

What We Choose to Remember

Teacher's Guide: Activity 1 PDF



The film **What We Choose To Remember** was produced by ELAN (English Language Arts Network) with funding from the Secrétariat aux relations avec les Québécois d'expression anglaise. The Teacher's Guide was created by Chantal Clabrough, Social Sciences Teacher, B.A., M.A. Teaching and Learning McGill University (Winner 2023 Governor General's Award for Excellence in Teaching History), in collaboration with Guy Rex Rodgers.

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Activity 1: Waves of Immigration in Quebec:

Why do people immigrate? Historical questions

The documentary **What We Choose To Remember** runs 1 hour and 33 minutes; however, for classroom activities, it has been split into sections running from 10-20 minutes.

Teachers may show individual sections of the film. Students can answer questions as they view the documentary and reflect on the links between the collective memories expressed in the documentary and the study period.

Teachers can also use the critical thinking questions for group discussions after viewing the film, which are included in each section.

First Wave of Immigration: 1760-1945

Second Wave of Immigration: 1945-1970

Third Wave of Immigration: 1970-1995

Fourth Wave of Immigration: 1995-2020

- Regional Realities
- Themes from the film about belonging, identity and language
- Broader questions about belonging, identity and language can be used for small-group or whole-group discussions.

First Wave of Immigration (1760-1945)

Enter the Rose, Thistle and Shamrock:
New Opportunities or Salvation?



Questions

1. In 1760, English speakers outnumbered the French-speaking population. There were 70,000 French speakers compared to how many English-speakers in British North America?

2. What happened to the English-speaking population by the mid-1800s?

3. Today, what percentage of people in Quebec have English as their mother tongue?

4. Today, what is the global language of business, politics and culture?

5. What are the consequences of question #4 to the French language in Quebec?

6. Why did English-speaking newcomers choose Quebec City or Montreal?

Questions

7. What do you observe about the early English-speaking communities based on the families of the people interviewed?

8. What were the Two Solitudes?

First Wave of Immigration (1760 - 1945)
Selected Clip: 00:00 - 13:15

Stephanie Ein
Ian Ferrier
Rod MacLeod
Maura McKeon
Lorraine O'Donnell
Beverly Renaud

Roots: Romania
Roots: Scotland-Ireland-England
Roots: Scotland
Roots: England-Ireland
Roots: Ireland
Roots: England

Second Wave of Immigration (1945-1970)

Different Roots: Why Quebec?



Questions

1. What was “la revanche des berceaux” - the revenge of the cradles?

2. What hostilities did religion create?
What is the link to allophones?

3. According to the people interviewed, why did their families come to Quebec?

4. What did these immigrants do to survive?

5. According to the interviews, who could not attend Catholic (French) schools and had limited French schooling?

6. In what language were most immigrants educated?

Questions

7. Why did immigrants go to Protestant (English) schools?

8. Why did French-speakers feel threatened in the 1960s?

9. What do the people share about their memories of the Front de libération du Québec (FLQ) violence in 1970?

10. What did the FLQ do and why?

11. Why did the FLQ bomb such places as the RCMP headquarters (Royal Canadian Mounted Police), the Canadian National Railways (CNR), the Black Watch Armoury, the Royal Canadian Air Force, the Queen Victoria monument, Eaton's department store and McGill University?

12. Six people died from the FLQ bombs. How did the violence of the FLQ affect the people interviewed when they were young?

13. What happened to Anglophones after the Parti Québécois got elected?

Second Wave of Immigration (1945 – 1970)
Selected Clip: 13:15 – 26:42

Walter Chiyan Tom
Domenic Cusmano
Deborah Forde
Anna Fuerstenberg
Thalia Harwood Farkas
Meir Hersson-Edery
Hugh Maynard
Isabel Periera

Roots: China
Roots: Italy
Roots: Barbados-Jamaica
Roots: Poland
Roots: Hungary
Roots: Morocco
Roots: England
Roots: Portugal

The Exodus Years (1970s and 80s)



Questions

1. Why did people interviewed say they did not leave Quebec?

2. What is the sentiment of those interviewed after the Exodus of people who left Quebec?

3. What do they say about the culture here?

4. What did Bill 101 do?

5. Why did those interviewed want to improve their French?

6. What struggles did some of the interviewees have?

Questions

7. How do you feel about your level of French? And your accent?

8. What are the advantages to being bilingual? Fluent in French?

The Exodus Years (1970s and 80s)
Selected Clip: 34:32 - 44:49

Third Wave of Immigration (1970-1995)

Children of Bill 101: Are there Two Solitudes?



