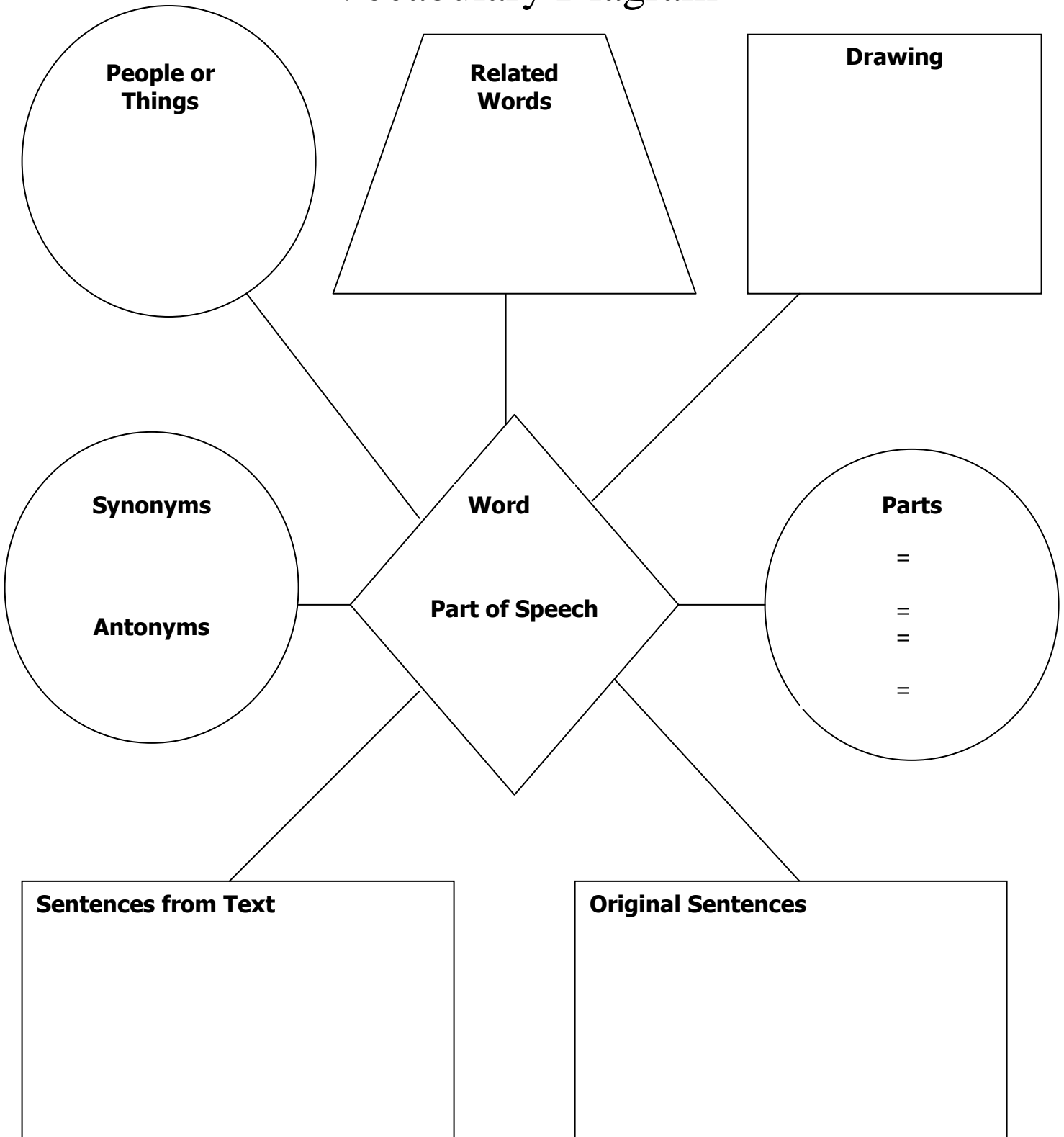
# Semantic Word Map



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Vocabulary Diagram



## **STRATEGY 2: Using and Building Prior Knowledge in Social Studies**

“Students learn more effectively when they already know a little something about a topic and when the concepts involved in the topic mean something to them. Research on enriching background knowledge has demonstrated that activating such knowledge increases comprehension” (Macceca, p. 64).

If you are able to successfully help students link new information with prior knowledge, you are helping them understand the purpose of their learning, peaking their interest, and encouraging curiosity. You will also assist them in connecting the program and accompanying material to their real lives, which can help make the learning situation more concrete and relevant for the students.

### **What great teachers do to help their students link to prior knowledge**

“Researchers (Readence, Bean, and Baldwin, 2000) have developed guidelines for teachers to help students actively link new knowledge to existing knowledge. Following these guidelines also increases student motivation.

To help students actively link new knowledge to existing knowledge:

- Provide a supportive, well-structured, classroom environment.
- Give assignments that are meaningful and challenging but not frustrating.
- Break up complex, lengthy tasks into manageable increments.
- Teach students to set realistic goals.
- Provide explicit, immediate feedback.
- Reward success through pleasurable activities, points, or praise.
- Provide opportunities for active student responses to text.

It is important to remember that prior knowledge is not only related to content. It is also related to the students’ attitudes, experiences, and knowledge.

#### **Attitudes:**

- Beliefs about themselves as learners/readers

- Awareness of their individual interests and strengths
- Motivation and their desire to read

**Experiences:**

- Everyday activities that relate to reading
- Events in their lives that provide background understanding
- Family and community experiences that they bring to school with them

**Knowledge:**

- Of the reading process itself
- Of content (literature, science, and math)
- Of topics (fables, photosynthesis, fractions)
- Of concepts (main idea, theory, numeration)
- Of different types of style and form (fiction and nonfiction)
- Of text structure (narrative or expository)
- Of academic and personal goals

(Macceca, p.66)

The depth of a student’s prior knowledge is strongly related to his or her success in the classroom, in particular their achievement in reading. As such, it is important that you get to know your students and that you informally assess them so that you have an idea of their prior knowledge. This will help you know what you can link into and how to approach new texts with them.

One effective way to build on prior knowledge is to create shared learning experiences. This allows students to express what they know and activate their background knowledge. It provides all students with information to then be able to effectively read about new concepts. Students can benefit from the experiences of their peers which may help them activate prior knowledge or find new ways to relate information.

**Examples of shared learning experiences:**

- **Demonstrations** *e.g. Make bread as the Iroquois may have.*
- **Role playing or theatrical performances** *e.g show how the Iroquois lived.*
- **Hands on activities** *e.g. Make a relief map showing the physiographic regions of Canada.*
- **Independent research** *e.g. Conduct research about the life of the Algonquin.*
- **Debates** *e.g Debate the pros and cons of European contact with the Inuit*
- **Visuals** *e.g. Analyze pictures or movies*
- **Read alouds** *e.g. Read personal journals from the HBC employees*
- **Free writing** *e.g. Create imaginary diaries of the First Occupants around 1500(adapted from Macceca, p.67).*

## STRATEGY 2: USING ANDD BUILDING ON PRIOR KNOWLEDGE ACTIVITIES

|                  |
|------------------|
| Frame            |
| List-Group-Label |
| Think Sheet      |

### Frame

#### Activity

After carefully reviewing the student reading materials, determine the topics for the columns and rows, and complete each slot of the Frame. Distribute blank copies of the Frame and draw on students' previous experiences to help build their prior knowledge on the topic. After reviewing the Frame, have students complete the reading. They can use the Frame to help them review what they have read (Macceca, 77).

### List-Group-Label

#### Activity

Write the word or phrase that describes the lesson topic on the board or a transparency. Ask students to generate words or phrases they associate with the topic, and write their responses in a list. If students give a word that is seemingly unrelated to the topic, encourage them to make stronger connections. Once students have generated 20-30 words or phrases, divide the class into small groups and distribute List-Group-Label graphic organizers. Have students organize those words that will fit into categories and eliminate any words that do not belong. The category labels should be determined by evaluating the different attributes, characteristics, and features that the words may have in common. Students may generate additional words for the categories and reorganize the categories and words by combining categories or deleting categories (Macceca, 80).

### Think Sheet

#### Activity

Determine the main topic of the reading passage. Distribute copies of the *Think Sheet* to the students or recreate one on an overhead transparency or on the board. Present the main issue to the class, and ask students to write down questions that they have about the topic. Ask them to explain what they hope to

learn from reading. Write their questions down in the first column, "My Questions". Next, ask students to explain what they already know about the main issue, and encourage them to share even if they are not sure if their information is correct. Write their information in the second column, "My Thoughts". Explain to students that they should read the text to locate the answers to their questions and also to determine if their thoughts were supported or countered by the information in the text. As students read, they record the important ideas from the text in the last column on the Think Sheet, "Text Ideas". After reading, students share what they have learned from the reading and make connections between their questions, their thoughts, and the information presented in the text (Macceca, 84).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## FRAME EXAMPLE

| Location        | People          | Abode  | Work                           | Served     |
|-----------------|-----------------|--|--------------------------------|------------|
| Life in town    | Peasants        | Very small, rough, wooden houses within town walls | Craftsmen, tradesmen in guilds | Themselves |
| Life in country | Peasants, serfs | Castle or feudal manor                             | Farming the fiefdom            | Lord       |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# FRAME

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# List-Group-Label EXAMPLE

## Topic: My Community

### List

|          |        |               |         |         |            |
|----------|--------|---------------|---------|---------|------------|
| houses   | tundra | community gym | path    | Co-op   | hunting    |
| Northern | park   | town          | walking | friends | volleyball |
| school   | visit  | Arena         | church  | fishing | teachers   |

### Categories

#### Buildings

Houses  
Community gym  
Co-op  
Northern  
School  
Park  
Arena  
Church

#### Activities

Hunting  
Park  
Walking  
Volleyball  
Visiting  
Church

#### People

Friends  
Teachers

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# List-Group-Label

**Directions:** Write in the topic, and then make a list of words about the topic. Look at the list and create categories or related words. Be sure to label each category.

**Topic:** \_\_\_\_\_

## List

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

## Categories

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Think Sheet

Directions: Write down the main topic of the reading. Next, write questions about the topic in the My Questions column. Write what you already know about the question in the My Thoughts column. After reading, record important ideas in the Text Ideas column.

**Main issue:** \_\_\_\_\_

| My Questions | My Thoughts | Text Ideas |
|--------------|-------------|------------|
|              |             |            |
|              |             |            |
|              |             |            |
|              |             |            |
|              |             |            |
|              |             |            |

## **Strategy 3: Using Prediction and Inference in Social Studies**

Asking students to make predictions before reading a text helps them tap into pre-existing mental structures. This helps them later recall the information. Research has shown that students who are encouraged to predict have increased interest in what they are reading and have better memory after reading. Perhaps, most importantly, predicting skills “helps them set their purpose for reading, increases their motivation to read, instills curiosity, and heightens their motivation to learn” (Macceca, p. 89).

In addition to making predictions, it is important to encourage students to infer. “Inferential thinking requires readers to read the text carefully, evaluate the information presented in order to determine general facts or minute details, emotions and feelings of characters, information about the author (his/her opinions, point of view, personal history), and implications for and connections to other information” (Macceca, p. 89).

## STRATEGY 3: USING PREDICTION AND INFERENCE IN SOCIAL STUDIES

|                    |
|--------------------|
| Picture prediction |
| Text and subtext   |
| Anticipation guide |

### Picture Prediction

#### Activity

After carefully examining the reading selection, create or gather three to six images directly related to and relevant to the content and arrange them in the desired order. Either place the images on the *Picture Prediction Sheet* (see annex) and distribute them to small groups or individual students, or project the images on a large screen for the class to view. As students view the images, ask them to consider how the images are related to one another and predict the content of the reading. Place students in small groups, and ask them to generate a list of words and concepts as you write them on the board. Ask students to look over all of the words and try to generate any words that were not mentioned. As students tackle the reading selection, ask them to consider how the pictures are related to content and the new information they encounter. As an extended activity to encourage metacognitive skills, the students can write reflectively about their predictions and what they learned from the reading. They should consider the process as a whole (Macceca, p.90).

### Text and Subtext

#### Activity

Begin the activity with teacher modeling and demonstration. Conduct a read aloud of the reading selection for the students. When finished, locate a quote that will enable the students to infer and interpret its meaning. Write the quote on the board and ask students to write it on their *Text and Subtext graphic Organizers Model* for the students how to restate the information in the text in their own words by thinking aloud and write your thoughts on the board. Ask the students to study the two statements and then explain what information they can infer. The students should look at word choice, sentence structure, and details. When the students use inference, they are also identifying the subtext.

After students identify the subtext, hold a class discussion to further explore meaning and implications of the subtext (Macceca, p. 93).

## **Anticipation Guide**

### **Activity**

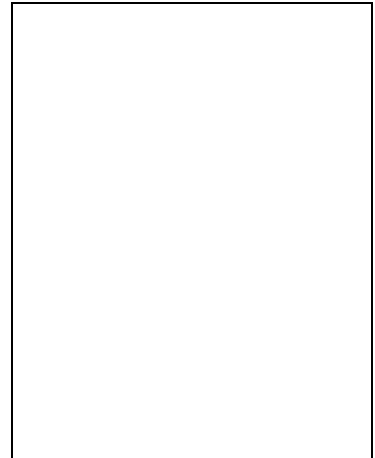
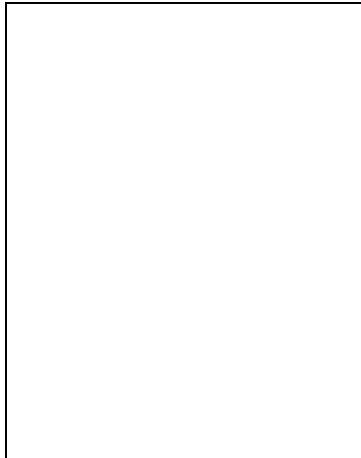
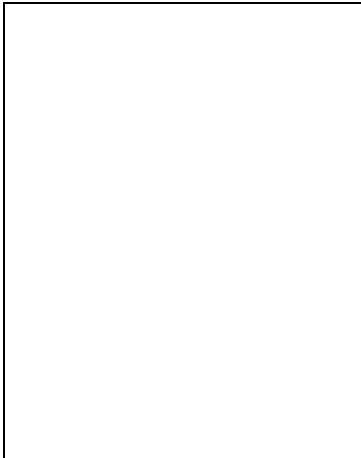
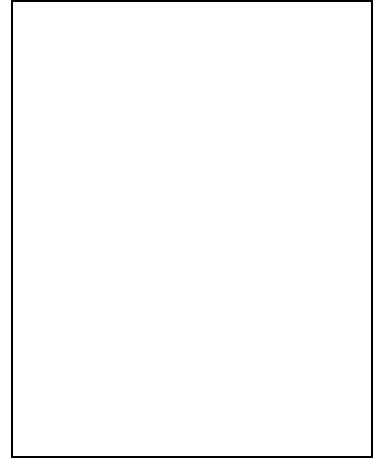
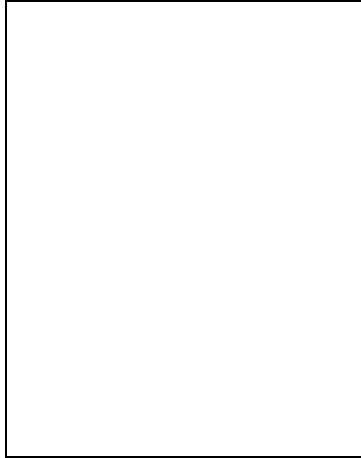
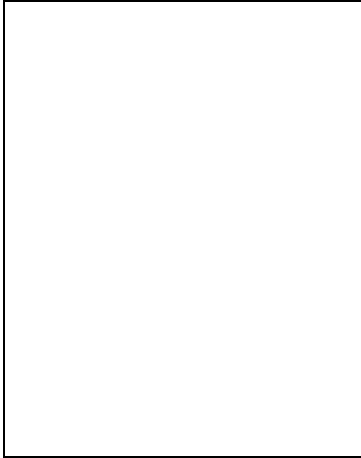
After distributing the prepared *Anticipation Guides* ask students to respond to the statements individually. Discuss their responses either as a class or in small groups, so students have an opportunity to talk about their ideas at length. Ask probing questions and challenge students' ideas, but remain open to a wide range of responses. As students read the assigned selection, tell them to contrast their predictions with the author's intended meaning. After the students complete the reading, ask them to consider what they just learned in contrast to their initial opinions. The activity can be extended by having the students write reflectively about their initial attitudes and about how the discussion and reading altered or reaffirmed their attitudes toward the ideas (Macceca, p.96).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Picture Prediction

**Directions:** Write down any words that you think of when you look at the pictures. Think about what you will be reading, and write down what you think the reading will be about.



**Words**

---

---

**My Prediction**

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Text and Subtext

**Directions:** After completing the reading, explain what the selection says in your own words. Find a quote that supports your explanation. Then write down what the subtext is.

**Restate the reading selection in your own words**

---

---

---

**Quote from the reading**

---

---

---

---

**Subtext**

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Anticipation Guide

**Directions:** Carefully read the statements below. Think about the statements and determine if you generally agree or disagree with it by marking an X next to your answer. Be sure to provide an explanation for your response by writing it next to the "Why?"

**EXAMPLE:**

The Iroquois were sedentary because of the environment that they lived in.  
Agree: YES Disagree \_\_\_\_\_ Why? The Iroquois lived in a part of Quebec that had rich fertile soil, where there was water, and where plants could grow.

1. \_\_\_\_\_

Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Why? \_\_\_\_\_

2. \_\_\_\_\_

Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Why? \_\_\_\_\_

3. \_\_\_\_\_

Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Why? \_\_\_\_\_

4. \_\_\_\_\_

Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Why? \_\_\_\_\_

5. \_\_\_\_\_

Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Why? \_\_\_\_\_

## **Strategy 4: Think-Alouds and Comprehension-Monitoring in Social Studies**

Think-alouds and monitoring one's own comprehension help build metacognition. As established earlier in this document, metacognition plays a vital role in reading comprehension. Research has established that "highly skilled readers monitor their comprehension while they are reading" (Block and Pressley, 2003 as cited in Macceca, p.105). Good readers are aware of the thinking process of reading; they establish goals, adjust them while reading, and select appropriate strategies when they encounter certain problems while reading. Good readers are able to talk about or describe their actions when reading. In essence, good readers are self-aware (Macceca, p. 105).

### **What is a Think-Aloud?**

"Think-alouds, also known as mental modeling (Ryder and Graves 2003), are strategies to verbalize a teacher's thoughts aloud to students while reading a selection orally" (Macceca, p. 106). The teacher reads and explains what he/she is doing, the strategies he/she is using, etc. This provides students with a concrete example of the reasoning involved in reading. "Teachers use this technique to help students verbalize their thoughts while reading so that they can duplicate the process later when reading independently. Research demonstrates that the metacognitive awareness involved in think-aloud strategies significantly increases students' scores on comprehension tests, adds to the students' ability for comprehension monitoring, and improves students' skill in selecting fix-up strategies to overcome comprehension struggles while they read (Block and Israel 2004 as cited in Macceca, p. 106).

### **How to Construct a Think-Aloud**

The steps are as follows:

- Select a short passage. The passage should be somewhat difficult so that when you explain your thinking and reasoning, it will make sense and be useful to the students. If the passage is too easy, the students will lose interest.
- Think about the comments you can make for think-aloud based on the students' experiences. Since the material is not difficult for you, you need to prepare the think-aloud to model the metacognitive skills that will benefit the students.
- Prior to beginning the think-aloud, explain to the students what you will be doing. Be explicit so that they know what to expect and what they should be learning from listening to you.

- As you read the passage to the students, pause and insert your comments as necessary. Pause after you make each comment so that students have enough time to process your thinking strategies. It may be difficult for them to follow another person's train of thought, so allow adequate time for processing.
  - When you are finished, encourage the students to ask you questions about how you think or about the think-aloud strategy.
- (Macceca, p. 107)

## **Monitoring Comprehension**

It is important that you teach and encourage your students to monitor their understanding when they are reading; this is an important part of the reading process. Students need to get to a point where they are able to ask themselves questions to check their own understanding. For example, *Do I understand what I just read? What parts were confusing or unclear?* (Macceca, p. 107).

