BIG IDEAS

The physical environment influences the nature of demographic, geopolitical, and social change.	Social/collective identity is influenced by language and constantly changes over time.	The survival of a language and its related cultures requires the involvement of multiple stakeholders in the community.	Francophone communities influence Canadian society as a whole.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions **Assess the significance of people, places, events, and developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)** **Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)** **Compare and contrast continuities and changes for different groups in Francophone Canada (continuity and change)** **Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence)** **Infer and explain different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)** **Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)**	**building Francophone identity in Canada** **various characteristics of Francophone communities in Canada** **interaction of Francophone populations with their environment** **local, regional, and national co-operation and conflicts between different groups, including First Peoples** **cultural and social development and social movements** **linguistic rights and discriminatory policies in Canada** **self-determination of Francophone nations**

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:**

  Key skills:

  – Draw conclusions about a problem, an issue, or a topic.
  – Assess and defend a variety of positions on a problem, an issue, or a topic.
  – Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.
  – Identify and clarify a problem or issue.
  – Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).
  – Interpret information and data from a variety of maps, graphs, and tables.
  – Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
  – Accurately cite sources.
  – Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours.

- **Assess the significance of people, places, events, and developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance):**

  Key questions:

  – What factors can cause people, places, events, and developments to become more or less significant?
  – What factors can make people, places, events, and developments significant to different people?
  – What criteria should be used to assess the significance of people, places, events, and developments?

  Sample activities:

  – Use criteria to rank the most important people, places, events, and developments in the current unit of study.
  – Compare how different groups assess the significance of people, places, events, and developments.

- **Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence):**

  Key questions:

  – What criteria should be used to assess the reliability of a source?
  – How much evidence is sufficient in order to support a conclusion?
  – How much about various people, places, events, and developments can be known and how much is unknowable?

  Sample activities:

  – Compare and contrast multiple accounts of the same event and evaluate their usefulness as historical sources.
  – Examine what sources are available and what sources are missing, and evaluate how the available evidence shapes your perspective on the people, places, events, and developments studied.

- **Compare and contrast continuities and changes for different groups in Francophone Canada (continuity and change)**

  Key questions:

  – What factors lead to changes or continuities affecting groups of people differently?

  – How do gradual processes and more sudden rates of change affect people living through them? Which method of change has more of an effect on society?

  – How are periods of change or continuity perceived by the people living through them? How does this compare to how they are perceived after the fact?

  Sample activity:

  – Compare how different groups benefited or suffered as a result of a particular change.

- **Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence):**

  Key questions:

  – What is the role of chance in particular events, decisions, or developments?

  – Are there events with positive long-term consequences but negative short-term consequences, or vice versa?

  Sample activities:

  – Assess whether the results of a particular action were intended or unintended consequences.

  – Evaluate the most important causes or consequences of various events, decisions, or developments.

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

  Key questions:

  – What sources of information can people today use to try to understand what people in different times and places believed?

  – How much can we generalize about values and beliefs in a given society or time period?

  – Is it fair to judge people of the past using modern values?

  Sample activity:

  – Explain how the beliefs of people on different sides of the same issue influence their opinions.

- **Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment):**

  Key questions:

  – What is the difference between implicit and explicit values?

  – Why should we consider the historical, political, and social context when making ethical judgments?

  – Should people of today have any responsibility for actions taken in the past?

  – Can people of the past be celebrated for great achievements if they have also done things considered unethical today?

Sample activities:

− Assess the responsibility of historical figures for an important event. Assess how much responsibility should be assigned to different people, and evaluate whether their actions were justified given the historical context.
− Examine various media sources on a topic and assess how much of the language contains implicit and explicit moral judgments.

- **building Francophone identity in Canada:**

  Sample topics:

  − role of the Catholic Church in the establishment of communities
  − student demonstrations at Université de Moncton (1968-69) and revitalization of the Acadian identity
  − Official Languages Act (1969) and its impacts and evolution
  − development of a Québec identity, and the transition from a French-Canadian identity to various provincial Francophone identities in the aftermath of the Quiet Revolution
  − creation of visual provincial identities (e.g., Francophone flags in the 1970s)
  − influence of the Québec state (e.g., control of the media and education) in promoting a Québec identity at the expense of a French-Canadian one from the Quiet Revolution to the present
  − development of a bilingual identity from 2000 to the present
  − the Civil Code and how it differs from the legal system in the rest of Canada
  − contribution of immigration waves to French-Canadian culture (e.g., traditional dance, music, and cuisine)
  − involvement of Francophones in the federal government (e.g., Louis H. La Fontaine, Wilfrid Laurier, Louis St-Laurent, Pierre Elliott Trudeau, Jean Chrétien, Jacques Hébert)

- **various characteristics of Francophone communities in Canada:**

  Sample topics:

  − Francophone communities in Canada:
    - Maillardville, British Columbia
    - St-Isidore, Alberta
    - Prud'homme, Saskatchewan
    - St. Boniface, Manitoba
    - Penetanguishene, Ontario
    - Shawinigan, Québec
    - Chéticamp, Nova Scotia
    - Pointe-de-l'Église, Nova Scotia
    - Souris, Prince Edward Island
    - La Grand'Terre, Newfoundland and Labrador
  − traditions (e.g., cuisine, arts, music)
  − festivals:
    - Festival du Bois
    - Carnaval de St-Isidore
    - Fête fransaskoise
    - Festival du Voyageur
    - Tintamarre
  − dialects and accents:
    - chiac
    - joual
    - métchif
    - western accents
  − arts
  − local Francophone cultural centres