Questions

1. Why did Zoonie's family leave Vietnam? Why did Dimitri's family flee Lebanon? Why did Lin's family escape Cambodia?

2. What do they all have in common?

3. What were their experiences as newcomers to Quebec?

4. What were their experiences as teenagers here?

5. What are the advantages of being multi-lingual? What languages would you like to learn and why?

Questions

6. What do the 1971 statistics reveal about the salaries of Anglophones and Francophones? What was the reaction to this data?

Third Wave of Immigration (1970 - 1995)
Selected Clip: 44:50 - 49:05

Dimitri Nasrallah
Zoonie Nguyen
Lin Sok

Roots: Lebanon
Roots: Vietnam
Roots: Cambodia

Le Vote Ethnique 1995 Referendum



Questions

1. You hear the voice of Premier Jacques Parizeau, after losing the second Referendum for Quebec sovereignty from Canada on October 30, 1995. Whom is he referring to by the “vote ethnique”?

2. What was the reaction to this comment, according to those interviewed?

3. Despite this, people stayed. Why?

4. How did the Referendum of 1995 divide Quebecers?

5. What are the experiences of those interviewed regarding exclusion in Quebec society?

Le Vote Ethnique 1995 Referendum
Selected Clip: 26:46 - 34:30

Fourth Wave of Immigration (1995-2010)

Post Referenda Priorities: Who are we now?



Questions

1. Why did they choose to immigrate to Quebec in the 1990s?

2. What were their immigrant experiences?

3. What are the challenges faced by ethnic communities in Quebec?

4. What is the myth about Anglophones in Quebec?

Questions

5. Define what an ethnic minority is. Speak with someone who defines themselves as a member of an ethnic minority and ask them what their experiences have been. If you are a member of an ethnic minority, share your experiences.

Fourth Wave of Immigration (1995 - 2010)
Selected Clip: 49:06 - 52:56

Marina Byezhanova
Kakim Goh
Fay Hinkson
Selina Ma

Roots: Ukraine
Roots: Singapore
Roots: Barbados
Roots: China

Regional Realities (Anglophones in rural Quebec)



Questions

1. Why did some Anglophones choose rural communities around Quebec over the Montreal metropolis?

2. Why do some Anglophones leave regional communities?

3. What are some of the challenges of living in regional communities?

4. What do you know about Anglophone communities in diverse regions around Quebec?

5. What did you learn about Anglophones outside of Montreal?

Questions: Finding Work in the Regions

1. What are the advantages of working in regional and rural Quebec?

2. What are the challenges of working in regional and rural Quebec?

3. What were their challenges going to French school as Anglophones?

4. What is assimilation?

5. How have Anglophone communities changed in regional and rural Quebec?

Questions: Vanishing Anglophones

1. Baie Comeau, like other regions, developed and grew based on what?

2. What happens to the history of a place when it is renamed?

Regional Realities (Anglophones in rural Quebec)

Selected Clip: 52:56 - 1:06:06

Shannon Delarosbil
Shelley Fequet
Catherine Kohner
Madeleine Lawler
Megan Mullin
Sunita Nigam
Adriana Ruffini
Charles Taker

Gaspésie
Lower North Shore
Baie Comeau
Megantic County
Gaspésie
Eastern Townships
Abitibi-Temiscamingue
Magdalen Islands

Themes About Belonging, Identity and Language



Questions: Being Bilingual

1. Why did some English-speaking parents fight for a bilingual school system?

2. What do those interviewed hope for their kids?

3. What does it mean when the narrator, Guy Rex Rodgers, says people whose mother tongue is not French can never belong to the “private club” because they are not born into it?

4. What do the most recent numbers say about the status of Anglophones and Allophones (first language other than French or English) in Quebec?

Being Bilingual
Selected Clip: 1:6:19 - 1:15:14

Questions: Belonging in Quebec

1. What are some difficulties those interviewed express regarding their careers and work lives?

2. What does the analogy “not being invited to the dinner table” mean, as discussed in the film?

3. In this section of the film, those interviewed share their experiences with race in Quebec. What do they observe?

4. Why is ‘feeling that you belong’ important?

5. Where do you feel you belong and why?

6. How do those interviewed describe the language debates?

7. Which group had the strongest sense of belonging to Quebec? The weakest?

8. What does Lorraine O'Donnell mean when she says portraying all Anglophones as the wealthy elite in history books has to stop?