# THINK ALOUD AND COMPREHENSION MONITORING ACTIVITIES

|  |
|--|
| Overview the text think-aloud              |
| Look for important information think-aloud |
| Activate prior knowledge think-aloud       |
| Determine word meanings think-aloud        |
| Predict think-aloud                        |

## Overview the text think-aloud

### Activity

Present a selection of text that you enjoyed personally and describe to the students what attracted you to it; how you knew you would like the topic, how many times you have read something on the subject or by the same author, etc. Explain the use of visuals and the qualities of this author's writing style, such as the genre, the density of the language or ideas, the sentence and paragraph length, the level of vocabulary, the organization, etc., that made the reading memorable. Hold up the reading selection and say:

*The first time you look at something to read, consider how much you want to learn about a topic. Read the title and author to see if you have enjoyed reading anything about that subject or by that author. Skim the reading to see if it contains too many difficult words for you to understand and read comfortably. Also, decide if the reading has too many pictures, too little information, or information you already know. Check over the table of contents, headings, and subheadings. Try to predict what will be covered in the selection (Macceca, p. 110-111).*

## Looking for important information think-aloud

### Activity

Hold up the social studies textbook and turn to a chapter the students have not yet read. Say aloud:

*At the beginning of a chapter or book, the author reveals clues to help you locate and understand the most important information. The author repeats certain words and restates some ideas more frequently than others. Another clue is that the most important idea is often followed by a sentence that gives an example or contains the words for example, for instance, or to illustrate. Also, when you identify where the author places the main ideas in paragraphs, you can find the most important points more quickly. For instance, in this reading selection the author's most important points appear here in this paragraph (point to a sentence containing a key idea and describe how you know it is important).*

Ask the students to follow along as you read the next paragraph. Have them work in pairs to identify the clues that point out the most important idea or sentence in that paragraph. Continue asking the students to perform Look for Important Information Think-Alouds as a whole group, in small groups, in pairs, and individually until the class can do it independently. Monitor the students individually as they read silently (Macceca, p.114-115).

## Activate prior knowledge think-aloud

### Activity

Select a section of text for the students to read. After they have read a portion, interrupt the students. Say:

*What you know about a topic prior to reading about the topic is very important. After you begin reading, it is very important to think about your experiences and knowledge that are related to the information in the reading. You could just let your mind wander instead of concentrating on the words and details, but that wouldn't help you much. Good readers follow the author's words closely, and they pause to recall their background knowledge or similar experiences they've had in their lives. Let me show you the connections I make to what I already know as we continue to read the next page.*

Using a transparency of a single page of social studies text, point to specific sentences in which you connect relevant prior knowledge. Demonstrate how you activate your similar personal experiences and how you eliminate irrelevant or inaccurate prior knowledge. Read a sentence and describe an event from your personal experiences that contributes to the new information of that statement.

Make the connections perfectly clear to students. Ask the class to practice and discuss activating prior knowledge. Have each student perform the think-aloud in small groups, then pairs, and, finally, in one-on-one conferences (Macceca, p.116-117) .

## **Determine word meanings think-aloud**

### **Activity**

Prior to the reading of a selection from the document file, ask the students to locate any words they do not recognize or do not understand. Write the words on the board. Read the text aloud with the students. When you come to the word in question, say the following:

*This is a word I don't know. There are a few things I can do to help me figure out what this word means. First, I need to reread the sentence to see if I can figure it out. No, that didn't help. I'll try to read some sentences before and after the word to see if that might give me some clues. Are there any context clues? If not, maybe I can figure out the meaning by looking at the root word. Have I ever seen this word in another situation or book? What do I remember about it? I have read about this topic before. Let me think of things I remember about this topic to give me some clues.*

Be sure to let the students know that they do not have to go through all of the questions you model for them as you try to figure out the meaning of the word. They need to question themselves until they find a possible answer. Allow the students to use the clues to identify the meaning of the words they have selected. Encourage them to check the dictionary to determine if they were right. This will give them more confidence in using context clues (Macceca, p. 119).

## **Predict think-aloud**

### **Activity**

Read a small section of text. Make some predictions about what might happen. To explain how to make accurate predictions, pause and describe what was in the text that helped you to make your prediction. Keep reading, and deliver a Predict think aloud. Say:

*My predication is X. I have come to this prediction because the author left clues to tell me what would happen. The author used certain words and repeated phrases. Here are the questions that I asked myself while I was reading so that I could make predictions:*

- *What clues did the author give me?*
- *What did I already know that helped me to make a correct prediction?*
- *What did I miss that caused my prediction to be wrong*

Over the course of a few weeks, ask students to practice adding to, or changing, what they think to make predictions while they read.

## STRATEGY 5: THE ROLE OF QUESTIONING IN SOCIAL STUDIES

"Socrates said, 'I have no answers, only questions.' Thinking and learning are essentially extensions of questioning. Questioning is an integral part of the thinking process, and therefore, it is an essential element of learning. Students must develop their abilities to question in order to become successful problem-solvers, critical thinkers, and decision-makers (Macceca, p.124).

### Questioning should:

- **Develop interest and motivate students to learn** *e.g.: what would our country be like without laws?*
- **Highlight lesson content** *e.g. why was the location of Montreal a good place for a city?*
- **Integrate lesson content with what students have studied and what they already now** *e.g. considering what you have studied about the Iroquois, how are they different from the Inuit?*
- **Structure high-level understanding** *e.g. What role does agriculture play in the lives of sedentary groups?*

*Adapted from Macceca, p. 124.*

Research on questioning has demonstrated that **think time** and **wait time** have an impact on student achievement. Think time refers to the time a teacher provides before the students answer, while wait time refers to the amount of time a teacher waits after a student has stopped speaking before saying anything. It has been shown that increasing both of these times improves student achievement, retention of information, and length of student's answers (Macceca, p. 124-127).

## STRATEGY 5: THE ROLE OF QUESTIONING IN THE SOCIAL STUDIES

|   |
|---|
| Previewing the text through questioning |
| Scaffolding reader questions            |
| Coding the text                         |
| Question journal                        |
| Beat the teacher                        |

### Previewing the text through questioning

#### Activity

Determine the reading selection to be introduced to the students. Invite students to preview the reading by looking at all of the pictures as a class. Model the strategy by thinking aloud as you examine the pictures and encourage students to share their thoughts. Ask students to choose the picture that they believe is most important and have them explain their choice. Have students develop questions about the picture and the reading selection, and write these on sticky notes. Point out moments during the question generating when students are relying on their prior knowledge. Encourage them to predict the answers to their questions. Summarize the questions and students' answers for the class, and then ask students to read the selection. Have students reflect on their pre-reading questions and answers by asking them to identify which questions they answered correctly during the preview, why they were able to answer the questions, and which questions they discovered answers to.

Students can preview the reading in small groups and then independently by using the *Previewing Text Through Questioning Handout*. Stop the students before they complete the reading to share and discuss their questions and the possible answers. Ask them to justify and explain their predictions (Macceca, p.128).

## Scaffolding reader questions

### Activity

Distribute copies of the *Scaffolding Reader Questions Handout*. Before students begin reading a particular selection, ask them to conduct a preview in which they look at the title, table of contents, headings, key vocabulary, pictures, diagrams, and other elements. Have students create questions based on the preview.

They must be specific about how the preview leads them to the questions. Have students share their questions with the entire class, and explain how the preview led them to the questions. Next, instruct students to begin reading the selection. During guided reading, pause and ask them to record important items worthy of noting. Before students continue reading they must record questions that will allow them to further their understanding and learning on the topic. Finally, ask students to record questions that the reading did not address but that they want to find the answers to (Macceca, p. 131).

## Coding the text

### Activity

Write the codes on the board that students should use to make notes about the reading. Emergent readers should be limited to the first two codes while more fluent readers can use more codes. Distribute sticky notes to the students and instruct them to place the notes in the text and code the text as they read. After students code the text, instruct them to generate questions based on the codes they have created. Share the questions in a classroom discussion in which the students attempt to answer the questions and generate more (Macceca, p135)

|            |                                   |
|------------|-----------------------------------|
| <b>?</b>   | I am confused/I don't understand. |
| <b>M</b>   | I want to learn more about this.  |
| <b>*</b>   | This is important.                |
| <b>N</b>   | New information.                  |
| <b>TH</b>  | Theme of the text.                |
| <b>AHA</b> | Big idea in the text.             |

## Question journal

### Activity

Distribute small, paperbound journals to the students and explain to them that the *Question Journals* will be used for reading assignments throughout the term. Instruct students to record the title of the reading selection and the date, and

then record questions they have about the reading. Instruct students to leave adequate room to answer their own questions and any other questions that may arise from the reading. Have the students share their questions during a whole class discussion. Use the discussion to solicit possible answers from the students and discuss other ways to ask the same question (Macceca, p. 138).

## **Beat the teacher**

### **Activity**

Assign a reading selection to the students to complete in small groups or paired reading. Instruct the students to read the selection with great care. Explain that the goal is to generate very challenging questions that the teacher cannot answer about the reading. Read the selection silently as the students are reading and writing questions, and stop often to write your own questions about the text. When the time for reading and question generation is complete, take a seat in the front of the room, and have the students ask their questions about the text in an orderly fashion. Ask one student to record the questions and answers so that you can give them to students to review later (Macceca, p.141).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Previewing the Text Through Questioning**

**Directions:** Before you begin reading, preview the text and write down your questions and possible answers. After reading, write your answers to the reflection questions.

### **Previewing Questions**

**As I previewed the images, my questions were:**

**Possible answers:**

---

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---

### **After-Reading Reflections**

**What were the questions I answered correctly during the preview about?**

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---

---

**Why was I able to answer the questions correctly?**

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---

**What questions can I now answer after reading?**

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---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Scaffolding Reader Questions

**Directions:** Before you read, preview the text and write down your questions. While you read, take notes of what you notice in the text and write down your questions. After reading, write down what questions you still have about the topic.

### Before-Reading Questions

Based on my preview of...

---

---

---

---

---

My questions are:

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---

---

---

---

### During-Reading Questions

While I was reading, I noticed...

---

---

---

---

---

My questions are:

---

---

---

---

---

### After-Reading Questions

I still wonder about...

---

---

---

---

---

My questions are:

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Question Journal

Reading Selection \_\_\_\_\_

| <b>Before-Reading Questions</b> | <b>Possible Answers</b> |
|---------------------------------|-------------------------|
|                                 |                         |
| <b>During-Reading Questions</b> | <b>Possible Answers</b> |
|                                 |                         |
| <b>After-Reading Questions</b>  | <b>Possible Answers</b> |
|                                 |                         |

## **STRATEGY 6: Summarizing in Social Studies**

Summarizing is a difficult skill for students to learn. It is, however, very important that we take the time to teach them this strategy as it helps them: locate main and supporting ideas, identify and omit redundant material, remember what is read, analyze text structure, clarify meaning, take notes, and think about what they read.

In order to summarize students must learn how to differentiate important information from unimportant information. Summarizing can act as a way for students to monitor their own comprehension. Asking students to summarize helps them retain information. "Reading research indicates that students are more successful at synthesizing information if they put the information in their own words. When students translate the ideas they have read into their own words, they can more easily retrieve that information to accomplish a learning task. Students must use their own words to form connections across concepts and relate the concepts to their own prior knowledge and experiences" (Macceca, p. 144).

### **The Steps in Summarizing**

Having students follow these steps when summarizing will provide them with a framework. It will also help them increase their overall comprehension of the texts they read.

- Delete unnecessary material.
- Delete redundant material.
- Provide a name for categories or list of details.
- Identify and use the author's main ideas.
- Select or construct a topic sentence.

## **STRATEGY 6: SUMMARIZING IN SOCIAL STUDIES**

|                               |
|-------------------------------|
| Read, Cover, Remember, Retell |
| Rank-Ordering Retell          |
| GIST                          |

### **Read, Cover, Remember, Retell**

#### **Activity**

Model the Read, Cover, Remember, Retell strategy by using the think-aloud technique. Place students in pairs, and assign a selection of text for them to read. Instruct one student to begin reading a small portion of the text silently, using the size of the hand to determine how much information to read.

After reading, the student covers the text, turns to the partner, and tries to retell it using his/her own words. The partner should evaluate the quality of the retelling and fill in any missing information. The students switch roles for the next section of reading. When the partners have completed the reading, they can write a summary of the entire reading selection and share them with the class. Use an overhead projector to evaluate and elaborate on how the summaries can be more effective (Macceca, p.147).

### **Rank-Ordering Retell**

#### **Activity**

Distribute strips of paper. As students begin a reading selection, ask them to write down phrases they consider important to the topic. The phrases can be either taken directly from the reading or inferred by the students and should describe the information in the reading. Ask students to use the Rank-Ordering Retell handout to begin evaluating and sorting the strips into three categories: most important, moderately important, and least important. Instruct them to work with the most important and least important first, as this is the easiest way to evaluate the information. Have students justify their decision to place the phrases in the different categories. Ask students to identify which ideas would be the most helpful if they had to write a summary (Macceca, p.149).

## **GIST**

### **Activity**

Provide students with a section of social studies text that is no more than three paragraphs long and is easy to read. Ask them to read the paragraphs silently. Tell them that, as they read, they should pay attention to the important ideas in the passage. When students are finished reading, distribute the GIST strategy sheets. Then, ask students to name the important ideas and write these on the board or on an overhead transparency. As a class, work together to condense the information into 20 words or less (Macceca, p. 152).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Rank-Ordering Retell

**Directions:** On separate slips of paper, write down important phrases from the text. Then sort the strips into these three categories: most important ideas, moderately important ideas, and least important ideas.

**Most important ideas:**

**Moderately important ideas:**

**Least important ideas:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# GIST

**Directions:** After reading the first section of a text, write down the important ideas and create a summary. Then read the second section of the text and write down the important ideas. Condense all the information into a combined summary.

## Important Ideas from Section 1:

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

## Summary:

|       |
|-------|
| _____ |
| _____ |
| _____ |

## Combined Summary:

|       |
|-------|
| _____ |
| _____ |
| _____ |

## **STRATEGY 7: Using Visual Representations of Text and Mental Imagery**

### **Visual Representation**

Teaching students how to use visual representations can encourage them to construct mental images while they read. This will help students improve their reading comprehension. In addition to creating their own mental representation while reading, it is important that students learn how to use visual materials that accompany written text.

When students create mental images, they are creating an organizational model in their brain that will help them understand texts. The images they use become triggers for memory recall. "Several research studies on mental imagery construction demonstrate that the strategy increases readers' memory for text that they imaged and improves their identification of inconsistencies in the reading material" (Gambrell and Koskinen 2002).

Teaching this strategy can be difficult. It involves a great deal of creativity. You must model this strategy for your students. This can most effectively be done using a think-aloud process, where you would verbalize your thoughts while reading a text. As a next step, you could ask students to expand on the images you described. Gradually, you would invite the students to share their own images. The key, as with any other strategy, is to provide the students with time to practice (Macceca, p. 165).

### **Visuals**

Students should learn that the images that accompany a text carry important information. They can be used to make reading easier and to get additional information.

#### **Quick and Easy Activities with Visuals:**

- Provide students with a variety of visuals that could possibly accompany the reading. Ask them to invent the captions for the visuals. In doing so, the students will synthesize and summarize key concepts and main ideas in a highly condensed form.
- Provide students with informational text with no accompanying visuals, and ask them to invent the visuals for the text. Have them consider the best size, location on the page, etc., to make the text more inviting and informative.
- Have students create comic strips about the content of the reading. Have them work together to explain information in a sequence. Adding humour helps students to engage in the activity.

- Introduce new concepts with a picture book. Many social studies teachers at the high school level have found that using picture books designed for much younger readers helps older students to retain new information. Picture books help activate prior knowledge before reading and prepare the student's schema for adding new information.  
(Macceca, p. 166)

# STRATEGY 7: USING VISUAL REPRESENTATIONS OF TEXT AND MENTAL IMAGERY

|  |
|--|
| Guided Imagery                           |
| Talking Drawings                         |
| Imagine, Elaborate, Predict, and Confirm |
| Visual Presentations                     |

## Guided Imagery

### Activity

After students have developed some skill in mental image construction, introduce the Guided Imagery script (a descriptive text that you have selected). Put a note on the classroom door to prevent interruptions, turn off the classroom lights, and close the curtains or blinds. Ask students to get comfortable (they may wish to sit on the floor), close their eyes, relax as much as possible, and listen carefully as you read the script. Suggest the image one sentence at a time and speak slowly, but clearly. Repeat words and phrases, and pause periodically to allow students the opportunity to develop and expand the images they are creating. When you have finished the script, allow the students to “wake up” slowly. Ask them to describe and explain their images. Ask students to tell what they heard, saw, felt. It may help to have the students complete a quick-write prior to sharing with the class to facilitate a more lively discussion. During the discussion, point out the similarities between their images and the content of the reading selection (Macceca, p.167).

## Talking Drawings

### Activity

Instruct students to close their eyes and allow their minds to form mental pictures on a topic you have selected. When students are finished picturing, ask them to draw what they see, using labels to depict parts, locations, people involved, and so on as necessary. After drawing, place students in pairs to share their drawings and talk about what they drew and why. Encourage them to ask their partners questions about their drawings. Meet as a whole class and use a transparency to gather all of the information students generated in the Talk

Drawings semantic map. Instruct students to read the reading selection with their pictures in mind. After reading, ask them to make another drawing to show what they have learned. Then have them discuss their pictures with their partners, and ask questions about their partner's picture (Macceca, p. 169).

## **Imagine, Elaborate, Predict, and Confirm**

### **Activity**

Instruct students to close their eyes and try to picture everything they can on the topic. Encourage them to use all of their senses to experience the images. Ask them to report on their mental images and record these on a transparency for the class to review. Next, model how to use their visual images to add more details and information and record this on the transparency. Encourage students to follow your lead. Again, using the think-aloud technique, make at least one prediction about what you expect to find in the reading based on the visual images, and ask students to do the same. Ask students to complete the reading task. After reading, have students review their predictions and see if they were correct. Model how to revise the predictions and integrate them with the new information being learned. It is important to model exactly how to go back to the text and locate the key parts to check predictions (Macceca, p. 173).

## **Visual Presentation**

### **Activity**

Assign students a selection of text to read that includes many visual aids (charts, illustrations, diagrams, maps, photos, captions). Have them read the selection and discuss how they could visually represent the text and why. Use questioning and discussion to help students see that there are multiple ways to represent the text visually. Have the students discuss what visual representations would work best to embody the information. Prompt the students through guided questioning as needed. Allow them to work in small groups to develop a visual presentation of the text. When the students are finished, have the groups share their presentations with the class (Macceca, p.177).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Talking Drawings

|                          |  |
|--------------------------|--|
| <b>Before Reading</b>    | Close your eyes and think about the topic. Draw what you see. Talk about your drawing with your partner. |
|                          |  |
| <b>After Reading</b>     | Read the selection and then draw a new picture of what you learned.                                      |
|                          |  |
| <b>What's Different?</b> | Explain what is different about your before and after pictures.  |
|                          |  |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# **Imagine, Elaborate, Predict, and Confirm**

| <b>Imagine</b>                      | <b>Elaborate</b> |
|-------------------------------------|------------------|
|                                     |                  |
| <b>Predict</b><br><hr/> <hr/> <hr/> |                  |
| <b>Confirm</b><br><hr/> <hr/> <hr/> |                  |

## **STRATEGY 8: Using Text Structure and Text Features in Social Studies**

“Skilled readers automatically search for the underlying structure of a text to identify how the relationship of the ideas are hierarchically arranged and can readily differentiate important ideas from less important ideas in the selection” (Vacca and Vacca 2005 as cited in Macceca, p.179).

### **Text Structure**

Research suggests that teaching the structure of information within a text helps improve reading comprehension and recall of information (Duke and Pearson 2002).

Direct instruction of structure will help students anticipate, monitor, and understand. “Students who are familiar and comfortable with a wide variety of text structures can read with greater fluency and can choose to write in the structure that best suits their needs” (Macceca, p. 179).

#### **Text structure includes:**

- Title
- Credits page
- Table of contents
- Preface
- Glossary
- Index
- Chapters
- Visuals
- Titles
- Headings
- Subheadings
- Etc...

### **Text Features**

“The more students understand the format of textbooks and informational books, the better equipped they are to remember what they have read, construct meaning about the information, develop new understandings, and apply the ideas they have encountered to different situations” (Macceca, p. 179). You should focus your students’ attention to the different features of texts when they appear in your reading selections.

## Words Specific to Text Structure

|  |   |
|--|---|
| <b>Description</b>                               | for instance, to begin with, also, in fact, for example, in addition, characteristics of, above, as in, such as, appears to be, between, looks like, outside, under, across, behind, down, near, over, along, below, in back of, on top of, beside, in front of, onto, to the right/left                    |
| <b>Sequence</b>                                  | on (date), not long after, now, as, before, after, afterward, as soon as, when, first, second, third, next, then last, finally, end, middle, beginning, during, initially, immediately, preceding, not long after, today, soon, until, following, meanwhile, when   |
| <b>Compare and Contrast</b>                      | Although, as well as, as opposed to, both, but, compared with, different from, either...or, neither...nor, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet   |
| <b>Cause and Effect and Problem and Solution</b> | Accordingly, as a result of, because, beings with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, lead/led to, maybe be due to, nevertheless, next, since, so that, steps involved, subsequently, therefore, this led to, thus, when...then. |

# STRATEGY 8: USING TEXT STRUCTURE AND TEXT FEATURE ACTIVITIES

|                         |
|-------------------------|
| Textbook Scavenger Hunt |
| Creating Captions       |

## Textbook scavenger hunt

### Activity

Activate the students' prior knowledge about text features through whole-class questioning. Review the different features of a textbook with the class while skimming through a book. Divide the class into groups of four students. Distribute copies of the *Textbook Scavenger Hunt handout* (see annex). Instruct the students to work together to complete the handout. As the students work on the handout, circle the room to provide assistance as necessary. When they have completed the handout, call on the different teams to share their findings. Place the students' findings on the board and discuss them further.