- **interaction of Francophone populations with their environment:**

  Sample topics:

  − French toponyms in B.C.
  − the fur trade and political influences
  − influence of First Peoples on migratory movements by French Canadians (e.g., North West Company)
  − B.C. gold rushes (1858-65)

- role of Francophone populations in the logging industry
- influx of Francophones in the western territories, and the policies encouraging it
- mass exodus to the United States (1840-1930)
- increased immigration from Francophone Africa and Haiti (from 2000 to the present)
- hydroelectric development in Québec

- **local, regional, and national co-operation and conflicts between different groups, including First Peoples:**

  Sample topics:

  - influence of First Peoples on migratory movements by French Canadians
  - alliance with the Algonquian peoples
  - deportation of the Acadians (1755)
  - origins of the Métis Nation
  - Patriots' War (1837-38) (Lower Canada Rebellion)
  - Red River Rebellion (1869-70) (Louis Riel and the founding of Manitoba)
  - Battle of Batoche (1885) (Gabriel Dumont and Louis Riel)
  - creation of the Crédit foncier franco-canadien in Vancouver (1913)
  - establishment of Fédération des caisses populaires in the west
  - conscription crises in the two World Wars
  - founding of the Royal 22e Régiment
  - Francophone alliances outside the province of Québec (e.g., Fédération des francophones de la Colombie-Britannique, Conseil jeunesse francophone de la Colombie-Britannique)
  - Coopérative d'aménagements régionaux et de développements agricole in Alberta (1950-82)
  - Royal Commission on Bilingualism and Biculturalism (1963-68)
  - October Crisis (1970)
  - creation of the Fédération des communautés francophones et acadienne du Canada (1975)
  - Québec independence referendums (1980 and 1995)
  - Trans Québec federal pipeline projects (e.g., Energy East)
  - national cultural exchange programs (e.g., Explore, Odyssey, Destination Clic, Encounters with Canada, THEN/HiER, Katimavik)
  - Oka crisis (1990)
  - influence of Aboriginal cultures on the development of French-Canadian culture (e.g., maple syrup production, snowshoeing, canoeing)

- **cultural and social development and social movements:**

  Sample topics:

  - Canadian content in media (CRTC)

- national institutions (e.g., Telefilm Canada, Radio-Canada, National Film Board)
- role of poetry and song ("Notre place," *Speak White*, *Mommy*, "Un Canadien errant")
- emergence of strong documentary filmmaking community (e.g., *On est au coton*, *Pour la suite du monde*, *Pea soup*, *À Saint-Henri le cinq septembre*, *Crac*, *L'empreinte francophone*)
- role of artists and other cultural actors during the Quiet Revolution and in the 1976 election of the Parti Québécois (e.g., Félix Leclerc, "C'est le début d'un temps nouveau")
- local Francophone media (e.g., community radio, newspapers)
- Francophone theatre (e.g., *L'homme invisible*; *Sex, lies et les franco-manitobains*; *Fort Mac*; *Rearview*)

- **linguistic rights and discriminatory policies in Canada:**

  Sample topics:

  - deportation of the Acadians (the Great Expulsion)
  - Durham Report (1839)
  - Official Languages Act (1969)
  - Section 23 of the Canadian Charter of Rights and Freedoms (1982)
  - the right to French-language education in Canada:
    - Laurier-Greenway Compromise (MB)
    - Regulation 17 (ON)
    - Mahé decision (AB)
  - Québec immigration laws, regulations, and policies
  - development of French immersion (1965)
  - Québec's Bill 101 (1977)
  - founding of Canadian Parents for French (1977) and the Alliance for the Preservation of English in Canada (1977)
  - economic segregation of French Canadians before the Quiet Revolution
  - slavery in French colonies in the Americas (e.g., Louisiana, Haiti, the story of Marie-Josèphe Angélique)
  - significant legal cases:
    - Arsenault-Cameron (PEI, 1995-2000)
    - Mercure (SK, 1980-88)
    - Mahé (AB, 1990)
    - Doucet-Boudreau (NS, 2004)
    - École Anne-Hébert (BC, 2005-15)
    - Conseil scolaire francophone de la Colombie-Britannique (BC, 2006-present)
  - important demands:
    - Maillardville Francophone school strike (BC, 1951)

- Université de Moncton student strike (NB, 1968)
- Piquette case (AB, 1987)
- SOS Montfort (ON, 1997)
- access to education and the 2005 and 2012 student strikes (PQ)

- **self-determination of Francophone nations:**

  Sample topics:

  - comparison of two independence movements (in two different regions)
  - founding of the province of Manitoba
  - aspirations of the Francophone population when British Columbia entered the Canadian Confederation (1871)
  - Québec's policies of energy self-sufficiency
  - provincial institutions of Québec
  - history of French colonization in Africa, Asia,
  - the Caribbean, Oceania, and the Middle East
  - methods and means of decolonization and revolution
  - independence and decolonization movements in specific countries (e.g., Haiti, Vietnam, Laos, Cambodia, Algeria, Benin, Ivory Coast, Mali, Madagascar, Mauritania, Niger, Senegal, Tunisia)