



Learning Plan: ELEMENTARY & SECONDARY¹

Student Teacher	Laura Taylor		Co-operating Teacher(s)	Steven Francom	
Date	2022-02-07	Start/End Time		Room	B-217

Title of lesson	Quebec Society Under Rene Levesque	Grade level	Secondary 4
Subject	History	Topic	The Quiet Revolution's impact on Quebec society and the 1970s in Quebec.
Relevance	This lesson will examine Quebec society and the emergence of the separatist movement that was forming in the 1970s. We will look at the social, political, and economic spheres and how they changed/transformed under the Rene Levesque government.		
Materials/Resources Required	<i>Students will need slide notes, pencil, and textbook.</i>		
OEP Subject Area Competencies	Characterizes a period in Quebec and Canadian history		
Learning Objectives	For students to understand how Quebec society transformed under the leadership of Rene Levesque. Students will also understand how the separatist movement impacted Quebec.		
Essential Question(s)	<i>What Key Themes define Quebec Society under the Levesque Government?</i>		

Lesson Timing	Introduction (hook): Who was Rene Levesque? How did he impact Quebec Society? Driving Questions: What Key Themes Define the Levesque Government?	Student will know: Students will build on their understanding of Quebec society under Robert Bourassa and their understanding of how the FLQ crisis impacted the separatist movement in Quebec from last class.
	Development (Learning activities – step by step sequential procedure):	Students will understand: Students will expand on their understanding of Quebec society during the 1970s leading up to the first referendum in 1980. Students will watch a 5–8-minute video where Rene Levesque speaks about the separatist movement while he is in New York. Students will understand the key differences between the Bourassa

¹ Based on a simplified version of Understanding by Design (UBD) and the IB Middle Year Program Planner



	government vs the Levesque government.
<p>5 Minutes – Review agenda for the class and play 2:41 video when Rene Levesque was first elected</p> <p>15-20 Minutes (only two slides to go over) – Lecture. Students will also be provided with slide notes that they will fill in during the lecture.</p> <p>5-8 Minutes – Watch audio clip on Rene Levesque speaking about the separatist movement.</p> <p>10 Minute activity (Timed Think, Pair, Share) – Review the expectations for working in groups: the expectations will be listed on the PowerPoint for students to consult during group work. The students will be divided into five groups. Each group will contain three students.</p> <p>5-8 Minute – Each group will share their answers to the rest of the class.</p> <p>Questions for groups:</p> <p>Group 1: 3 Students (Political)</p> <ol style="list-style-type: none"> 1. Who is the Party Quebecois? What is neo-nationalism? 2. How did Quebec’s political future change at the start of the 1970s? How were the anglophones feeling? How were the francophones feeling? 3. Why was the election of the Parti Quebecois unprecedented in the history of Quebec? What makes Rene Levesque different from Robert Bourassa? <p>Group 2: 3 Students (Immigration)</p> <ol style="list-style-type: none"> 1. What is a multicultural society? Does Quebec have a multicultural society? 2. In 1978, what agreement did the Levesque government sign with the federal government? How did this agreement affect the social demographics in Quebec? 3. In 1977, what charter did the Quebec Government adopt to protect the French language? How did this charter affect society? 	<p>Students will do:</p> <p>Students will be placed into groups and each group will be provided with envelopes that contain three questions that prompt critical thinking skills. Together, the groups will answer the questions. Each group will have a different theme and questions connected to their theme. We will come together near the end of class to share answers. The importance is that each group will be responding to a key theme that characterizes Quebec society under the Levesque government.</p> <p>Cross Curricular Competencies:</p> <ul style="list-style-type: none"> - Cooperates with others - Communicates appropriately - Adopts effective work methods - Use information - Solves problems - Exercise critical judgement <p>Broad Areas of Learning:</p> <ul style="list-style-type: none"> - Citizenship and community life <p>Universal Design for Learning/ Differentiation/</p> <ul style="list-style-type: none"> - Video that shows Rene Levesque being elected and his election speech provides students with a visual understanding of who Rene Levesque is and his values as the premier of Quebec in the 1970s. - Because some students in my class struggle with reading comprehension, the audio clip on Rene Levesque’s separatist speech will help students who may struggle to understand the



(Consider how immigrants, anglophones, and francophones responded to the charter?)

Group 3: 3 Students (Reforms)

1. How did unions change under the Levesque government? What are union dues?
2. According to labour relations, what act was adopted in 1979 that came into effect in the 1980s? What impact did this act have on society?
3. What promoted the Levesque government to adopt a series of reforms? How did these reforms help Quebec society?

Group 4: 3 Students (Social Reforms)

1. What new reforms did the Levesque government implement during 1976 - 1980s? How did these reforms impact Quebec society?
2. What measures did the Quebec government put in place to protect agricultural land? Why were these measures important?
3. What measure did the Parti Quebecois take to respond to feminist demands? What sparked the feminist demands?

Group 5: 3 Students (Economic)

1. How did the second oil crisis in 1979 impact Quebec society? Why did the oil crisis occur?
2. What is the Northeastern Quebec Agreement? What groups were affected by the Northeastern Quebec Agreement?
3. Who are the Naskapi? Why are they important in regard to Quebec's economic transition in the 1970s?

difference between the Bourassa and Levesque government.

- Both the audio and visual clips will use subtitles.
- Working in groups will help students who have a difficult time with reading comprehension.

EDI considerations

- Students will need to draw upon higher order thinking skills to complete and answer the questions that they are provided.
- Sharing and communicating ideas will help students develop a shared understanding of the key themes that define Quebec society. In addition, students will also get to hear the opinions and understandings of their classmates.

Closure (transition):

Slide recapping the key themes to define the Levesque Government.

This class will transition into chapter 4 and the first section focusses on the first referendum that is held in 1980 and the second one that is held in 1995 under Rene Levesque.

FORMATIVE - Assessment FOR learning:

The student's ability to answer the questions that are provided to each group.

FORMATIVE - Assessment AS learning:

Students will work in groups using their textbook and notes to determine the answers to the question that they are supposed to answer. The range of



questions contain key themes from chapter three. This will help students review the material and make connections and links between concepts and themes.

SUMMATIVE - Assessment OF learning:

Students will share their answers with the rest of the class.

EDI Consideration:

- For students who struggle with reading comprehension, the group work will help students to communicate verbally and understand concepts and themes collectively.
- There will be clear instructions as to the expectations for group work. I will also be walking around to assist any groups who need my help.

Further considerations;

- Although students have a limited time to work on the answers, the students not only have their slide notes to help answer the questions, but students will also have access to their textbooks to look up the answers to any of the questions that they do not know.

Reflection:

One area that this lesson plan does lack is the use of technology when it comes to the students being able to express their knowledge and learnings. When we discuss the referendums during the 1980s and 1990s. I would like students to work in groups to examine the two speeches that Rene Levesque provides during the referendums. Students will use their chrome books to analyze both speeches. Afterwards, students will work in groups to share their findings and create a mind map using canva.

Professional Competencies:

- 1.) Acts as a cultural facilitator when carrying out duties
- 2.) Master the language of instruction
- 3.) Plan teaching and learning strategies
- 4.) Implement teaching and learning situations
- 5.) Evaluate learning
- 6.) Manage how the class operates
- 7.) Take into student diversity