## Textbook scavenger hunt

### Activity

Introduce the importance of the captions that accompany visuals in textbooks and informational texts. Have students look through their textbooks to examine how the captions relate key concepts from the reading. After students have completed reading a section, gather together a number of visuals that could accompany the reading. Delete any titles or captions. Model how to construct a caption with one of the visuals (be brief, highlight important information). Encourage students to ask questions. Introduce another visual and ask the students to create the caption as a whole class. Discuss the process again. Next, place the students in small groups. Distribute sticky notes to each group. Distribute copies of the same visuals to each group, and instruct students to use the reading to create an appropriate caption for visual on the sticky note. As the students present their captions for the visual to the class, write them down on the board. When students are finished presenting, work together as a class to revise the captions into one that synthesizes all of the information from their captions (Macceca, p. 186)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Textbook Scavenger Hunt

**Directions:** Work with your team member and use the textbook to complete the following questions.

1-**Index** number of pages \_\_\_\_\_ location \_\_\_\_\_  
Locate and write a key topic that has several pages of information.

---

2-**Table of Contents** number of pages \_\_\_\_\_ location \_\_\_\_\_  
List three sections that interest you.

---

3-**Glossary** number of pages \_\_\_\_\_ location \_\_\_\_\_  
What kind of information does it contain? How can a glossary help you?

---

4-**Chapters**  
Look at the first page of a chapter. List the information here.

---

Look at the last page of a chapter. What do you find there? How can this help?

---

5-**Boldface Words** List three boldface words in the same chapter. What do they mean? In what ways can you use a textbook to find the meaning of words?

---

6-**Photographs** page number \_\_\_\_\_ description \_\_\_\_\_  
Study the picture and the caption and write down what you learned.

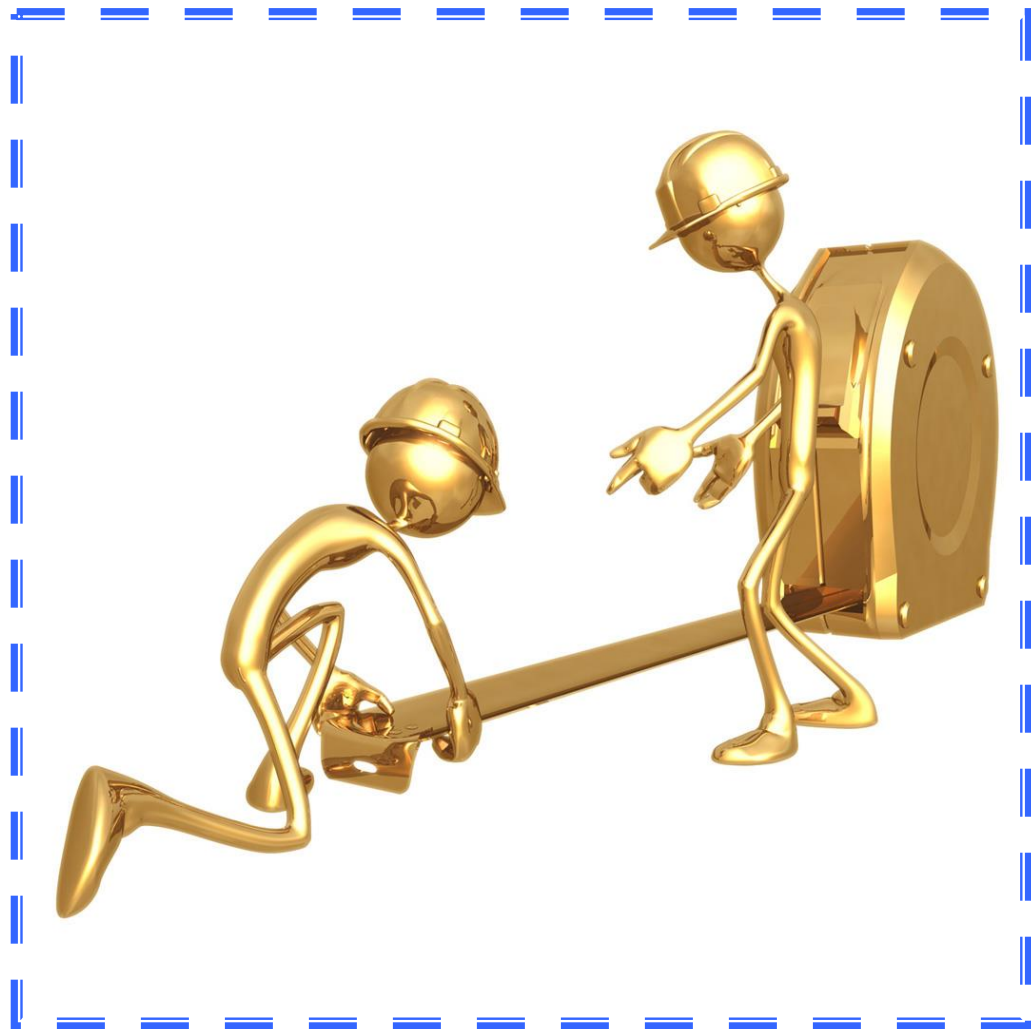
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7-**Visual Aids** page number \_\_\_\_\_ description \_\_\_\_\_  
Locate a graph, chart, diagram, or map. Study it and read all of the print that accompanies it. Explain what this visual aid can teach you.

---

# The Techniques

Guide to Developing History and Citizenship Education  
Techniques



The successful employment of history and citizenship education techniques is essential to developing the competencies and acquiring knowledge. When properly executed, the techniques help students access and transfer information. Mastering the techniques is a progressive and continuous process and their proper employment is often the focus of instruction. It is important to reserve time for teaching and practicing the techniques when planning your learning sequences. They should not be treated as objects of study but put into real practice.

The present document is a guide to using history and citizenship education techniques. The procedures and components for each technique are detailed below.

## **The techniques**

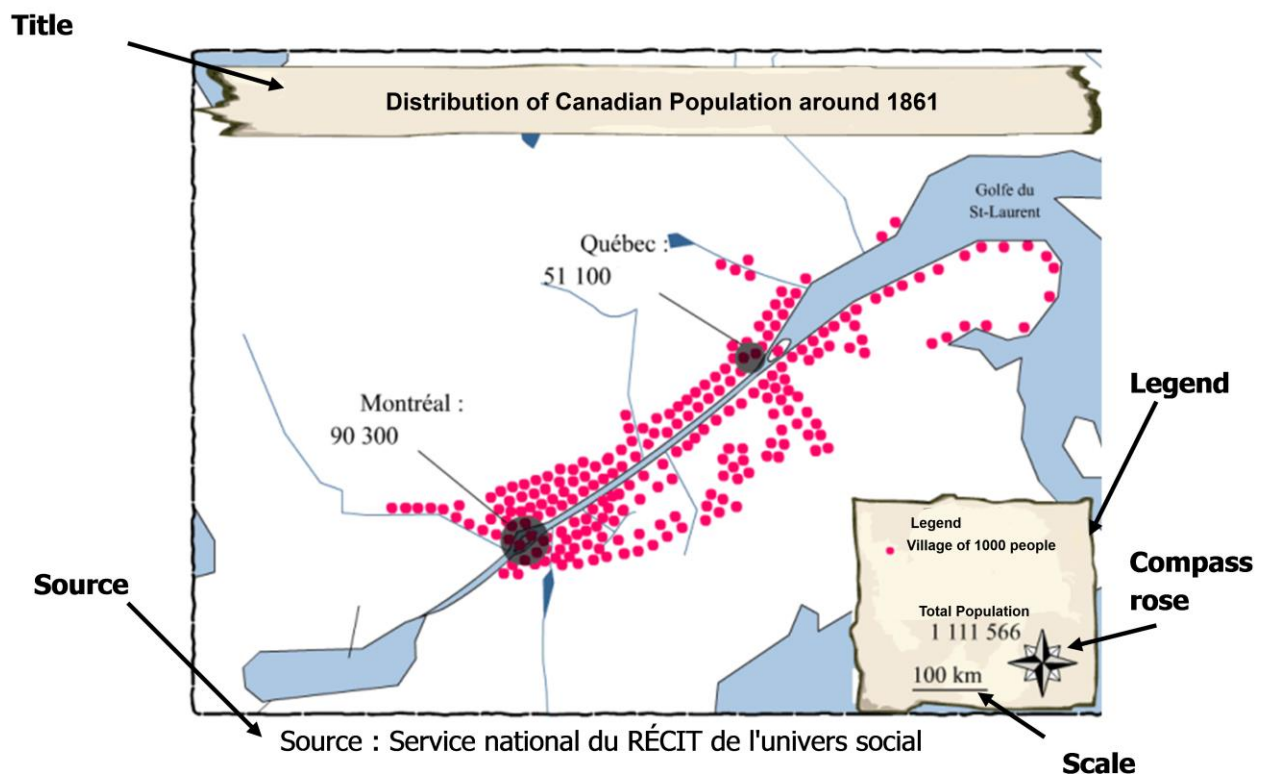
- **A historical map**
  - Interpreting a historical map
  - Creating a historical map
- **A time line**
  - Interpreting a time line
  - Creating a time line
- **A written document**
  - Interpreting a written document
- **An illustrated document**
  - Interpreting an illustrated document (photographs, paintings, drawings, caricatures, etc.).
- **A contingency table**
  - Interpreting a contingency table
  - Creating a contingency table
- **A diagram**
  - Interpreting a diagram
  - Creating a diagram

## The Historical Map

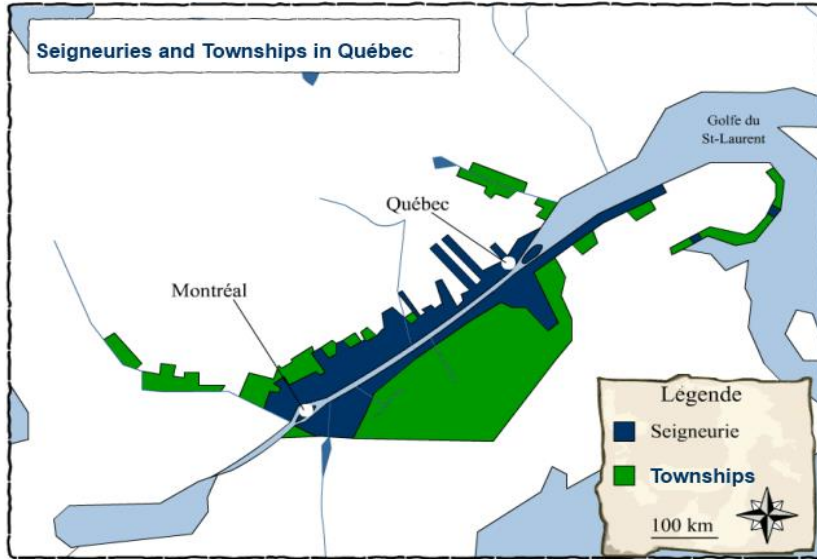
A historical map is a geographic map representing a theme, an event, or social phenomenon. Depending on the phenomenon in question, a map can represent a region, a country, a continent, or the world. It can include information regarding the political, economic, social, cultural, or demographic aspects of a given society.

Historical and geographic maps share the following elements:

- A title: indicates the author's intention (what he or she wants to represent) and locates the map in time;
- A legend: a list of signs and symbols and their respective meanings;
- A compass rose or arrow pointing north (if neither of these elements are included, the map should be oriented north);
- A scale: indicates the ratio between the distance represented by the map and the distance on the ground;
- A source: indicates from where the map was taken.

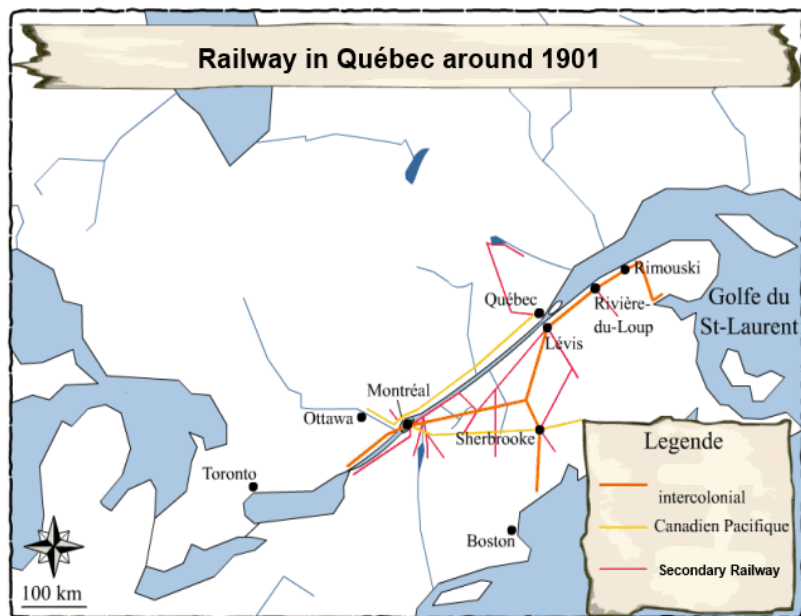


A map can include static data to represent facts or a situation at a given moment in time. But they can also include dynamic data, in which case symbols are used to represent the evolution of a given phenomenon or event over time and space.



Example of a historical map representing static data

Source : Service national du RÉCIT de l'univers social



Example of a historical map representing dynamic data

Source : Service national du RÉCIT de l'univers social

## Interpreting Historical Maps

Students must first learn that a map can include as much information as a text. Before reading one with your students it is important to provide them with a reading intention and verify—or remind them to verify—difficult words and concepts included in the map’s title or legend.

Maps can only be interpreted once the information included has been compared. The first few steps involve reading the map to find and decode information. The interpretation phase begins when different, newly acquired information from the map intersects or encounters a student’s prior knowledge.

### The Procedures

**Reading and Decoding**

1. Read and decode the title (it can indicate theme, date or time period, aspect of society, territory represented). Also verify if the map includes any accompanying texts or data (graphs, tables, etc.).
2. Examine and decode the signs and symbols used in the legend, which will indicate what type of map it is (static or dynamic) and also indicate what aspects it represents (political, economic, social, demographic, or cultural).
3. Use the compass rose or arrow pointing north to determine the orientation of the map.
4. Find the scale and identify the range of territory being represented by the map.

**Interpreting**

5. Make links between the information included in the map and your prior knowledge to enable comprehension. Respond to the reading intention.

## **Creating Historical Maps**

Before creating a historical map, it is important to establish the intention since that is what will determine what information to include on the map. Establishing an intention allows us to better identify essential information.

### **The Procedures**

1. Select and organize information corresponding to the intention: essential elements to represent, theme, etc.
2. Choose a base map, trace or create one using map-making software, choose the appropriate format, etc.
3. Use the compass rose or arrow pointing north to determine the orientation of the map.
4. Determine the scale.
5. Create a legend: choose the colors and symbols you want representing the elements to be included in the map.
6. Choose a title and enter it onto the map. The title must reflect the intention (i.e. what the map is supposed to be representing).
7. Add your sources.

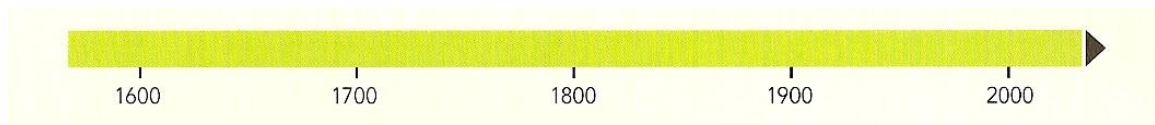
# The Time Line

A time line is an excellent way to graphically represent a succession of facts or events. Moving along an axis, you establish a chronology using a graph.

The essential elements of a time line are:

- A graduated axis: the line along which the time line is created must be divided into equal intervals representing a unit of time.
- Intervals: the space between each grade must be equal and represent a specific amount of time. Depending on the total amount of time to be represented, the time line can be divided by year, decade, century, millennium, etc.
- An orientation: a time line is normally read from left to right and includes an arrow to indicate the direction it moves along. Sometimes time lines are represented along a vertical axis and read from bottom to top.
- A chronological scale: Normally, the unit of time represented by each interval along the scale is specified.

Example:



Source de l'image: Bédard, Raymond (et al). *Le Québec, une histoire à suivre...*, Éditions Grand Duc, Laval, p. 488.

Time line characteristics:

- Rolling or dotted lines: used to indicate long time periods preceding the main period being represented (prehistoric, for example).
- Broken line: indicates a jump in time to save space when the total period being represented is too large.
- The year 0: to indicate the period prior to the birth of Christ, the abbreviation B.C. or negative numbers are used.
- Legend: any colors or details used to signify different eras or themes included in the same time line are indicated in the legend.

## Example:



Source de l'image : Bédard, Raymond (et al). *Le Québec, une histoire à suivre...*, Éditions Grand Duc, Laval, p. 487.

## Different types of time lines:

- A simple time line represents a succession of events;
- A time ribbon represents time periods much like a simple time line;
- A time frieze includes a number of parallel rows to represent themes and aspects of society simultaneously.

## Interpreting Time Lines

Much like for a map, students will benefit more from using a time line when a reading intention has been established. A reading intention will help them find and compare different information.

### The Procedures

1. Decode the chronological scale: determine if the line is segmented by year, century or millennium. If the scale is not indicated, it will have to be calculated according to the difference between each grade.
2. Identify the information: the title, topic, events, aspects, different colors, and legend (in the context of the reading intention).
3. Analyze the information while focusing on the intention: establish sequences, trends, change, and continuity (groupings, meaning, links between cause and effect, duration, importance of events, breaks, etc.).

## **Creating Time Lines**

It is important to establish a reading intention before creating your time line, since the intention will determine what information you research, collect, and choose.

### **The Procedures**

1. Choose information related to your initial intention: the events, the period, the theme to be represented, etc.
2. Establish a chronological scale according to the amount of time to be represented: determine a time unit that works for this amount and the space available.
3. Draw a graduated axis including an arrow to indicate in what direction events are occurring (usually left to right).
4. Enter the information along the axis of the time line.
5. Enter the title.

## **Written Documents**

History relies mostly on written documents and with the written word came the separation between prehistory and history. We can study societies by examining the written documents they leave behind like written traces of themselves. Written documents are essential to interpreting history and to understanding the point of view of the players and witnesses of a particular era. There are innumerable sources of written information : legal documents (legal codes, treaties, birth certificates, marriage licenses, wills, deeds to land, etc.); journal articles, letters, books (essays, novels, expository writing, etc.); speeches, scientific literature, etc. All of these can be excellent sources of information when you know what to look for.

### **Types of Documents**

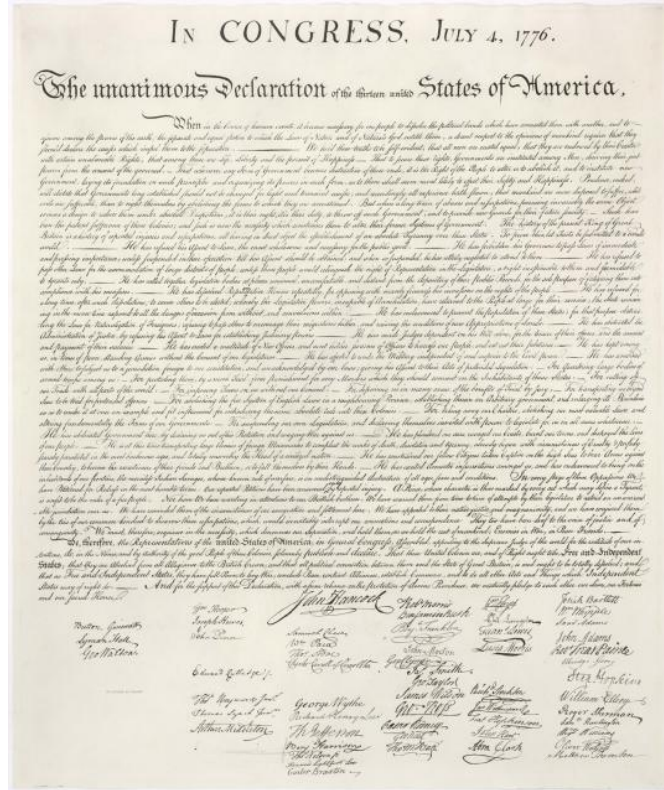
Written documents fit into two categories:

- Primary sources, written by those who were involved in or witnessed the event; and

- Secondary sources, written by analysts, scientists, novelists or historians.

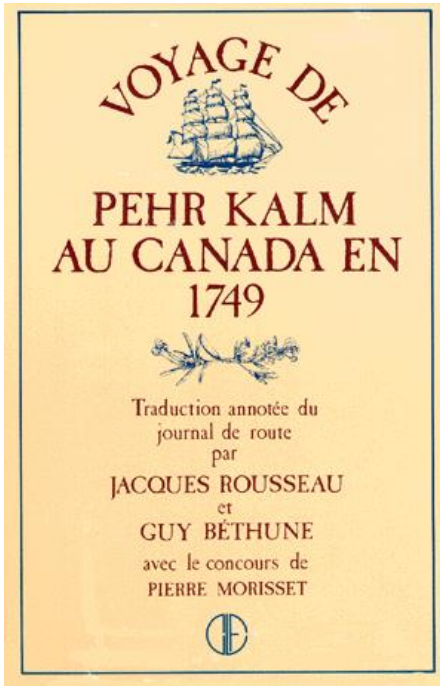
**Example of a primary source**

*The Declaration of Independence as signed by the 13 American colonies on July 4, 1776*



Source: National Archives and Records Administration

### ***Example of a secondary source***



Detailed notes and comments on a variety of observations and specimens found along Finnish botanist Pehr Kalm's Canadian voyage. A complete travel log.

Annotated translation of the travel diary by Jacques Rousseau and Guy Béthune with the collaboration of Pierre Morisset (Montréal: Pierre Tisseyre, 1977).

Source : [http://www.maisonsaint-gabriel.qc.ca/fr/b/page\\_b\\_2a3\\_compl.html](http://www.maisonsaint-gabriel.qc.ca/fr/b/page_b_2a3_compl.html)

## **Interpreting Written Documents**

It is important to establish a reading intention before examining a written document. The intention helps readers identify the essential elements of documents that include a lot of information or information that is difficult to process.

### **The Procedures**

1. Establish a reading intention.
2. Determine the type and nature of the document: is it the original text, a translation, an excerpt or a complete version?
3. Look for a date or other chronological reference points.
4. Look for the source: is it a well-known author? Does he or she focus on facts or opinions? Etc.
5. Establish whether it is a primary or secondary source.

6. Decode the title.
7. Identify the main idea: what is the author's intention?
8. Write down any important ideas.
9. Regroup and synthesize these ideas.
10. Bring together and compare information from a number of sources to establish similarities and differences, to find elements of change and continuity, and to help you respond to your reading intention.

## Illustrated Documents

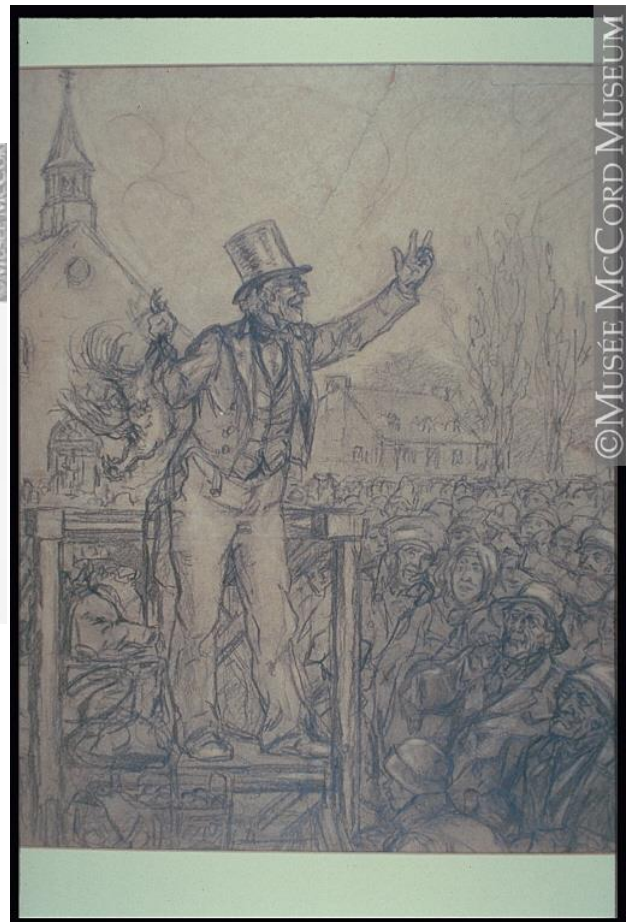
Illustrated documents include mostly images: posters, drawings, paintings, photographs, caricatures, etc. These images are a reflection of the societies that produced them and include a lot of information about the era in which they were produced. What is more, they provide history students with different perspectives and help diversify their sources of information.

### Examples of illustrated documents:

A caricature by Serge Chapleau  
*Caricature : Protestations aux Communes, 1993*



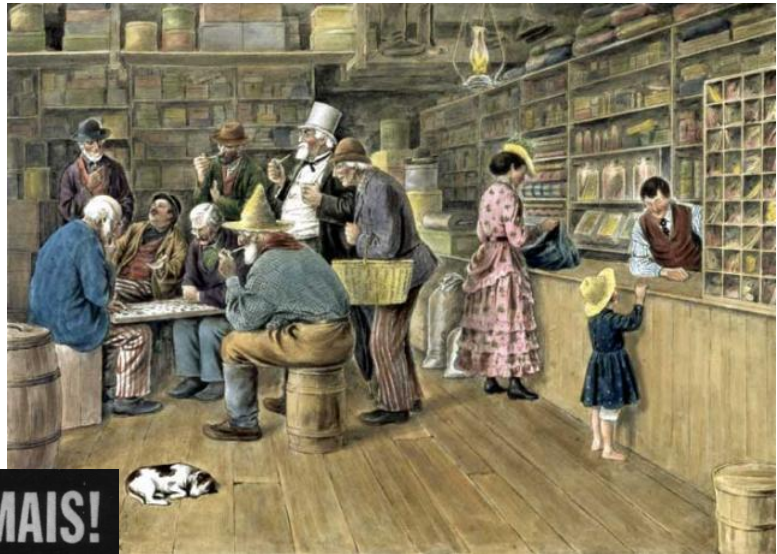
A drawing by Henri Julien  
*L'encanteur du village*



A painting

General Store

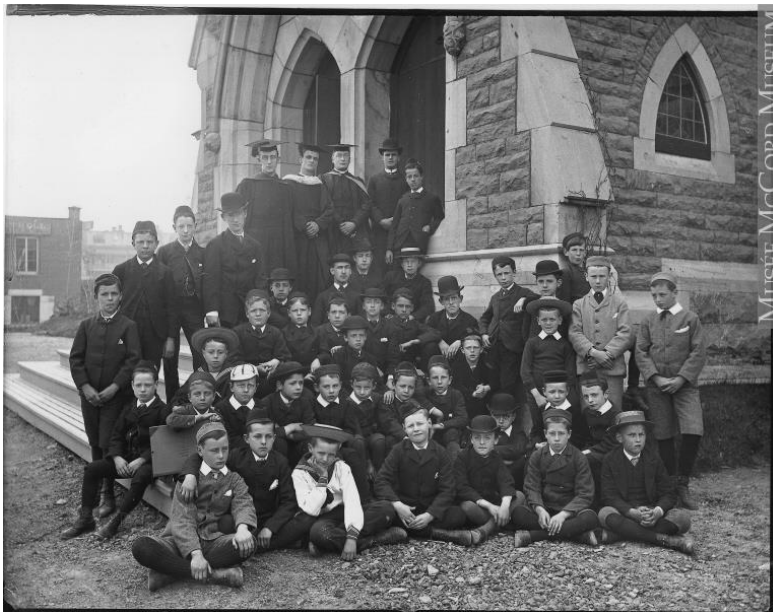
Source : Edmond-Joseph  
Massicotte / BIBLIOTHÈQUE  
ET ARCHIVES Canada / C-  
001115



A poster

*The "Maîtres chez nous" poster used by  
the liberals during the 1962 election*

Source : Le bilan du siècle



A photograph  
The class of Reverend  
Woods, Montréal, QC, 1885

II-77442  
© McCord Museum

## **Interpreting Illustrated Documents**

For all types of documents, it is important that you establish a reading intention to help you distinguish between relevant and non-relevant information.

### **The Procedures**

1. Look for basic information: title, legend, explanatory notes, etc.
2. Determine the nature of the document: is it a photo, an image, a drawing, a painting, an engraving, a poster, etc. This will tell you whether it is a direct representation of the reality or a reconstitution.
3. Look for a date or other chronological reference points.
4. Identify the author: what is his or her intention? Does he or she aim to faithfully represent the reality in question or to offer a personal interpretation? Are they being humorous, critical?
5. Look for key elements in the document by carrying out an in-depth analysis from three levels of observation: foreground, mid-ground, and background. This step allows you to regroup and prioritize important information (players, locations, actions, etc.).
6. Draw links between the information you recently gathered and any prior knowledge you have. Validate your comprehension using other documents to respond to your initial intention.

## **Contingency Tables**

Tables are included in a number of the documents we use to study history: manuals, journals, books, newspapers, web sites, etc. They are clear, graphic representations of information and are most often used for interpreting statistics. Contingency tables contain more than one data column, making it possible to cross-reference information quickly.

Types of contingency tables

- Distribution tables (distribution of a total value among its different components, ex: population per Canadian province).

- Trend tables (changes or fluctuations in a social phenomenon over time, ex: evolution of the population of Quebec from 1900 to 1950).
- Comparison tables (numerical values characterizing a social phenomenon for two different moments in time, ex: comparison of the urban and rural population of a Canadian province on two different dates).

Example of a contingency table:

Births and birth rate, by province and territory

(Number of births)

|                           | 2004/2005        | 2005/2006      | 2006/2007      | 2007/2008 <sup>r</sup> | 2008/2009 <sup>p</sup> |
|---------------------------|------------------|----------------|----------------|------------------------|------------------------|
|                           | number of births |                |                |                        |                        |
| <b>Canada</b>             | <b>339,270</b>   | <b>346,082</b> | <b>360,916</b> | <b>370,859</b>         | <b>377,703</b>         |
| Newfoundland and Labrador | 4,543            | 4,526          | 4,495          | 4,521                  | 4,488                  |
| Prince Edward Island      | 1,371            | 1,329          | 1,428          | 1,388                  | 1,402                  |
| Nova Scotia               | 8,575            | 8,479          | 8,675          | 8,848                  | 8,844                  |
| New Brunswick             | 6,874            | 6,869          | 7,127          | 7,120                  | 7,081                  |
| Quebec                    | 75,422           | 78,481         | 83,108         | 85,608                 | 88,600                 |
| Ontario                   | 132,795          | 133,775        | 136,980        | 138,985                | 140,255                |
| Manitoba                  | 14,031           | 14,270         | 14,842         | 15,417                 | 15,690                 |
| Saskatchewan              | 11,915           | 12,178         | 12,523         | 13,438                 | 13,826                 |
| Alberta                   | 41,345           | 43,193         | 47,558         | 49,568                 | 51,079                 |
| British Columbia          | 40,632           | 41,192         | 42,379         | 44,087                 | 44,554                 |
| Yukon                     | 340              | 344            | 354            | 355                    | 359                    |
| Northwest Territories     | 705              | 707            | 686            | 727                    | 724                    |
| Nunavut                   | 722              | 739            | 761            | 797                    | 801                    |

<sup>p</sup> : preliminary.

<sup>r</sup> : revised.

**Note:** From July 1 of one year to June 30 of the next year.

**Source:** Statistics Canada, CANSIM, table (for fee) [051-0004](#) and Catalogue no. [91-215-X](#).

Last modified: 2010-02-04.

## **Interpreting Contingency Tables**

### **The Procedures**

1. Establish a reading intention.
2. Decode the title to identify the topic and the author's intention.
3. Read the title of each row and column and determine the nature of the information included along each axis.
4. Decode the legend if necessary.
5. Identify the scale if necessary.
6. Compare the data by reading each column and row to establish the relationship between the data values and any noticeable trends.
7. Respond to your reading intention.

## **Creating Contingency Tables**

### **The Procedures**

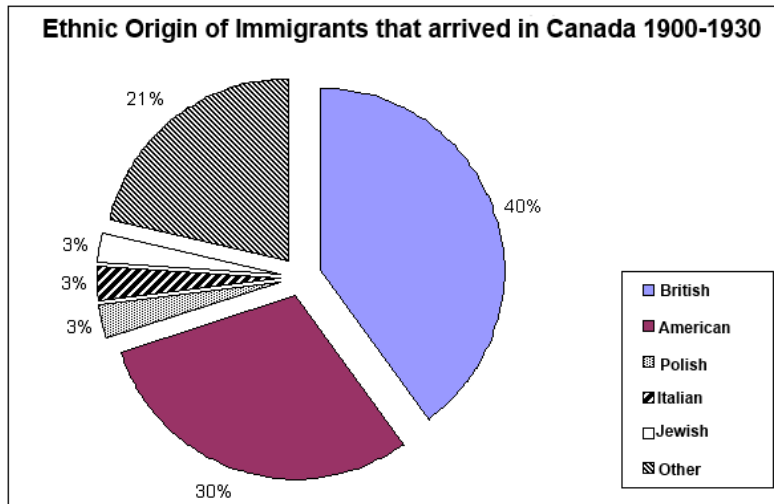
1. Specify your intention: what is your topic?
2. Bring together the relevant information.
3. Determine what information the columns and rows should include.
4. Enter the data into the table.
5. Enter the title and the legend.

## **Diagrams**

A diagram can graphically represent a whole data set. There are different types of diagrams:

- The circle graph (distribution of data ex: break-down of a population's ethnic origin)

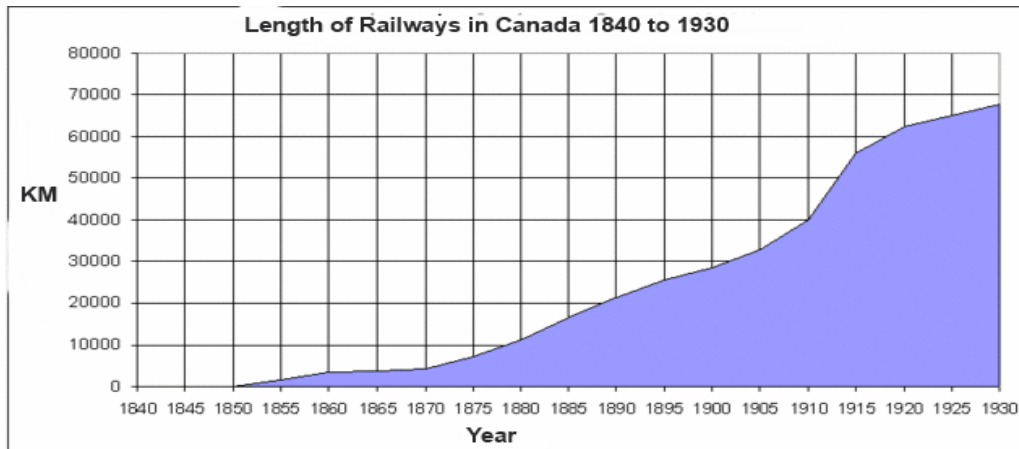
- The line graph (data trends, ex: evolution of a population between 1600 and 1700).
- The bar graph (description of data, ex: colonization from 1600 to 1700).



Example of a circle graph

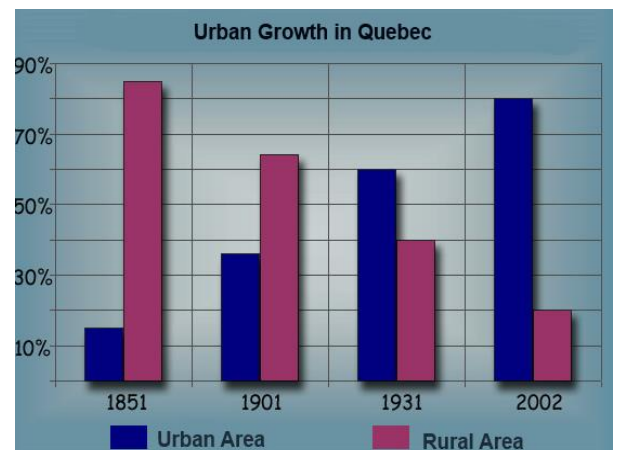
Source : Service national du RÉCIT de l'univers social

Example of a line graph



Source : Service national du RÉCIT de l'univers social

Example of a bar graph



## **Interpreting Diagrams**

### **The Procedures**

1. Establish the reading intention.
2. Decode the title to identify the topic, phenomenon, and time period being represented.
3. Decode the legend (there might be an accompanying text that can help you interpret the diagram).
4. Identify the type of diagram: histogram, bar graph, area graph (or chart), a curve, etc.
5. Determine the nature of the information included along each axis.
6. Determine the progression of value for each grade of the data scale.
7. Identify the source of the diagram.
8. Identify the information being represented, and make the links needed to respond to your initial intention.

## **Creating Diagrams**

### **The Procedures**

1. Establish the intention.
2. Bring together the relevant information.
3. Determine what information will be represented by each axis of the diagram.
4. Choose the type of diagram that will be the most useful.
5. Determine the scale.
6. Enter the data onto the diagram.
7. Enter the title and the legend.
8. Enter the data source.

## Time Line of Quebec/Canada in Contrast with chronology of Nunavik and Elsewhere



Inuit



Quebec/Canada



Elsewhere

### The First Occupants

#### 1500-The Early Days

The Inuit of Nunavik are descended from a "Neo-Eskimo" people archaeologists call the Thule people, known to them by their material culture, i.e., housing and tools. All contemporary Inuit societies across the Arctic developed from the same Thule culture. The name comes from northern Greenland where the research began in the 1920s by Danish scientists. However, there were earlier, ancient "Eskimoan" peoples in the Arctic, known as "Palaeo-Eskimos," divided into Early and Late Palaeo-Eskimo periods. It is believed these people came from eastern Siberia at least 4500 years ago and spread from Alaska throughout the Arctic.

The material culture of the Palaeo-Eskimos was partially based on working hard stone such as chert and quartzite, shaped into knives and projectile points. They also used different organic materials (wood, bone, antler, ivory, sinew skin) to craft handles, harpoons (heads and shafts), and figurines, among other items. More is known of the Late Palaeo-Eskimos as they are recognized as having shared a single culture called "Dorset," again named after Cape Dorset (Baffin Island) where archaeologist first identified this culture. They used small tents most often with particular axial features (a double line of stones) crossing in the middle and splitting the tent ring into two areas. The axial feature often includes a hearth structure or at least remains of charcoal and burnt fat.

It is known that prior to Dorset (Late Palaeo-Eskimo), a Pre-Dorset people (Early Palaeo-Eskimo) inhabited Nunavik from 4000 BP to 2200 BP. (BP stands for "Before Present", an arbitrary time measure based on 1950, the year the first scientist (Libby) discovered the radiocarbon method for dating.) A Pre-Dorset site dates from about 3800 BP at Kuujjuarapik. The Pre-Dorset culture produced finely chipped stone tools with which they hunted mainly sea mammals but also other land animals such as caribou and fox.

Dorset culture follows Pre-Dorset and is first known in Nunavik around 2100 BP. As with the Pre-Dorset, the Dorset people are characterized by a microlithic technology (small stone tools), though larger tools were also part of their toolkit. With these finely crafted stone tools they hunted marine mammals (but not large whales), as well as the land animals such as caribou and migratory birds. They also fished and gathered plants. The remains of their homes indicate they used small tents but in winter they occupied sod houses usually represented by quadrangular shallow depressions (less than 30 cm. deep). Another significant

feature of the Dorset people is the exceptionally fine and aesthetically carved figurines of bone, ivory, and antler. The Pre-Dorset, too, may have produced such fine carvings but those of the Dorset period are known because of a better preservation of organic materials for this more recent culture.

The Thule culture in Nunavik is presumed to date to about 7-800 BP. However the first arrival of the Thule people in Nunavik remains to be made clear by future research. Did the first Thule people meet the last Dorset people? Did they interact? So far it has been impossible to document, without a reasonable doubt, this possible interaction in Nunavik. Nor is it known why or how the Dorset people disappeared. It is a mystery which has roused a number of unverified hypotheses. However the Inuit oral tradition is rich in stories about the "Tuniit" or "Tuniq (sing.) People. These stories give accounts of them as being a strong but peaceful people, who dressed themselves in bearskin clothing. Some of the stories tell of the Inuit and Tuniit living alongside each other and yet others tell of Inuit attacks on the Tuniit and their being chased away. It is not clear if those stories are linked to the Dorset or the earlier Thule peoples. For this reason archaeologists have not adopted the term Tuniit to replace Dorset.

The Thule people were well adapted to the region, having arrived with a very diverse and ingenious technological arsenal. Some of the most characteristic elements of this technology were: kayaks (qajaq), umiaq, sleds and dog teams, harpoons, ulus, and the semi-subterranean dwelling with a tunnel entrance, and the cold trap. They migrated across the Arctic from Alaska to Greenland in a very short time, 200- 400 years. Their sophisticated tools enabled them to exploit both the inland (caribou) and the coastal regions.

The classic Thule people hunted the bowhead and other large whales, especially in the central High Arctic. Large whale hunting was not possible everywhere in the Arctic; the central High Arctic, Foxe Basin and parts of Hudson Strait were among the only locations where such a hunt was possible. In Nunavik there is very little to no evidence supporting large whale hunting. It is limited to a few locations (Diana Bay and Killiniq area). In many cases, we can even envision that the Inuit were scavenging beached whales instead of hunting. The typical Thule house made out of whale ribs is mostly a Central Arctic manifestation and corresponds to what is generally referred to as "Classic Thule." This phase was very short; and when Inuit/Thule reached Nunavik, they had a much broader subsistence pattern. In Nunavik, drift wood was often used to set up the roof structure of the semi-subterranean house. These winter houses were replaced by qarmaq (not excavated sod houses but erected on the surface of the ground) and a more intensive use of snow houses.

The Dorset people produced elaborate effigy figures of animals and humans and thus there is the belief that their religion had elements of shamanism. For

example, they often represent flying bears or the bears with a harpoon head shape that could be interpreted as representing the spirit of the bear. The religious practices of the Thule were probably similar to those of the historic Inuit and based on animism, that is the belief that everything had a spirit or energy and these, along with the myths, explained their existence and guided their behaviour. What is known from the contemporary Inuit is that there were many orders of spirits: celestial, marine, superhuman, human and animal which were called upon to serve as intermediaries between the different spheres. To ensure the orderly functioning of the world, the Inuit developed a complex system of prohibitions and rituals that guided their daily lives, domestic and hunting. Central to the religious system were the shamans who, with their spirit helpers, served as intermediaries to bring together the natural and human worlds. The writings of early explorers suggest the dominance of shamans who exercised malevolent powers but many shamans, men and women, provided much needed help in matters of illness, controlling hunts, prophesying the future, all determined by the spirit world. It is interesting to note that contrary to Dorset, the Inuit visual expressions never wore a face, that is, all known traditional Inuit artistic works were faceless.

For archaeologists, the first on-going contact between Inuit and Europeans is the period they note as the beginning of the Inuit society and culture, though it really marks the period when the Thule/Inuit people adapted to the fur trade with the Europeans. It is neither a change of people or culture, just an adaptation that is being expressed in the change of name.

## **1500 – The First Occupants**

At this time, the rest of the Quebec peninsula was inhabited only by Indian people, whose economy and culture were quite different from the Inuit. Living as they all did in forested regions, these people made use of the food animals in the forests and the wildlife on land and in the lakes, while being able to fashion their canoes and much of their tools using wood to hold the stone points. Those who lived north of the St. Lawrence River were hunters and gatherers, living primarily on caribou and beaver along with the other offerings of the forests. These hunters all spoke an Algonquian language, some such as Cree, Naskapi, and Montagnais(Innu) being very closely related.

Those peoples who lived further south in the St. Lawrence Valley and in the hardwood forested regions were farming corn, the seeds of which had been gradually traded up from south regions, originally from Mexico where this plant had been first domesticated. Corn farming, combined with hunting and fishing, began about 1000 A.D. and soon after squash and beans were also cultivated. The produce of this farming could feed large numbers of people and villages arose of about several hundred people. The language spoken by these people

was an Iroquoian one, tying them linguistically to people in what is now southern Ontario and northern New York.

Europeans only began coming to Quebec in 1534 when Jacques Cartier, from France, arrived in Stadacona, the St. Lawrence Iroquois village located in what is now Quebec City. The following year, Cartier and his men sailed upriver to Hochelaga, now Montreal, but did not remain as he felt he was outnumbered by the people there. Cartier made several other trips to these regions of Quebec but no settlement of Europeans took root in the 1500s. The Inuit of Nunavik might have gotten word of the stranger who arrived in a large ship to Baffin Island in 1576. It was the Englishman, Martin Frobisher, who was searching for the Northwest Passage to the Orient but who returned twice more thinking the ore he had found contained gold. The last voyage in 1578 was financed by Queen Elizabeth I and involved 15 ships and 100 men who, because of squabbling, returned to England that summer rather than found a colony there, while the ore turned out not to contain gold.

## **1500- The Maori of New Zealand**

The Maori are a people living on the islands of New Zealand who arrived via their ocean going canoes about 1000 years ago. Their oral tradition describes them as arriving in a Great Fleet of 7 canoes from the east. Archaeological research indicates something similar, that they came to the forested and mountainous islands from Tahiti, leaving behind a tropical climate and adjusting to a cooler, seasonal climate.

They were hunters of whale and seal but above all the flightless birds known as moa that could stand about 4 metres tall and weigh up to 200 kilograms. It is thought these birds became extinct about 500 years ago due to over hunting. The Maori were also fishermen and practised gardening of root crops and fibrous plants such as flax that they used to make clothing, ropes, fish nets, and baskets. Their tools were made of animal bones and stone and they remained a Stone Age culture until the Europeans arrived in the 1770s.

The Maori lived in villages and in social and political units known as "hapu" or what we would call sub-tribes. This group was a descent group with local ties and territorial boundaries. Adoption in the family units was common, though it was of children who shared the same bloodlines; otherwise they would not have had the same rights to property. The "hapus" belonged to a larger political unit called the "iwi" or tribe, a large kin based group which shared a common ancestor. Maori society was ranked ; there was a gentry class and a commoner one, along with slaves who generally were captives in warfare since feuding occurred even between members of an "iwi". Contact between these ranked groups was ruled by a belief in "pollution," leading to death and so preventing

the touching of objects belonging to the other group. Leadership was always male and was the senior male in a descent group. Women of high ranked descent did enjoy a higher status.

The Maori religion was animistic in that they believed all living things possessed a life force or spirit. Thus, not only was the hunting of animals approached respectfully but so was the cutting of trees. They Maori would not speak of going out hunting for fear of scaring off the animal spirit. Their origin myths begin with a Sky Father and an Earth Mother, clinging together, at a time when there was only darkness and so a number of the gods or spirits tried different ways to let in light. Finally it was the god of the forest who with his feet pried a space between the Sky Father and Earth Mother and let in light. The same forest god fashioned a woman of clay, breathed life in her and became her husband who, shamed, fled with her children to the world below – and so the origin of humans.

Their name for themselves “Maori” is a collective name for the groups of people in New Zealand which arose with the coming of the Europeans and means “local” or “original” peoples.

## **The Emergence of a Society in New France 1608 –Beginnings of Contact with Europeans**

The Inuit along the south coast of Hudson Strait may have, for the first time, become aware of Quallanut and their huge ships. In 1610, Henry Hudson sailed by, he too looking for the Northwest Passage and heading southwards, instead “discovered” Hudson and James Bays. The ship got caught up for 3 months in sailing around the Belcher Islands and then overwintered at the mouth of the Rupert River. In the spring they traded with several Cree. Hudson did not make the return journey home the next summer because the ship’s crew mutinied and headed back without him. The crew stopped at Cape Diggers in 1611, met Inuit and demanded from them supplies of caribou meat. Four of the 11-man crew were killed.

The arrival of the Englishmen did not alter the subsistence practices of the Inuit because there were no further contacts in Nunavik for about another 130 years, although they likely received some items in trade from the Northern Cree in the early 1700s. The Inuit at this time occupied four ecological zones and were known by the regions which they inhabited. These regional names were only recorded in the 1800s and were provided by the Inuit at Fort Chimo. It is from their perspective that we find:

"Itivimmiut," "people of the other side of the country," is what the name was for the Inuit of east Hudson Bay from Cape Smith to the entrance of James Bay, while those on the Belcher Islands were the "Qikirmiut," "Islanders," who also refer to themselves as "Nunaqatigiit," "inhabitants of the land." The other two groups were the "Tarramiut," "people of the shady side," that is of the west coast of Ungava Bay, of the southern Hudson Strait, and of the northern part of the east coast of Hudson Bay between Hopes Advance and Cape Smith. The "Siqinirmiut," "people of the sunny side," that is, the Inuit of the Atlantic coast of Labrador and of the shores of Ungava Bay, west of Leaf Bay. Within these four groupings were ten local sub-groups, including "Illualummiut" for the south shore of Hudson Strait people and "itivi" for the east coast of Hudson Bay people, as identified by an Ungava Inuk in the late 1700s.

## **1608 – The Emergence of a Society in New France**

In the southern regions along the St. Lawrence River, in what is today Quebec City, Samuel de Champlain, financed by the French court and merchants, founded a settlement to establish a trade in beaver pelts with the local Indians. The soft, under fur of the beaver skin, called "duvet" was processed in Europe and combined with wool to make the hats for men and women that were a fashion for several hundred years. In establishing this trade and allying with several Algonquian nations, Champlain provoked the ire of the Iroquois and unleashed a century of hostile relations that centred on the French colony and drew in the English as allies of the Iroquois. Despite these hostile relations, the French were able to establish settlements geared to defence and the fur trade at Quebec (1608), Trois Rivières (1634) and Montreal (1642).

Relatively few French settlers came to New France. In 1650, there were about 670 settlers compared to New England's 50,000. King Louis XIV took charge when he came to the throne in the 1660s and increased the numbers by sending out shiploads of women, known as the "filles du roi" to provide brides and children. A century later the population of New France was 60,000. The colony was made up of farmers ("habitants") and the "couriers de bois" who travelled out to the Indian country, beyond the Great Lakes, and carried back the furs. The colony faced an on-going dilemma – was it a fur trade colony or a farming one? This conflicting view resulted in restrictive measures placed on the fur traders.

Two "couriers de bois", Pierre Radisson and Médard Chouart des Groseillers (brothers-in-law), rebelled against these restrictions and interested English merchants in financing a trade via the "back door" that is through "la baie du nord" or Hudson Bay. The first ship went out in 1668 and traded with some Cree on the Rupert River. The furs, brought back to England, interested the merchants and in 1670 they formed the Company of Adventurers trading into

Hudson's Bay, known as the Hudson's Bay Company. Their first post was at the Rupert River, named Charles Fort, after the King of England. Quickly the posts expanded throughout the boreal forest regions of Canada as the Company had been granted all the lands whose rivers flowed into Hudson Bay.

After France had taken over the posts on Hudson Bay in the late 1600s and then were restored to England in 1713, via the Treaty of Utrecht, the Company established its main post in eastern James Bay at the Eastmain River. There they heard reports of a wealth of furs north and in 1751 established a post on Richmond Gulf and then an outpost at Little Whale River.

## **1608: Brazil**

It was by accident that Pedro Alvares Cabral discovered the land of Brazil in 1500 when enroute to sail around the tip of South Africa. His ship was blown off course and he landed on the Brazilian coast. Aware of the riches that the Spanish had obtained from their discoveries in the Americas, the Portuguese were disappointed in finding that the Tupi Indians they first met had no wealth of use to them. The one commodity they found marketable was a prized red dye that could be extracted from the trunk of a large tree called the brazil tree by the Portuguese from their word "brasa" for "ember" or "glowing". It is this name that eventually was used for the land itself to replace "Terra de Santa Cruz" ("land of the holy cross").

In the early 16<sup>th</sup> century the King of Portugal was not particularly interested in this new land and left it to adventurers to see what they could plunder. Not until the 1530s, when 5 ships and 300 colonists disembarked on the shores was a sizeable colony established. Their motivation was the slowly developing sugar cane production that had been transplanted there by Portuguese entrepreneurs. By 1600, it is estimated there were 120 sugar plantations producing, it is said, 50 million tons of sugar a year. Other important agricultural products were maize, sweet potatoes, cotton and tobacco.

The first Indians the Portuguese met were Tupi speakers, a widespread language family in Brazil and neighbouring countries. The Brazilian lands covered diverse eco systems but all were rich in natural resources. Some Indians were semi-nomadic hunters and gatherers. Others were horticulturalists and there were some who lived in large state federations. At the time of this first contact it is assumed there were about 4 million people in the whole of Brazil but divided into 2000 tribes or nations. In a very short time, most of these people died by killings, assimilation or through the rapid spread of diseases such as smallpox, measles, tuberculosis. Of the 2,000 tribes, today there are only 200 left amongst the 650,000 Indians.

The sugarcane plantations which were expanding needed labour and so the Portuguese colonists, aided by the growing mixed race population called "mamelucos" began raiding villages for Indians they could enslave into forced labour. Thus untold numbers died in the raids or as a result of the arduous labour imposed on them. These raiders who travelled far into the interior on their raiding expeditions copied Indian ways and explains their ability to survive on the land, especially in the rain forest. The Portuguese, already slave raiders and traders in West Africa since the 15<sup>th</sup> century, began shipping slaves to Brazil to work on the plantations. They found the African slaves more immune to tropical diseases and better workers.

In contrast to the Portuguese who were raiding and plundering Indian communities, the Jesuits who had come to the New World to convert the Indians saw it also as their obligations to protect the Indians. In doing so, the Indians had to give up their hunting and gathering ways of life. The Jesuits settled Indians in what they called "reductions" that is "reducciones de indios," or missions where Christian ways could most efficiently be taught to them, which included learning a trade and learning to farm in the European manner. The layout of these villages was European with the church buildings (a home for widows, a hospital) organized around a square and the housing for the Indians facing the square. These reductions were self-supporting as the Indians provided the labour to produce the food and export crops. They also were allowed their own councils, that is their own government but the Jesuits were in control. The Jesuits could not always protect them; often they were the victims of the Portuguese slave- raiders looking for forced labour for the sugar plantations. Due to political manoeuvres in Europe, the Jesuits were expelled from all the Catholic countries and their colonies. They left Brazil in 1759 and their missions collapsed so that the Indians returned by the thousands to the forests or became outcasts at the edge of towns.

Finally, in 1695 gold was discovered in central Brazil. No one was happier than the King of Portugal who was finally able to build a royal palace and other monuments to rival those of France. This discovery occurred because of the raiding parties scouring the hinterland. It unleashed a gold rush of about a million people into the interior, 400,000 Portuguese, from Brazil and Portugal, and a half million African slaves. Towns sprang up throughout the region, radically affecting the lives of the Indians. Many left the sugar plantations and towns of the northeast and by 1725 more than half the population was living in south eastern Brazil.

Although the African slaves would have to wait until 1888 to have slavery abolished in Brazil, the last country to do so, the Indians in 1755 were declared free citizens, enjoying all rights and privileges of all Brazilian citizens, on paper, but this came only after a combined Portuguese-Spanish army, in trying to evict

the Guarani by force from newly acquired Portuguese lands, slaughtered in a few minutes, 1400 Christian Indians, pathetically holding up their banner, crucifixes and holy images.

By 1760 in Brazil there were added to the two racial groups, Indians and whites, four new “coloured” populations. There were the mixed race people or mulattoes, a mix of the Africans and Europeans, “cafuzos”, a mix of Indian and African, mestizos, Indian and European and acculturated Indians.

## **The Change of Empire 1760- Great Changes**

Along the south-eastern Hudson Bay coast, the Inuit and Cree territories bordered the tree line. As early as 1739, one Hudson’s Bay Company trader was describing the boundary between the two groups: a line drawn roughly from Richmond Gulf through to Clearwater Lake and Lower Seal Lake. He went on to inform them that the “Usquimows” lived on the northern shores of the lakes. The Richmond Gulf and Little Whale River posts did draw some Inuit in to trade, but the Company closed these posts in 1759 because of the hostile relations between the Cree and Inuit and the few furs brought in to trade. Even in the forested parts of this region, beavers were few in number.

## **1760 –The Change of Empire**

The ongoing hostilities between France and Britain ended in the conquest and capitulation of New France in 1760. Worried about unrest among the western Indians of the Great Lakes area who had supported the French, and in order to establish the order of government for all its colonies in eastern North America, King George III issued a Royal Proclamation in 1763. In part, it guaranteed to Indians in territories where there was no settlement that their lands were to be protected and could only be purchased by the Crown, rather than through private purchase. This document remains today the constitutional basis of the Indians’ claim to aboriginal rights and defines their relationship with the federal government. The Proclamation also set out a new regime of governance for Quebec according to British law. However, by 1774 with the unrest in the American colonies growing, the British authorities recognized the wisdom of granting to the Quebec people their rights to their religion, language, and laws. This restoration of their rights may have helped convince the French-speaking people to repel the Americans, who invaded in 1775, hoping to convince the “habitants” to join them in the fight for independence from the British. The American revolutionaries were not successful, and Quebec remained within British North America.

## 1760- Louisiana

The territory of Louisiana was originally occupied by several dozen Indian tribes, most of whom spoke a Muskogean language, shared with other Indian peoples of the southeast United States. These tribes were living in fertile lands and had developed, about 3000 years ago, complex societies involving large ceremonial centres with 70 foot mounds and a ranked society with a chief at the head. The French explorer, Sieur de la Salle (who earlier had been given a land grant, a seigneurie on the St. Lawrence which he named Lachine) followed the course of the great Mississippi River down to its mouth.

Recognizing the importance of this river for trading purposes, the land was claimed for France and named Louisiana in honour of King Louis XIV. French settlement followed in the early 1700s, with settlers coming initially from France and then from the French settlements in the West Indies. The two regions were closely connected by ease of water travel and commerce.

The first products of the land which interested the French were the salt mines and the cattle. They learned of these resources from the Indians of the region. For millennia the Indians had mined, produced and traded the salt. The cattle breeding was more recent, after the 1500s, when the Spanish introduced cattle and horses to the Americas. The French also quickly realized the possibilities of sugar cane production and so developed plantations which necessitated the importation of many thousands of slaves from Africa, something the French had already instituted in their Caribbean colonies. The Indian population, as elsewhere, suffered greatly from the Old World diseases introduced by the French and the loss of their access to their natural resources.

New streams of French-speaking people began arriving in Louisiana in the mid-1700s, exiles from Acadia (now Nova Scotia and New Brunswick) when the British won the region from the French in 1713. They settled in one area of the Louisiana Territory and quickly became involved in raising cattle, as they had in Acadia. Another of their industries was rice cultivation. The isolation of the Acadians helped them maintain their language and they came to be known as Cajuns.

The Louisiana Territory became a pawn in the hands of three European kingdoms: France, Spain and Great Britain. In 1762, France and Great Britain were in the midst of the Seven Years War, the war in which France lost its colony in Canada. The French, knowing they were losing, secretly signed a treaty with Spain in which they granted to Spain an ill defined vast territory that included the lands west of the Mississippi River drainage system. The 1763 Treaty of Paris granted to Britain only a small portion of France's former territory. It was only this land that was gained by the United States after its Revolution in 1776 and break from Britain. In 1800 Spain returned these lands to Napoleon, Emperor of

France – and in 1803 the United States acquired them through the Louisiana Purchase.

The developments during the French and then Spanish occupation stand apart from those of the British and then American control of the territory. It is said that the Indians fared better because the French and then Spanish conducted more orderly land sales with the tribes and expected their citizens to respect the Indian ownership of the land and their society. The Americans, on the other hand, looked at the lands on which there was sparse population and encouraged white settlement. The African slaves also were said to have had better treatment from the French and Spanish who permitted greater numbers of slaves to win their freedom, particularly those who were descendants of African mothers and French land owning fathers. Invariably the peoples intermarried and there developed a Creole population that is not American, with mixtures of French, Africans, Indians, and Spanish.

## **Demands and Struggles in the British Colony**

### **1791- Commercial Enterprises Move North**

Having abandoned any hopes of a beaver or fur trade at Richmond Gulf or at Little Whale River, the Hudson's Bay Company still held to a commercial enterprise producing (beluga) whale oil. The oil was a highly desirable product in Europe used for lighting lamps, making candles or greasing machinery. Accordingly the Company opened a whale fishery at Great Whale River [Kuujuarapik] and two years later at Little Whale River. In these years, they had not yet established relations with the Inuit and were employing the northern Cree to hunt the whales and process the blubber into oil.

The first missionaries to enter into Inuit lands were the Moravians who in 1771 arrived at Nain on the Labrador coast and worked on translating the Bible into Inuktitut, using the Roman alphabet. From this base, two missionaries Benjamin Kohlmeister and George Knoch came to the Ungava coast to explore the possibilities of establishing a mission there. They published a book about their explorations in 1814 which brought this coast to the attention of the Company. With great difficulty hauling the materials overland, from Richmond Gulf, the Company in 1830 established a post at Fort Good Hope on the east bank of the Koksoak River, which they renamed, the following year, Fort Chimo [Kuujuuaq]. In order to establish relations with the Inuit, the Company brought there from Churchill Post (on the west side of Hudson Bay) three men: Moses, Augustus, and Ouillibuck. In 1831, men went out to George River to observe the Inuit at whale hunting and invite them to come to trade at Fort Chimo. Evidently the Hudson's Bay Company saw a promising trade at George River [Kangiqualujjuaq] in salmon and seal fishing, and, in 1838, opened the outpost of Fort Siveright, though it was abandoned in 1842. The main purpose of the

Fort Chimo Post remained to create and supply subsidiary posts in the central interior regions. By 1833, Fort Chimo consisted of 7 buildings.

## **1790s – Demands and Struggles in the British Colony**

With Quebec remaining “French and Catholic”, British settlers and particularly Americans who had been loyal to the British Crown (hence “loyalists”) moved westward into unsettled territories. The British government, by the Act of 1791, split Canada into two: Lower and Upper Canada, that is, ONLY the southern portions of what are today the provinces of Quebec and Ontario. The designation of Lower and Upper referred to their location along the St. Lawrence River. In Upper Canada, the Loyalists could retain their British society while Lower Canada its French heritage.

There was great economic and pioneering activity in Upper Canada as indicated by a growth in population from 14,000 in 1791 to 90,000 in 1811, mainly of loyalists from the United States which created uneasy relations between the two countries. Britain was demanding compensation from the Americans for the confiscated lands of the Loyalists and this distrust was echoed amongst the Indians in the borderlands of the Great Lakes who, in 1791, in what is now Ohio, destroyed a small American army. In 1812, the United States declared war on Britain making the two Canadian Provinces the scene of a number of battles.

Fighting alongside the British was the Shawnee chief, Tecumseh, and his men made up of warriors from several Great Lakes nations. There were a number of successful battles for the British and the Indian allies but the War of 1812-14 ended through negotiations with no benefits to either the British or Americans, no changes of borders, no land compensations – nothing.

Despite the new found security, leaders in both Provinces turned their attention to the authoritarian governing of their colonies by the British and pressed for more autonomy. Known as the Reformers, under William Lyon Mackenzie and Joseph Papineau, rebellions broke out in each province in 1837 but were short-lived because of little support from the populations and collapsed easily. The British, in 1841, created a single colony of Canada with one legislative assembly but two districts, Canada East and Canada West. Early in the 1840s, Canada saw greater population growth because of the famines in Ireland. Rather than being incorporated into the grain farming and timber cutting activities which dominated the economy, this new Irish labour was pressed into service in the building of canals, the railways, the mines and the developing cities – all industrial activities which took root in the 1840s.

## 1791-Ireland

The Gaelic people of Ireland were ruled by the Anglo-Saxons of England in varying degrees from the 12<sup>th</sup> century onward. In the 16<sup>th</sup> century a religious element was introduced when the English became Protestants while the Irish remained Catholic. There were a series of rebellions by the Irish but they were never able to extricate themselves from the English domination. In the 1600s the Catholic landowners were dispossessed of their lands which were given to Protestant settlers from England and Scotland. Moreover the Catholics were barred from the military, from voting and higher education. In the early 17<sup>th</sup> century, Jonathan Swift, the satirist, offered the observation that the English made legal their conquest by declaring the natives barbaric and ignorant which served to justify the need for the English to civilize them.

The simmering Irish desire for independence from England had new life breathed into with the increasing acceptance of the new ideas of liberalism that began permeating European thinking. In the mid to late 1600s, John Locke promoted the concept of liberty, rationally argued for religious tolerance and defended the separation of Church and State. The 17<sup>th</sup> century liberals called into question the bases of absolute monarch and introduced the concept of the "citizen" to replace that of "subject." The American War of Independence in 1775 inspired the Irish nationalists to similarly advocate independence for Ireland but the French Revolution of 1789 with its cries of liberty, equality and fraternity helped spread the principles of freedom and reform. Many of the Irish Reformers were Protestant and in 1791 began campaigning for an end to discrimination against Catholics and for political equality. Some rights were granted by the English King in 1793 and Catholics were granted some reforms such as voting, bearing arms, attendance at university. However they were not permitted to take seats in Parliament or any level of government. With the help of the French, there was an Uprising in 1798 which was repressed by the English. This was followed with the declaration of the Act of Union by the English monarch in 1800 which brought together England, Wales, Ireland and Scotland under one flag, the Union Jack, and one Parliament in London, thus abolishing the regional ones. Economic policies were to be set in London by parliamentarians unfamiliar with the local situation.

The early 1800s were prosperous for the Irish landowners (mostly Protestant) because their agricultural products were in demand during the Napoleonic Wars. Once the French were defeated the prices of farm products fell and the landowners turned their farm lands into grazing lands, To do so, they evicted families and tore down their huts so they could not return. The Irish peasants, both Protestant and Catholics, relied for food almost exclusively on the potato since land was scarce and the potato was an intensive crop. However, in 1845 a fungus attacked the potato crops, the "potato blight" and wiped out a third of

the crop. In the next several years even more of the crops were destroyed and starvation was widespread. The British government sent in supplies of maize but over the next couple of years never sent enough. It was said people in the government opposed the sending of money for fear the Irish would use it to purchase rifles or there was the fear the Irish would become dependent on handouts and never be self-sufficient. It is estimated that 1 to 1.5 million people starved to death in the mid-1800s. So began the immigration of the Irish to Canada which was chosen because the fares on the ships were low. The ships brought lumber to England and the ship owners were glad to receive passengers on the empty ships returning to Canada. Substantial numbers also immigrated to the United States. In 1841 the population of Ireland was just over 8 million. In 1996 it was just over 5 million.

## **The Formation of the Canadian Federation**

### **1850s – Inuit incorporated into European commerce**

As Upper Canada became dependent on industrial activities and much less on the fur trade, the Hudson's Bay Company too began to expand its economic activities. In Nunavik this involved the expansion of the beluga whale fishery. The beluga whale [porpoise] harvested was a smaller mammal, measuring only about 12 feet in length, providing about 350 lbs. of oil and 600 lbs. of meat. To harvest this resource, the Hudson's Bay Company had to ensure there were good relations between the Inuit and Cree as well as being able to draw on an Inuit labour force. To this end, they offered a reward to any Cree who persuaded Inuit to travel to the post at Fort George – and a family of six Inuit arrived there in 1839 who said they were from the islands off Richmond Gulf.

The next year they dispatched Moses to criss-cross western Ungava, also to persuade Inuit to come in to the post and he arrived in March with 30 families whose sleds were laden with caribou hides, fox skins and blubber. This was the start of the Hudson Bay Inuit participating in the fur and oil trade. It was said they had come south from the Cape Smith area.

In 1851 Little Whale River Post was re-opened in order to develop further the whale fishery. There, at the beginning, Cree were hired to do the hunting, setting of nets and driving the whales while the Inuit were hired to cut the blubber for boiling and haul in the wood on their sleds. The whale fishery was a large undertaking, requiring six furnaces using imported coals. In 1854, 743 whales were harvested along the southeast Hudson Bay coast. Similarly, a whale fishery was begun again in 1866 at the re-opened Fort Chimo Post, which had been closed for 20 years. There, the Hudson's Bay Company also began fishing and salting "salmon" [char] and producing whale oil, with the Inuit doing the hunting and processing of whales. In the 1870s outposts were established at the

George and Whale Rivers in order to produce and salt char and seal oil. The commercial whale fisheries ended in 1870 because the whales stopped “coming.”

More changes happened in Nunavik in the last half of the 19<sup>th</sup> Century besides drawing the Inuit into labouring for wages (though paid in imported store goods). Anglican missionaries arrived, first visiting Little Whale River in 1859. Besides a zeal for converting the Inuit, these missionaries also brought with them the syllabic script that had first been developed for the Cree of Northern Manitoba in the 1840s by Rev. James Evans. This syllabary was adapted for the Inuktitut language, and it spread throughout the North very rapidly providing a practical way for Inuit and Cree to leave notes along the trail or at the post. Of course, the Inuktitut syllabics were intended so that the Inuit could read Christian hymns and parts of the Bible in their own language – and that they did.

Although a number of missionaries visited the Inuit at Great Whale River, Little Whale River, and Fort Chimo, there was one who had the greatest influence on the Inuit: Rev. E.J. Peck. Rev. Peck first came to Little Whale River in 1878 and had the help of interpreters, Adam Lucy from Labrador, and local men, Thomas Fleming and John Melucto, previously a great shaman. Peck also travelled from time to time to Fort Chimo to preach there. Only in 1899 was Rev. S.M. Stewart sent there as an Anglican missionary. The Catholics first visited Fort Chimo in 1876, baptising some Inuit but in the end the Anglicans, with a larger contingent in Nunavik, and possibly because of the support of the Hudson’s Bay Company, was the church which captured the souls of the Inuit and Cree. Back in 1879, Rev. Peck ordered from England an iron church which was dismantled, brought by ship to Moose Factory and then on a smaller craft to Little Whale River. When this post closed in 1890, the church was once again dismantled and sent by barge to Great Whale River where it stands today, though unused.

## **1850-The Formation of the Canadian Federation**

In the 1850s, and even earlier, the American states to the south were consolidating and absorbing Texas and California, and thousands of Americans were rushing into the interior of British Columbia when gold was discovered. At the same time, the development of the railway shortened distances. Talk in Canada turned to the fear of Americans wanting to annex parts of British North America. Interest in a larger union began to emerge.

The two strongest leaders promoting this idea were Sir John A. MacDonal and George-Etienne Cartier. The discussions, aided by unstable governments in the colonies, culminated in a federation proposal in 1864. It had to be a federal system to take account of the special protections awarded Canada East, renamed Quebec. In 1867, Canada was created by an Act of the British Parliament, with the provinces of Ontario, Quebec, Nova Scotia, and New Brunswick. The

remaining six provinces joined Confederation over a number of years; the last, Newfoundland, in 1949.

The first Prime Minister was Sir John A. MacDonald. It was the British North America Act which outlined the distribution of legislative powers between the federal and provincial governments. In this Act there is a section (24) which outlines the federal government's responsibilities towards Indians and lands reserved for Indians. No mention was made of the Inuit. Two factors account for this. It was only the fur traders who had had acquaintance with the Inuit in Nunavik in 1867, and Nunavik's territory was part of what the British viewed as belonging to the Hudson's Bay Company.

The province of Quebec at this time was still very rural, dominated by an agricultural and forestry economy but change began in the mid-1800s as industries became established, due, in part to the completion of the canal system in 1848 which turned Montreal into an important trans shipping centre between Europe and the emerging cities on the Great Lakes. The building of the railways headquartered in Montreal, began in the 1850s, and eventually united markets in Quebec, Ontario, and the New England states. Within a few years, the southwest corner of Montreal became Quebec's industrial centre. The four major industrial sectors were: flour and sugar milling, iron products, wood products, and shoes, the latter being the most dominant. Only later did textiles take on great economic importance. The large wave of immigrants, primarily from the British Isles, both provided the cheap labour and the consumer pool. In 1851, 15% of the Quebec population was living in urban areas but 50 years later it had more than doubled. The province of Quebec at this time covered the territory of what today we would think of as "southern Quebec" and quite distant from Nunavik.

## **1850-The United States of America**

In America, as elsewhere in the world in the early 19<sup>th</sup> century, people either made their own goods such as clothing and implements or purchased those that were manufactured in small workshops made by hand, sometimes with the aid of water power or the muscle power of horses. The development in the early 1700s and gradual improvement of the steam engine is what led to the industrial revolution. Fuelled by coal, the boilers produced steam, which was pressurized and released to drive parts of machinery. This process, occurring in the United States in the mid-1800s, transformed the economy from an agrarian, handicraft one to one dominated by industry and machine manufacture. The processes of industrialization and trade were also stimulated with America's abundance of natural resources along with improvements in communication, the railway and the steam ship as well as the telegraph and telephone. These new developments, in turn, effected rapid changes in the social, political and territorial life of the country. The workplace, family and gender roles were

reshaped, along with the United States' place in the world and the extent of their territory.

The significantly greater production of machine made goods greatly stimulated the American economy and enhanced American trade. The increased production demanded the services of skilled and unskilled workers. This increased capacity for labour was filled by immigration primarily from Europe but also Asia. Even French Canada was responsible for the migration to the north eastern United States when between 600,000 and 900,000 moved there seeking employment in the clothing factories and textile mills. On the whole, about 37 million immigrants came to the United States between the years 1840 and 1929 and settled in the cities where the new factories were located.

Industrialization also "emptied" the rural areas as the small scale industries based there could not compete and people moved to the cities and factories. Most of the immigrants, men, women and children were engaged in unskilled labour but there developed the need for skilled workers as well, lawyers, accountants, clerks, insurance brokers which gave rise to the belief that America was a land of equal opportunity, the land of from "rags to riches." The "riches" belonged to relatively small elite who owned the railroads, the oil fields, the shipyards, and the real estate. By 1860, the richest 1% of the northern industrial region owned 27% of the wealth. Although there was the ethos of equality, the class distinctions widened in the industrial society vs. the agrarian one. At the bottom were the unskilled labourers, always poorly paid, the widows and orphans who congregated in urban slums.

The Indians were casualties of America's rapidly growing population. The American government continued its earlier policy of moving Indians off their lands and onto small pockets of lands or reserves. As the Americans moved west with the building of railways, so did the conflict intensify and the American government waged war against the Indians until they were subdued. In 1887 with the passing of the Dawes Act, the government divided up the communal tribal lands in the West, allotting lands to heads of Indian families and then selling the excess land, half of the tribal lands, to white settlers. In doing this, the government destroyed the communal organization of the Indians and disrupted other aspects of their culture. Many were absorbed into American society and joined the forces of the working poor.

The African American population following the Civil War of 1861-1865 and the abolition of slavery, enjoyed a brief few years in which it seemed they would be allowed to own land, have access to education and to vote but the southern states created a segregated society with the white elites in firm control. In rural areas, the local law was weak, and African Americans were subject to mobs of whites using lynchings to redress what they perceived as crimes. The scarcity of

economic opportunities for the Afro-Americans in the poor economies of the south, except for farming someone else's lands, sent millions north to the industrial states where they were forced into their own strata of working poor and encountered discrimination in most aspects of life.

Chinese immigration was early as men were brought to the west of the country to work as labourers on the railroad and in mining. Japanese were hired first to work in the sugar cane plantations of Hawaii and then on farms in California. While most immigrants were welcomed, the Asians were not and were subject to extreme racial discrimination by individual Americans and through discriminatory laws.

The unskilled workers, the working poor, would have ever remained so had it not been for some individuals who, beginning in the 1870s, sought better working conditions and argued for limiting the working day in factories to 10 hours for women and children. Over the next decades, the labour force began organizing in Unions which staged protests and strikes to obtain improved working conditions and pay. This labour unrest continued throughout the 20<sup>th</sup> Century.

The women's lives were changed as well. With industrialization, women were working outside the home and enjoyed freedoms not held before. Middle class and elite women who did not work also participated in the public sphere. They developed a volunteer force which supported the publicly built institutions such as hospitals, museums, universities and facilities for the poor. The elite, with their donations, were the initiators of these important institutions.

The highly successful industrialization of America led to the country's rise in power in the international arena. Its wealth and size enabled it to become an imperial power; and, in 1899, it gained control of the Philippines, Puerto Rico, and Cuba following the short-lived Spanish American War. That year it formally annexed Puerto Rico and Hawaii, declaring them territories. Hawaii's king, a few years earlier, had been overthrown by some American and European businessmen leading to America's takeover.

In the early 1900s, America supported Panama's successful independence from Columbia which provided them with control over the building and operation of the Panama Canal which it deemed in its strategic interests. At various times, in the very early 1900s, the United States military occupied Haiti, Mexico, Nicaragua and the Dominican Republic. It entered the First World War in 1917, three years after it had begun but quickly became a major military power while also becoming a financial power.

## **Modernization of Quebec Society Post 1870 – early 20<sup>th</sup> Century Canadian Commerce and Governance**

Once the Inuit began travelling to the posts and working in the whale fishery, they discovered the array of imported goods which made life easier. In addition to the rifle and metal tools, such as knives and axes, they saw the benefits of cloth, iron needles, twine, metal pots, stoves, and enjoyed the luxury of tobacco and adornments such as glass beads, combs, and mirrors.

To obtain these and other goods, the Inuit in Nunavik began altering their winter hunting patterns to trap fur animals to trade. The animals on the tundra in great demand were the white and silver foxes and martens when they could be found. Both animals are solitary and to trap them required trap lines set out over long distances. This had repercussions for Inuit hunters who had to make the decision as to whether to stay on the coast hunting seals at the breathing holes or set traps. It was not an easy decision to make since foxes were not food animals. The decision became more difficult when the number of caribou, a very important food and clothing source, began declining in the late 1800s. As well, the trapping of foxes put pressure on their extended family structure because it required the cooperation of only two men whereas the sealing camps were larger consisting of four to five families.

The Inuit were of course oblivious to the Confederation of Canada in 1867; it did not affect them right away. It is doubtful if the English at the posts had much reaction to hearing the news which would probably have taken a year to reach them. Only when members of the Geological Survey began reaching their posts and meteorological stations established would they start to see changes. What mattered for the Inuit was securing enough food. The decline of the caribou herds and the need for more imported goods put pressure on the Inuit on the Hudson Bay coast to move south to the posts from the more productive regions around Cape Smith and the Belcher Islands.

Initially, in the 1850s, the Inuit came to work in the whale fishery but were soon employed by the Company to work at the posts, particularly in transport. For the Company, their komatiks and dog teams proved to be an efficient transport system for moving cargo as well as an early postal service between posts. In fact, with the Company's access to Inuit technology and labour, they began in the early 1900s to provide delivery of goods to their Cree hunters, using the frozen rivers as their highways. Similarly the Inuit ability to work with snow was an asset to the Company and so they were hired to bank their buildings with snow in the winter – and to cut blocks of ice for the ice house in the Spring. In the summer months there were jobs at the post, such as carpentry and cutting marsh grass; and here the Inuit and Cree worked alongside each other.

Throughout this period, though, the fox trapping the Inuit carried out intensified over the years until the Crash of 1929. Foxes, especially white and silver foxes, were in such great demand that the Inuit were receiving as much as \$150 to \$200 for a superior pelt, a huge sum in the first decade of the 1900s. With the high demand of foxes for fashion, the Inuit and other Native Peoples throughout the North prospered. This prosperity drew them more and more dependent on imported goods – and away from their own hunting resources.

These were good times but they were also very sad times. The invention of the steam ships brought more people to the North from Europe or Montreal and in a faster time than the old sailing ships. The building of the CPR railway through mid-level Canada and subsequent subsidiary rail lines, as to Moose Factory in 1932, also enabled outsiders to continue their journeys northward. It is through exposure to these people as well as Inuit and Cree travelling southwards to different posts that a series of contagious diseases began bringing sickness and death to the northerners, specifically the children and elderly. An influenza epidemic began in 1885 at Fort George and thereafter measles or influenza periodically caused many deaths in these small communities. If it were a poor year for caribou or other food, then starvation compounded the effects of the illness. There were no doctors or hospitals and the sick were dependent on what little knowledge of medicine the fur trader or missionary had acquired.

## **1929-Modernization of Quebec Society**

In 1870 the Company turned over to Canada its rights to the vast territory covering the lands on which the rivers flowed into the Hudson Bay, that is, mainly the subarctic. This territory was called the Northwest Territories. In 1880 the British held Arctic islands were granted to Canada, in part because in 1874 Americans were requesting mineral rights on Baffin Island. The Northwest Territories in 1895 was divided into a number of districts. Ungava was one and its name was derived from the Inuit word, "Oongiavik", the name for Whale River. In these early years after confederation, Canada was preoccupied with territorial expansion and the priority was the prairies where immigrants from Eastern Europe were encouraged to settle. There was no thought of developing or settling the subarctic or arctic lands. Nevertheless, Canada needed to know who and what were to be found in its vast lands and so sent out surveyors. In 1884 and in 1898-99, A.P. Low of the Geological Survey of Canada was sent to map the Hudson Bay coast. He took with him as guides and pilots Comatook and Bill Fleming. Low made many other surveys within Nunavik and from 1903-1907 his expedition was intended to assert Canada's sovereignty over the Arctic regions as had the William Wakeham expedition before him in 1897. As well, meteorological stations were established as at Stupart Bay (Wakeham; Kangiqsujaq) in 1884, and others followed. Gradually, some of these lands were transferred by the federal government to enlarge the size of the provinces.

In 1905, for Ontario, and 1912, for Quebec, their boundaries were extended to the present-day ones from the original lands of the Northwest Territories. The federal government's requirement for turning over these immense tracts of territory to the provinces was that each province sign a treaty with the Indians. In 1909, Ontario did sign such a treaty (#9) while Quebec never did so, saying that the Indians' claims to the land had been extinguished under French rule.

Interest in Canada's north waned in the second decade of the 20<sup>th</sup> century when Canada joined Britain in the First World War and all resources were devoted to the war effort. In eastern James Bay and Hudson Bay, only a few Cree from Moose Factory were recruited as soldiers. Elsewhere in James Bay and Nunavik, communication was much poorer and no men enlisted. Patriotism developed in the south of Canada, though not in Quebec which was hostile to supporting Britain's war. Elsewhere the war effort brought into being an outpouring of support for soldiers and their families. It was also a time when the patriotism bred discrimination – Germans and Austrians were forced from public employment, their languages no longer taught in the schools and seven thousand citizens were interned.

Once the war was over, in 1918, women received the right to vote in Canada, likely because they had made up a large part of the workforce while the men were fighting overseas. Indians, men and women, did not receive the right to vote until 1960 as the federal government considered them wards of the state because they were governed by the Indian Act. Inuit were not so affected, but it was a meaningless right because it was not until much after the Second World War that Nunavik was divided into electoral districts. On the provincial level all women in Quebec only received the right to vote in 1960.

Urbanization continued throughout this period spurred on by the growing industrialization, particularly in Montreal. Whereas in the earlier period it was immigrants who made up the labour force, and in the mid-1800s Montreal was essentially a British city with an English-speaking majority but by the end of the 19<sup>th</sup> century the a French-speaking majority was re-established in the city as rural French Canadians came to work in the factories of Montreal. The aftermath of World War I saw a series of social movements designed to ease the plight of the workers with union organization slowly taking root in the late 1920s.

The Canadian government's appearance in the northern region was limited to occasional visits by the RCMP as in 1918 and 1919 when a number of murders occurred on the Belcher Islands. However, others came to Nunavik.

In 1903, the Revillon Frères Company, operating out of Paris, established its first rival post at Fort George and at Fort Chimo, and then quickly expanded into Nunavik and throughout the Arctic. Their entry into the fur trade provided benefits to the Native hunters. The aggressive competition raised the purchase

price of the furs; and it forced the Hudson's Bay Company to extend credit to the Inuit, which they had not been doing, although the Cree had been able to incur debts with the Company since the 1700s. Some of the outposts were seasonal operations; and both companies hired Inuit to manage them, though once they became year-round posts, non-Inuit men were put in charge. Another commercial venture, though with less impact than the fur trade, was the mining interests. Unlike this development in the Northwest Territories, the mining venture in Nunavik before the 1940s was limited mainly to exploration. Nevertheless, Inuit and Cree were employed, and supplies and men were flown in, bringing increased air traffic in the 1920s and 30s to Nunavik. Although roads and railways were expanded in the south throughout Canada, in the 1920s and into the western Northwest Territories because of mining interests, James Bay and Nunavik were left with the expensive means of transport: on the sea and in the air.

In addition to the airplane, which brought benefits to the North, there was the expansion of the radio services. The records tell of the fur trade managers and missionaries gathering to hear broadcasts, often from the United States, and no doubt some of this news and new ideas were passed on to the Inuit at the posts and through the sermons on Sunday.

## **1929-China**

The Chinese were ruled by a royal family until 1908 when the ruling Empress died and her infant son ascended to the throne. This, and other issues, sparked a nation-wide rebellion and the Republic was founded in 1911. The subsequent years were marked by internal strife as there were three groups competing for control of China. There were the warlords who had long been in control of some regions of the country. There was the Kuomintang, the nationalist party, which had been formed from the earlier uprising but it had split into two wings. The left wing included Communists, a growing force in the Chinese countryside. It was the right-wing of the nationalist party which formed an anti-communist government in 1927 at Nanjing and under the leadership of Chiang Kai-Shek.

All of China was nominally under his control though power struggles continued. He began modernizing China with a series of measures such as obtaining concessions from the Europeans who controlled the setting of tariffs. Then there were legal reforms, markets, currency control and such, all of which were brought in line with the Western practices. However, the two factions of the Kuomintang were never able to reconcile their differences and the Communists in the left-wing, under the leadership of Mao Zedong, continued to grow in strength of numbers and resolve. After several military campaigns and with some help from the Germans on the side of Chiang, Mao and his followers were forced to withdraw from their bases in the southern and central China and into the

mountainous regions. Beginning with 86,000 Communist soldiers, only 20,000 lasted the circuitous distance of 10,000 km. in 1934. Known as the "Long March," it became a seminal event in the rise of the Communist Party as Mao and his followers increasingly received the support of the peasants.

Japan, hungry for raw materials for its industrialisation and pressed by a growing population, invaded the Manchurian province in the northeast and set up a puppet government. Later, they used this base to invade mainland China which was the start of World War II in Asia. The Communists and others in opposition claimed that the Kuomintang government was not doing enough to repel the Japanese invaders and instead were fighting the Communists. In addition to this dissatisfaction with the Kuomintang government, the Chinese peasants also objected to the processes of modernization and opening to the world which left them feeling vulnerable and marginalized. The rural people had long supplemented their farm income with a handicraft industry but now were having to purchase imported goods at higher prices but without the supplementary income from their crafts, leading to impoverishment and dispossession of land.

The peasantry in China felt the oppression imposed on them by the landowners, from whom they rented their 2 ½ acre farm plots, and the government, which taxed them. These landowners, for the most part, were themselves small scale landowners when compared to their counterparts in Latin America. The Chinese landowners normally held farm lands of 40-50 acres, parcelled among their tenant farmers. Peasant life had been family based with an adherence to longstanding values. Modernization produced a breakdown of the family unit as people moved around in the rural areas and to the cities looking for work. It destabilized those Chinese whose status and identity had been centred on the traditional way of life. In addition, the elite in China saw the peasants as backward and an obstacle to the development of the country. The Communists also were not sympathetic to the peasants' desire to maintain the traditional way of life. Where the Communists had control they reorganized the villages economically, politically and socially. For instance, the landowner no longer was the most respected man in the village but a so-called "labour hero." Nevertheless the Communists made great inroads in the rural areas and gained peasant support with the promises of land reform and improved farm production of crops. Mao's organization was the only effective peasant movement in the country.

By 1940, Mao had outlined the program of the Chinese Communists for an eventual seizure of power. It happened on October 1, 1949 with the establishment of the People's Republic of China.

## **Changes in Nunavik (1940-Present)<sup>4</sup>**

### **1929-1945 –Post Depression years**

The Great Depression of 1929 ushered in a particularly cruel period for Inuit and Cree. The plunge in the price they received for their furs combined with the absence of caribou herds, along with the depletion of the beaver resources (for the Cree) threw the Inuit and Cree into a long period of impoverishment and ended the economic boom they had enjoyed in the first part of the 20<sup>th</sup> century. Both fur trade companies decreased their expenditures in the region, reducing their labour force and scaling down the credit provided to the Native hunters. As well, outposts were closed creating further hardships for the people as they then had to travel longer distances to the posts.

By 1936, the Revillon Frères Company closed its doors thereby wiping out any advantages for the trappers. Throughout the Second World War years the Canadian government had an even lower profile in the north because ships and men were deployed to the war effort. One change occurred in 1942, following the Canadian census of 1941 which reached into the North. The federal government devised a registration system uniquely for the Inuit based on the letter E and a numbering system by region. All Inuit were then issued metal ID tags.

The Second World War did significantly touch the lives of the Inuit in the Ungava region because the Americans established an Air Force base at Fort Chimo in 1942, ending in 1949. The base hired Inuit from the region to carry out unskilled jobs so that some earned wages. Others took advantage of the discarded items from the base and recycled them. People look back favourably on the presence of the base as it offered them some options and alleviated some of the poverty.

### **1929-1945 –Post Depression years**

The prosperity in the South of Canada was also shattered by the world-wide Depression. Unemployment soared and savings disappeared. By 1933, the government reported 23 percent of the labour force out of work and 33 percent of manufacturing jobs had vanished. Farm income fell by 75 percent. The government was not yet in the business of distributing relief, but some did receive food vouchers and could find used clothing at municipal depots. The government position was that there were jobs if men would only look for them. So, thousands rode in boxcars across the country looking for these elusive jobs. In 1933, the government established work camps for single men, putting them to

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<sup>4</sup> Due to the expensiveness of this time period, this section of the time line has been chronologically subdivided.

work at building roads, forestry, and restoring historic sites. The farmers on the prairies were the most destitute because the world grain markets collapsed. Socialist and conservative parties arose on the prairies hoping to convince the electorate to support their ideas of ending the economic slump.

In Quebec, a new party arose, Union Nationale, led by Maurice Duplessis, who, in 1936, had managed to break the hold of the Liberal Party, which had been in power since 1897. Duplessis' election platform was a mix of social reform and nationalization such as of the electricity sector. He courted the Catholic Church, persecuted communists, unionists and the Jehovah Witnesses. On the business front, the province was open for business and Montreal's English-speaking merchants responded.

The Quebec government's horizons still did not extend beyond mid-Quebec and Quebec remained traditional and rural. The clergy and rulers feared that the growing industrialization, financed by foreign capital, would bring with it values that would lead to the decline of the Catholic religion and French culture. Nevertheless, the development of the infrastructure, railways, roads, and harbours, along with electricity, the telephone, and the automobile all worked to challenge this conservative model of society.

Although Canada had been isolationist in the post-WWI period, by the mid-1930s they could no longer ignore the events in Europe. The army had been neglected but now that England was preparing for war the government of Mackenzie King ushered in a policy of rearmament and thus also an expansion of economic ties with the United States. The War effort produced a period of prosperity even with wages frozen. Again, women joined the work force in increasing numbers and their husbands were no longer subject to the stigma of working wives. Although the government had pledged there would be no conscription, to bolster the war effort in the early 1940s King called for a plebiscite in 1942 because the war was now on two fronts, Europe and the Pacific and more soldiers were needed. The plebiscite was supported throughout the country, except in Quebec, where it was seen as a betrayal; and this issue created divisiveness in the country.

The one issue in this period that affected the Inuit was played out in the 1930s. Canada became more interested or aware of its northern regions, through its Eastern Arctic Patrol begun in 1931 when each coastal community was visited by a government agent or RCMP constable and a doctor, it could not ignore the terrible poverty seen firsthand. Accordingly, it began issuing relief payments, called S&D rations that is, to the sick and destitute. As the years passed, their relief bill in Arctic Quebec mounted greatly so that in 1932 the federal government asked the Quebec government to refund the monies paid out to the Inuit. Quebec did but took the matter to the Supreme Court of Canada in 1935, arguing that the Inuit were the responsibility of the federal government. In 1939

the Court agreed and decreed that for the purposes of the British North America Act, Eskimos are Indians, thereby absolving Quebec of any financial responsibility. Nevertheless, the province of Quebec did levy a royalty on every fur pelt sold, a sum that in 1943 generated for the provincial coffers the amount of \$18,000.

The economy in Quebec as elsewhere in Canada made a rapid recovery during the Second World War as the federal government legislated into existence a number of boards to control production and allocate resources both for the military effort and domestic needs. Private enterprise was encouraged to fulfill some of these objectives. Thus the bureaucrats in Ottawa gained considerable experience in managing the economy. The Quebec government accepted the central role of the Canadian government seeing it as justified in the war years and transformed some of its institutions to conform to the Canadian requirements. However, this conciliatory attitude to the central government provoked the ire of the nationalists in Quebec and in 1944 Maurice Duplessis of the Union Nationale Party was elected again as Premier, opposed to Canada's centralist economic policies.

## **1945-1959, Sweeping Changes in Nunavik**

The post War period was the beginning of substantial intervention by the State in the lives of the Inuit but also of Canadians. The difference was that the new policies imposed on all Canadians were representative of mainstream society's values and traditions. Applied to the Inuit, these new policies forced change, directly and indirectly. During the War, the health of the Inuit was almost entirely ignored. Seen as a priority, in 1945, the Department of National Health and Welfare was established and within it the Indian and Northern Health Service. Education also received attention and emphasis was placed on day schools rather than residential schools. As part of the reorganizing of the federal bureaucracy, the government established in 1954 the position of Northern Service Officer (NSO), with agents located in communities to help the Inuit adapt to the changed conditions. By 1959 the government created "Eskimo" councils in each village, men usually selected by the NSO, who continued to make most of the decisions.

The government also attempted the coordination of the various services provided in the north. One such combination was the welfare teacher who was trained to provide health and education services. "Health" included helping Inuit to negotiate through the differences in culture, language, and occupation, which Native people had to confront with the increasing government agents in their communities. The extra training given to the teachers would also help them try to fit into Native society. The first welfare teachers in Nunavik were at Port Harrison [Inukjuak] and Fort Chimo in 1949-50. In fact, they were the only

teachers to this date, except for the few missionaries who provided classes, mainly in the summer months. Only in 1958 were teachers sent north required to have certification. We know most about the duties and experiences of the Port Harrison welfare teacher, Margery Hinds, because she wrote articles about her experiences.

Besides the obvious duties of teaching, the position of welfare teacher also entailed such peripheral activities as administering relief payments, dispensing medical supplies, running the generator plant and even enforcing the Dog Ordinance. The position, as carved out by Hinds, involved teaching in Port Harrison but also, with the help of Elijah Menarek [Menarick], teaching at the sealing camps, strung out along 300 miles of coastline. In addition to the schooling for children, Hinds also demonstrated to the adults domestic practices such as the disposal of rubbish and "tidiness of tent life," subjects enshrined in what the Department of Mines and Resources published in 1947 in the Book of Wisdom, written in syllabics and presented to each family. It was a manual to explain domestic matters such as hygiene, treating illnesses, cooking foodstuffs, and preparing the pabulum which was distributed through family allowance. Not until the mid-1950s and into the 1960s were other teachers sent out to communities in Nunavik, some of which were only established in the 1970s and the last one (Umiujaq) in 1986. The residential school for Inuit in the eastern Arctic was established at Churchill, Manitoba in 1955 and closed in 1970.

The Indian and Northern Health service began sending nurses to Nunavik and opening nursing stations, the building of which followed the rhythm of the development of the schools, the first erected in 1949-50. However, they could do little to address the grave issue of tuberculosis. The considerable degree of malnutrition suffered by the Inuit contributed to high rates of tuberculosis. Between 1946 and 1951 Nunavik's death rate from the disease was very high, fifty times higher than in the early 1930s. Early in the 1950s, the federal government initiated more concerted efforts to treat the northern Native populations when expanded medical parties, including a dentist and eye surgeon, were on board the C.D. Howe on the annual ship patrols, as well as new technology, equipment that could develop the X-rays in a matter of minutes. Infected people, adults, children and even babies were evacuated south to sanatoria, seemingly with little understanding of the social and cultural problems they faced. As the 1950s progressed, new drugs were developed which decreased the need to send people away from their families.

Just as Fort Chimo developed into a larger settlement than the original post settlement because of the Second World War, so did Great Whale River, though this time due to the Cold War. With the involvement of the American military, Canada built a line of radar defence stations along the 55<sup>th</sup> parallel in 1955, known as the Mid-Canada Line. A radar base was built which attracted Inuit to

settle there for labouring positions. Some 50 Inuit and Cree from the region were employed, as were Cree from western James Bay and 250 men from the south. It was in the mid-1950s that services such as schooling and health came to the Inuit of the region. Great Whale River rapidly became a community which housed Inuit, Cree, and whites, though each remained quite separate

Another very different occupation began in Port Harrison in 1949 and picked up momentum in the 1950s with the carving of soapstone sculptures that drew on the rich mythological environment of the Inuit. James Houston, an artist, had visited there in 1948 and observed the Inuit carving ivory figurines. He returned the next year, armed with a government grant but sent by the Handicraft Guild. He encouraged the Port Harrison people to create soapstone carvings, which they did, and were instantly sold in the south at high prices, launching a successful artistic industry, which spread throughout the eastern Arctic, and which continues today. The marketing of these carvings and other Inuit produced resources, such as the char fishery, was taken over by the cooperative movement, started at George River in 1959 and subsidized by the federal government. These producer cooperatives rapidly spread throughout the eastern Arctic. In Nunavik, due to the support of the Hudson's Bay Company manager and the priest, Puvirnituk (in the 1960s) quickly became the centre of both the carving production and the cooperative movement. Within a few years, the cooperatives in the Arctic were often the largest single employers of native labour.

As this period of the 1950s ends, many of the 14 Nunavik communities were not yet established so that most of the population were still living in their camps along the coasts but could draw on some of the schooling and health services if they were close to the large centers. No doubt they made decisions about the location of their camps according to nearby settlements and posts.

The new federal social services of the post-war years brought much needed monetary benefits. Although family allowance payments were first introduced in Canada in 1944, the Inuit began receiving them in 1947, two years after the Indian population. It was a monthly allotment that was credited at the post to be exchanged for specific food and clothing items to mothers for each child of 16 years and younger. Elsewhere in Canada, the family allowance payments were sent via cheque. Only in 1962 did the Inuit begin to receive cheques. Old-age pensions were distributed by the federal government starting in 1949. In 1951, these pensions were providing \$40 per month. These two transfer payments made a considerable difference in the lives of the Inuit, providing families with store bought food in an era when populations were increasing and country resources were scarce. However, the family allowance payments were used as "weapons" by the government; if the children did not attend school, these payments were withheld.

The intrusion of the government also resulted in negative consequences for the Inuit. As people were moving out of their camps and into settlements, the numbers of dogs born increased dramatically and were perceived as a danger by the government officials. The government ordered stray dogs to be shot. Viewed from the perspective of the whites, the dogs were a menace on the level of hygiene and security as the sled dogs were known to attack and kill young children. For the Inuit, in the early days of the snowmobile, an expense beyond the means of most, the dogs were an integral part of their hunting strategies. The other even more damaging policy of the government was the relocating of numbers of Inuit to the High Arctic, into ecological zones foreign to them that were far more hostile than the regions from which they were removed. Many Inuit were relocated but the best known example was in 1953 when Port Harrison was perceived by the Ottawa bureaucrats as to be overcrowded and poor. Seven families were sent by ship in the summer of 1953, 2000 km. north, into a completely different ecosystem. Not only was there the hardship of adjusting to the almost 24 hours of darkness and different hunting strategies but the federal government reneged on the promises it made to the Inuit in terms of the support it would provide.

## **1945-1959, Sweeping Changes in Nunavik**

There are those who say that Nunavik was ignored by the federal government for several reasons – and of course Quebec had forced the Canadian government to take responsibility over matters affecting the Inuit so that Quebec played no role except to collect revenues on the furs traded. One of the reasons is that Nunavik lay in a region too far south to play a role in the international politics that arose over the arctic waters and therefore no urgency for Canada to assert its presence there. Additionally, Major D.L. McKean, director of the Northwest Territories Administration in the 1940s, always believed that the Quebec government should undertake responsibility for the health of the Inuit; and he likely impeded the development of better medical services by not providing the necessary planning and effort.

Compounding this neglect was the government's obsession that the Inuit not lose their traditional lifestyle [or was it because the government wanted to keep relief and other expenses low?]. Accordingly, in 1949, the government refused able-bodied hunters the food rations of flour and sugar that were provided as the family allowance payments and instead supplied them with ammunition for hunting. Another factor that blocked attention to the terrible poverty in which the Inuit were living is that the Northern Administration released to southern newspapers flattering stories about the Inuit and ignored the condemnations in medical reports of the existing government policy and inaction. The publicity about the real conditions of poverty and poor health discovered by outsiders

during the Second World War began forcing Canada to take measures to alleviate the suffering of its Native Peoples. The federal right to vote was granted to the Inuit in 1950 (whereas only in 1960) for the Indians but it was not a right that could be exercised; most of the federal ridings in the northern regions were yet to be organized.

The Second World War had benefited Canada in developing industries and natural resources and increasing revenues. The country was booming. Employment was high and stable. Farmers had, and continued, to prosper. Demand for housing for the general population soared after the limited construction of the war years. Provincial governments spent money on hospitals, roadways, water and sewer systems and universities. Television was introduced in the 1950s and two-thirds of Canadians owned cars. Canadians celebrated their prosperity with a baby boom but the country was also able to feed and educate them to a standard no other generation of Canadians had experienced.

Demand for labour permitted a flood of immigration from Europe that continued into the 1950s. The government could afford to be generous. Although these were prosperous times, fully one-third of the 14 million Canadians in 1951 were considered at the poverty level, mainly the elderly, rural people and above all, native people. The initiation of family allowance, old-age pensions, hospital insurance, and the newly constituted Department of Health and Welfare were the vehicles by which the federal government could improve the lives of all Canadians. It was not necessarily the approach the Liberal Prime Minister, William Lyon Mackenzie King, would have taken, but he was aware of the rising support for the unions and socialist movements and he needed the votes. This "socialist" movement spawned, on the prairies, the cooperative movement, which was picked up by some bureaucrats in Ottawa and the north, giving rise to an important cooperative movement in Nunavik and elsewhere in the Arctic.

On an international scale after the War, communist Russia was seen as a threat and in 1947 Canada signed an agreement with the United States that henceforth they would use American arms and equipment, share facilities and cooperate with the United States, in the same way cooperation was used to construct the radar defence lines across the north of the country.

## **1960-1970, Nunavik communities settle and Quebec asserts its sovereignty.**

The federal government's correspondence in the post-War years was marked by ambivalence as to whether the Inuit should be encouraged to settle in communities or continue their traditional lifestyle in their camps. A strong, motivating factor for keeping people on the land was the cost of supporting a

population for which there were no jobs. However, children had to be schooled and health care had to be delivered so that the Inuit were encouraged to settle into communities even where there was no military or industrial economy as there had been at Fort Chimo and Great Whale River. The anthropologist, Bernard Saladin d'Anglure, writes that 1960 marked the end of a way of life centred on hunting, fishing, and the fur trade - the end of snow houses, the end of summers spent in traditional hunting camps, and the end of the missionary predominance in health and schooling.

Nunavik was administered by the Northern Administration Branch of Northern Affairs and National Resources which had responsibility over all of the eastern Arctic so policies formulated for what was to become Nunavut also applied to the Inuit population of Northern Quebec, without attention to local needs or situation. Study after study showed that the people of the Nunavik region were the poorest because of the decline of the animal resources and the low fur prices. Keeping the view that the Inuit should remain "independent," policies were devised accordingly. The problems with the social programming emanating from Ottawa can be seen in the housing program, first initiated in 1959.

The original intent was for the government to provide houses that Inuit could themselves afford to buy and maintain. For those who had insufficient income, the government offered minimum welfare housing for a small rent and based on the assumption the Inuit would be content with the same space as in an igloo. These were one-room, pre-fabricated houses 12 ft. by 20 ft., that is, 240 sq. ft. with heating but no running water. They were constructed with one door and two windows. They were singled out in medical reports as inadequate for families and most often overcrowded with as many as 12 to a house, and a leading cause of the spread of diseases. Moreover, the government was slow to provide this housing, citing costs and shipping problems and so Inuit living in settlements built their own ramshackle alternatives of scrap lumber, cardboard, tarpaper, and canvas. A 1964 government report condemned the housing program and by 1965 a new program was underway in which the federal government assumed the role of landlord and undertook to develop rental housing throughout the eastern Arctic. The sizes of the houses increased to 700 sq. ft. and were divided into three bedroom units equipped with water, sewage, heating and electricity. However, the government could never keep up with need. For example in 1968, 424 houses were needed but only 42 had been supplied to date.

Along with the new housing program, an adult education program was launched designed to educate the tenants on the upkeep of the house as well as other subjects dealing with nutrition and food preparation. All during this period, new settlements were arising in Nunavik, so that by the end of the 1960s there were in Nunavik eleven of the fourteen villages which characterize the region today.

More contact with other communities and the wider Canadian society came through the expansion of the CBC which in 1960 established its first Inuktitut broadcasts.

Quebec's resolve to administer the North began in the 1960s by sending in the Sureté du Québec to replace the RCMP, which had little effect on the Inuit population at the time. What stirred up controversy was Quebec's creation in 1963 of a new provincial administrative unit, Direction Générale du Nouveau Québec (DGNQ), which was to take responsibility for three areas of Inuit life: education, health and municipal affairs. The federal government was to retain responsibility for its own schools and family allowance. This action provoked the Inuit who objected to Quebec's role for several reasons. They voiced their concern at a number of meetings at which the federal and provincial representatives were present.

The language of schools was a concern, as was having to contend with a second colonial language, French, and they feared they would have to accept Catholicism when most were Anglicans. As well, the Inuit had developed a mistrust of the "French", dating back to the Revillon Frères Company's closing of their posts, to the provincial government's abandonment of them in the Supreme Court case of 1939 and to the killing of the dogs. Additionally, they had already labelled the Quebec government as the "little" government while the federal one was the "big" one. In a vote held at an Inuit conference in Fort Chimo in the summer of 1964, fourteen of the sixteen delegates voted against the transfer to Quebec. The leaders of this position were from Great Whale River and Fort Chimo, two communities with the highest relief payments from the federal government. The one community that supported the transfer was Povungnetuk[Puvirnituk], which by then was receiving Quebec funds for its thriving co-operative. The federal government had initially assured the Inuit of its support but it did back down. In 1970, the government participated in a commission to set the ways the federal government could transfer responsibilities for services.

By this time, Quebec had begun providing services, creating schools alongside the federal ones. Initially, the Quebec schools drew a good number of the young students as the schools which offered teaching in Inuktitut for the first three grades and then the parents could choose either English or French instruction for their students. However, a new Union Nationale Quebec government in 1966 overturned this choice and most of the Inuit families deserted the provincial schools. In the health sphere, the federal government retained health services on the Hudson Bay coast [until 1980] but not on the Ungava coast and in 1969 a small provincial hospital was built at Fort Chimo, replacing a much smaller missionary one. This was the first year there was a resident doctor on this coast. Thus the Inuit were faced with a confusing duplication of services or situations in

which representatives of each government themselves were unsure as to what they were to provide. However, there was some benefit in terms of being able to play off one government against the other and some families were pragmatic, sending some of their children to each of the schools, thereby developing a family proficiency in each of the second languages. In terms of employment, DGNQ came to be the largest employer of Inuit in many of the villages.

Also, on the economic front, the cooperative movement gained momentum in Nunavik and each of the communities founded stores. As early as 1962, Povungnetuk was highly successful, with three quarters of the villagers participating in the cooperative's activities. The enterprises, marketed through the cooperatives, were acetic char, soapstone carvings, prints, eiderdown, canoes, and a tourist camp at George River. Jeanie Snowball created the "Ookpik," an owl doll made of sealskin, which quickly became a popular Canadian symbol. She turned over the royalties from it to the Fort Chimo cooperative. The association of cooperatives also became a political movement which opposed the increasing dependency on the welfare state.

## **1960-1970, Nunavik communities settle and Quebec asserts its sovereignty**

The decade of the 1960s was also marked by prosperity. In the agriculture sector, the sale of wheat to China and the Soviet Union benefitted the farmers on the Prairies and the Auto Pact agreement with the United States produced an economic boom for southern Ontario in manufacturing. Alberta had oil to fuel its economy. The federal government, under the Liberal Prime Minister, Lester Pearson, brought in a number of social programs such as the Canada Pension Plan (in Quebec, the Quebec Pension Plan) for retired employees, a national health plan, a regional economic program, called DREE, a more expansive unemployment insurance program (1971), and, imitating the American Peace Core, established the Company of Young Canadians in recognition of the racial problems experienced by Native People and Blacks. The Liberal government also set up the Royal Commission on Bilingualism and Biculturalism which reported in 1967 that federal services be available in both official languages throughout the country and provide a working environment in which both French and English speakers felt comfortable. This resulted in the Official Languages Act of 1969. The new Canadian flag of a red maple leaf on a white background was another initiative of the government in 1964. The new Prime Minister of the late 1960s, Pierre Elliott Trudeau, held the conviction that all Canadians should be treated the same way. He dismissed a two- nation vision but also in the White Paper of 1969 called for the abolition of the Indian Act. This aroused the ire of the Indians across the country, and it never came to pass but the debates and confrontation served to unify the Indians and force them to think about their status in Canadian society and act upon it.

Quebec underwent significant changes in the 1960s following the death of Duplessis. The Liberal government that came to power in 1960, under Jean Lesage, had as its slogan "maîtres chez nous." Such a vision was used by René Lévesque, the Liberal Minister of Natural Resources, to replace the RCMP with the Quebec provincial police in 1960, a symbolic move since in those early years they had little to do. Also, right from the start in the early 1960s, the province began changing the English names of post/settlements to French names, such as Wakeham Bay became Maricourt. Only in the 1980s was its rightful name of Kangirsujaq restored.

The most significant decision was to nationalize hydro-electricity in the province, creating Hydro-Quebec in 1962. The following year the province established a new administrative unit - Direction Générale du Nouveau Québec (DGNQ). "Nouveau" means "new" but the region was "new" only to Quebec, not the Inuit. The province also reformed its system of education into a secular one by establishing a new Department of Education in 1964. For "Nouveau- Québec", a new school board was created in 1968. The State was to replace the Church as the fundamental instrument of Quebec's survival. As the role of the Church was becoming diminished, so too did the birthrate fall and concern arose about the survival of French Canadian society.

The kidnapping of a British emissary and a Quebec politician prompted the Quebec premier, Robert Bourassa, and Trudeau to call in the army on the streets of Montreal in 1969, using the extraordinary powers of the War Measures Act, usually reserved for wartime. Order was restored but many were arrested and the Quebec politician was killed; his kidnappers were exiled to Cuba. It was not the end of Quebec nationalism.

## **1971-2003, years leading to Nunavik regional government**

At the time of the announcement of the James Bay hydroelectric project by the Quebec government in 1971, the only existing Native organization in the Province was the Indians of Quebec Association (IQA). They took the initiative to oppose the government's project. Led by Charlie Watt of Fort Chimo and Zebedee Nungak of Povungnetuk, a group of young Inuit that year formed the Northern Quebec Inuit Association (NQIA), in part because they viewed the provincially backed Federation of Cooperatives of Nouveau-Québec (FCNQ) as having its own agenda, one which involved the development of a regional government. The NQIA, funded by the federal government, joined with the national organization, Inuit Tapirisat, and gained recognition as the sole representative of the Inuit of Arctic Quebec. It was the NQIA which was at the forefront of the court cases and the negotiations leading to the James Bay and

Northern Quebec Agreement. Thus, there developed a split between the "Quebec" and "Canadian" backed visions of Inuit society. Two of the communities objected to the extinguishment of their aboriginal rights to the land and refused to sign the James Bay Agreement: Povungnetuk and Ivujivik, along with some people from Salluit. They formed an association, named "Inuit Tungavingat Nunami," "the Inuit who stand up on the land".

The Inuit created a number of administrative levels to implement the municipal type powers, now turned over to them from the federal and provincial governments. Makivik Corporation, legislated into existence by Quebec in 1978, replaced the NQIA. Based in Kuujjuuaq, it was entrusted with the management of the funds, to represent Inuit interests and to protect the cultural and socio-economic benefits arising from the JBNQA. The governing body established to administer all the educational, health, transportation, social, and environmental services to the Inuit is the Kativik Regional Government, established in 1978, extending to all the territory north of the 55<sup>th</sup> parallel of latitude. Located in Kuujjuuaq, it has municipal powers under the jurisdiction of the Province of Quebec and is based on public governance rather than ethnic. In 1980, the Avataq Cultural Institute was founded in Inukjuak with a mandate to preserve and promote the Inuit language and culture. In each community or village, an elected mayor and municipal council form the governing body.

In 1983, Eliyassie Sallualuk, the Nunavik representative on the board of Inuit Tapirisat, met with the then Premier René Lévesque and began pressing him on the issue of a regional government. The Inuit were invited by the government to present recommendations for self-government; and so began the lengthy process of negotiations in the 1980s, often stalled by Quebec's own seeking of its autonomy. The Inuit also had to contend with yet another proposal to dam the Great Whale River, proposed by Premier Bourassa in 1985. Once again, the Inuit and Cree stood firm in their objection to it on environmental grounds and organized a massive publicity campaign which involved the building of a war canoe, the "odeyak" based on "owat," Cree for canoe and the Inuit "kayak." In 1991, they paddled from the St. Lawrence River down to Manhattan –followed by journalists and great media coverage, arriving on Earth Day (April 1).

For this and other economic reasons, such as the cancellation of New York State's commitment to purchase the power, the proposed hydro-electric project on the Great Whale River was cancelled by Premier Parizeau in 1994. The Inuit, along with the Cree, would once again oppose the interests of the Parti Québécois government in 1995, when they debated vigorously and then voted overwhelmingly, with 96 percent against, in the referendum intended to establish Québec independence from Canada. It is assumed that the 4% who supported independence were non-Natives living in the territories.

The Kativik School Board and the Nunavik Regional Health and Social Services Board, from their inception, in the 1980s were faced with challenging issues in delivery of services to the population which respected the culture and also enabled the Inuit to participate in the wider society. Thus, in education, both Inuktitut language programs are provided alongside French and English ones and emphasized throughout a student's years in school. For post-secondary education the students are enrolled in colleges and universities in the south but with support services, financial, educational and social. In health, services such as providing birthing centres, the first at Puvirnituk in 1986, were designed to attend to the health needs of the population at home rather than down in Montreal. Where people do need medical attention in the south, the health board does maintain the necessary social services in the urban areas.

In 1997, Makivik began again asking for a resumption of the talks leading to a more autonomous governance, and the Nunavik commission was established consisting of Inuit, Canadian, and Quebec representatives. Finally, in 2007, the three levels of government signed an Agreement-in-Principle, a major step in creating the reality of a Kativik Regional Government, set for 2013.

## **1971-2003, years leading to Nunavik regional government**

In the campaigns of the provincial election of 1970, Robert Bourassa faced with a province deeply in debt had vowed he would create 100,000 new jobs. He looked to hydro-electricity development in James Bay to meet this election promise and in 1971 announced the start of the "project of the century." His original project was to dam the Great Whale River system and so the Inuit were involved. Environmentalists convinced the bureaucrats that this ecosystem was very fragile and so the project was moved south to the La Grande River. The Inuit joined the Cree in going to provincial court to halt the project. They were granted an injunction on the basis that the Native People's aboriginal rights had not been extinguished, a process that had a long history in Canada as the means by which the government could obtain rights to the aboriginal lands through compensation. Simply said, the Quebec government had not signed a treaty with the Aboriginal Peoples in 1912. Having lost in the Appeal Court, the Cree and Inuit were heading to the Supreme Court when the Province entered into negotiations with the Inuit and Cree. What emerged from these negotiations was the first modern treaty in Canada, known as the James Bay and Northern Quebec Agreement of 1975, which saw extinguishment to aboriginal title to the land in exchange for monetary compensation and rights. Most important was its recognition of the renewable resource base for both the Inuit and the Cree.

The federal government also fell into line, amending its Migratory Birds Convention Act in 1979 to conform better to the needs of the Native Peoples. Another of the outcomes of the Agreement was the greater political responsibility given to the provincial government. However, each of the communities, organized as corporate entities, were given exclusive rights over 1% of the territory (category 1 lands), exclusive rights over hunting and fishing on category 2 lands. Parents' committees in each of the villages were granted powers over education and there was the requirement that teaching be conducted partially in Inuktitut. These administrative powers given to the Inuit negated the existence of DGNQ and it was dismantled in 1978.

Although the James Bay hydroelectric project had been launched by the Liberals in Quebec, it was a separatist party, the Parti Québécois, which came to power in 1976, led by René Lévesque. It was this government which participated in the implementation of the provisions of the Agreement and thus helped fashion the models for the different administrative bodies. This same government, still in power, in 1980, held a referendum on separating from Canada which was defeated by roughly 60% of the population, though Native peoples were scarcely mentioned.

Federally, the government in 1982 repatriated the Constitution so that Canada severed all political ties with the United Kingdom, except for recognizing the Queen as head of state. Any of the guarantees made to the Native Peoples came only after there had been much protest of earlier drafts which had ignored aboriginal rights. In the final version, Section 35 recognized the existing rights and, unlike the BNA Act, it specifically mentioned Inuit as an Aboriginal People. Equality of gender was another feature and this led to an amendment of the Indian Act in 1985, Bill C-35, which granted the Indian women and their children the same rights to maintain their Indian status as had been granted to the men. This legislation did not affect Inuit because they were never governed by the Indian Act and are supposed to always have had the same rights as all other Canadians.

Quebec did not sign this document which led in the next decade to a number of attempts to include them in the constitution, leading to the Mesh Lake Accord in 1990 and the nation-wide referendum on the Charlottetown Accord in 1992 – both of which failed in this attempt to include Quebec. The profile of the Native Peoples in Canada was raised in 1990 when one elected legislator, Elijah Harper, blocked the passage of the Meech Lake Accord in the legislature of Manitoba and this doomed the whole of the Accord. Harper was objecting to the absence of discussion of Native issues in these negotiations. The Charlottetown Accord, on the other hand, was generally supported by the Native Peoples because it clearly spelled out their rights to self-government, yet 54% of Canadians voted against it for a variety of reasons.

One of the outcomes of Section 35's guarantees was a gradual evolution of the understanding of aboriginal rights and these came to include the right to self-government because Native societies had governed themselves before European contact. In 1983, the Inuit and the province began discussions over eventual self-government for their region. In 1985, the National Assembly of Quebec, under a Parti Québécois government, recognized the Native Peoples as Nations and the resolution included a commitment to self-government and the right to their language, culture and traditions. Discussions continued but by the late 1980s were interrupted with the negotiations surrounding the re-writing of the Constitution.

The summer of 1990 saw a confrontation between the people of Kahnéssetake (living to the west of Montreal), over the extension of a golf course on land the Mohawk considered sacred, which extended to Kahnawake as well, with their blockade of the Mercier Bridge. This blockade, which lasted two months, greatly inconvenienced commuters, some of whom lashed out at any visible Native person in Montreal, including the Inuit. At the end of it, the Canadian government established a Royal Commission on Aboriginal Peoples which undertook extensive research and published its Report in 1995 with a lengthy list of recommendations.

In 1995 Quebec became embroiled again in grave constitutional discussions as the Parti Québécois, under Premier Jacques Parizeau, launched another referendum on Quebec's sovereignty which he lost by an extremely narrow margin, 50.58% to 49.42%. This time the Native Peoples in the Province were very actively involved in the discussions and the people of James Bay and Nunavik vigorously opposed being separated from Canada and their fellow Native Peoples.

Discussions resumed on the establishment of the Government of Nunavik through the Nunavik Constitutional Committee. An Agreement –in-Principle was signed by Makivik, Canada, and Quebec on December 5, 2007, a crucial step for the final implementation of the Nunavik Regional Government.

## **1940-1980-The Cree**

Most of the Cree of eastern James Bay lived in the forested regions where they exploited a variety of resources. Beaver was always an important food resource. It provided meat that was second only in preference to caribou meat and it provided thick furry robes for clothing and sleeping mats while the bones and teeth made valuable tools.

The beaver also took on importance when the European fur trade began in the 1600s. Those Cree, who did not have access to the large caribou herds on the tundra, organized themselves into winter hunting groups of four or five nuclear families - fathers and sons or brothers and their families. They tended to share one large tipi and cooperated in hunting and trapping expeditions. These were flexible units which could downsize or increase in size according to the availability of food. These winter hunting groups, or co-residential groups, of about 25 people, thought of themselves as part of a larger social unit, that of the local band made up of families connected through patri-lateral ties. The winter hunting groups and the local band were headed by the patriarch of the family, generally the most skilled hunter. Whenever food resources made it possible, as in the Spring and Fall, these 2-3 winter hunting groups came together for a period of time, feasting and socializing and in the Fall they set out together to reach their hunting territories inland.

The hunting territories have a long history. The most efficient way to trap beaver is to know where the lodges lie because the winter snow often obliterates them. Thus, the Cree developed the practice of returning to the same lands year after year and so territories, defined by river drainage systems, came to be held by families, the winter hunting group. These hunting territories were passed on from fathers to sons. In the early 1930s, the beaver had almost disappeared, and the manager at the Hudson Bay Company post at Rupert House [Waskaganish] conceived of the idea of creating a beaver preserve, whereby no beaver would be trapped until they had grown in sufficient numbers. To help ease the hardship, the Company manager offered a small stipend to the heads of the families and asked them to record the increase in beaver. It was a conservation plan that the Cree immediately endorsed and to which they adhered.

In 1932 there were 2 beavers to start the project. By 1937, there were 1500 beaver and limited trapping began in 1940. With this success, other Cree communities asked for the same conservation measures and the federal government stepped in to help develop these preserves. It was the government that initiated a more regulated system. In 1947 it began registering the trap lines, which were the old family hunting territories, and appointed the "tallymen." It is a system that continues today though with modifications, while the tallymen are accorded more authority than the former family heads.

As for settlement, the Cree began using the posts as a summer meeting place when they travelled there to trade their furs. Until there was food available for purchase at the post (the late 1800s), the Cree could only remain a few days because the coastal resources could not sustain a large population. Another draw at the post was the missionaries, who took up residence at the post about the same time. With their fur accounts lodged at one post, the Cree had to return

summer after summer to the same post. By 1940, communities of Cree were already known by the name of the post they frequented, such as the Great Whale River or Fort George Cree. Furthermore, in the 1930s the Department of Indian Affairs began requiring each community to elect a chief and councillors, further entrenching the post/settlement as a community.

Drawn to the posts as the Cree had become, there was little opportunity for them to encounter Cree from other regions, living as they were in a territory without roads or telephones. This changed with the sending of Cree students to residential schools in the late 1950s and 1960s. In 1971, when Premier Bourassa announced the proposed James Bay hydro-electric project, there were a few Cree attending university in Montreal. They were stunned to learn from the newspaper of this project but they were able to mobilize quickly throughout the 8 Cree communities because of their school contacts. Many of these young Cree became involved in the later James Bay court cases and the negotiations leading to the signing of the James Bay and Northern Quebec Agreement of 1975.

As the Inuit, the Cree had no regional organization in the early 1970s and were reliant on the Indians of Quebec Association (IQA) to organize the opposition to this project. However when they realized that the IQA, dominated by southern chiefs, was expecting to achieve political gains for all the Bands in the province, they withdrew their support and established the Grand Council of the Cree (GCCC) in 1974. This organization was and is the political arm of all the Eeyouch and represents them locally, federally, and internationally. The administrative body is the Cree Regional Authority (CRA) , founded in 1978, which oversees portfolios such as language and culture preservation, protection of the environment and economic development. Two other highly significant organizations are the Cree School Board (1975) and the Cree Board of Health and Social Services (1978). On the local level, in 1980 each of the 8 communities was governed by an elected chief and councillors. That year there were approximately 7300 Cree. Today, there are 9 communities and more than 14,000 Cree.

# History and Citizenship Education/Histoire et éducation à la citoyenneté (2.1/2.2)

## Yearly Plan/ Plan Annuel

## OPTION A