9. What does it mean to be oppressed?

10. What do some interviewees share regarding the myth of the Quebecois being oppressed?

Belonging in Quebec
Selected Clip: 1:15:15-1:29:32

Broad Discussion Questions



These questions can be used for small or whole-group class discussions. They could also be the basis of a written response/essay:

1. Why have Anglophones and Allophones chosen to live in Quebec?
2. What are collective memories? How are the collective memories expressed in the film different than what you read in your history textbooks?
3. What did this film teach you about the communities represented on Montreal's flag at the beginning of the movie?
4. What did this film teach you about Quebec's Anglophone and Allophone communities?
5. What does Je me souviens mean to you?
6. What does it mean to you to be a Quebecer?
7. Why does your family choose to live in Quebec?
8. What do you like about Quebec? What should be celebrated?
9. What do you think the future of Quebec will be?



Activity 1 Answer Keys



First Wave of Immigration (1760-1945) Enter the Rose, Thistle and Shamrock

Questions	Answers
1. In 1760, English speakers outnumbered the French-speaking population.	There were 70,000 French speakers compared to 1,600,000 English speakers in North America.
2. What happened to the English-speaking population by the mid-1800s?	Montreal grew exponentially, with over 50% being English-speakers.
3. Today, what percentage of people in Quebec have English as their mother tongue?	9%
4. Today, what is the global language of business, politics and culture?	English
5. What are the consequences of this (#4) to the French language in Quebec?	Personal response.
6. Why did English-speaking newcomers choose Quebec or Montreal?	Work/life opportunities
7. What do you observe about the early English-speaking communities based on the families of the people interviewed?	Some were bilingual, farmers and Catholics, and some neighbours were French Canadians; everyone was friendly, and some did not speak French.
8. What were the two solitudes?	English and French separate
1. What was “la revanche des berceaux” - the revenge of the cradles? What were the consequences?	To combat the rising English population, French Canadians had large families. Farms were too small for large families. Young people moved to cities, uneducated labourers, and French slums
2. What hostilities did religion create? What is the link to allophones?	Education- Catholic (French) schools only admitted Catholics, whereas the Protestant schools admitted other religions. Many non-Catholic, Allophone immigrant children went to Protestant (English) schools.

Second Wave of Immigration (1945-1970)

Different Roots: Why Quebec?

Questions	Answers
3. According to the people interviewed, why did their families come to Quebec?	Fleeing ravages after WWII as refugees ex. Italy or Chinese Cultural Revolution-poverty or communism in Hungary or had relatives here, or there were people of colour here and not in other parts of Quebec—economic opportunities.
4. What did these immigrants do to survive?	Dishwasher, restaurant owner, worked in factories.
5. According to the interviews, who could not attend Catholic (French) schools and therefore had limited French schooling?	Jews and other non-Catholics
6. In what language were most immigrants educated?	Protestant (English) schools
7. Why did immigrants go to Protestant (English) schools?	Catholic (French) schools did not want refugee kids “corrupting” their French Canadian kids. To preserve French purity and language, pure laine.
8. Why did French-speakers feel threatened in the 1960s?	Immigrants are a rising number of English speakers.
9. What do the people share about their memories of the Front de libération du Québec (FLQ) violence in 1970?	Soldiers in the street, bomb threats, fear, threat of violence, could not walk to school due to mailboxes blowing up.
10. What did the FLQ do and why?	Terrorism, violence, bombs for independent Quebec.
11. Why did the FLQ bomb such places as the RCMP headquarters (Royal Canadian Mounted Police), the Canadian National Railways (CN), the Black Watch Armoury, the Royal Canadian Air Force, the Queen Victoria monument, Eaton’s department store, and McGill University?	English institutions, symbols of foreign domination.

Questions	Answers
12. Six people died from the FLQ bombs. How did the violence of the FLQ affect the people interviewed when they were young?	Fear, staying away from mailboxes, scary, heard Francophone Independentists say they would take away immigrants' houses.
13. What happened to Anglophones and Allophones after the Parti Québécois got elected?	Sadness, loss of jobs, loss of opportunities, fear.

The Exodus Years (1970s-80s)

Questions	Answers
1. Why do people interviewed say they did not leave?	Challenging to pack up and leave, and where would they go? Why give up every time there is something difficult? Believed in living in harmony. Committed to learning French.
2. What is the sentiment of those interviewed after the Exodus of people who left Quebec?	Profound sadness. Prime Minister Pierre Elliot Trudeau influenced some people to stay as he was a French Canadian and the Prime Minister of Canada. Things could be better than the places they left to come to Quebec. People had built careers here.
3. What do they say about the culture here?	Love the variety, diversity in the city, and bilingualism, didn't feel at home anywhere else.
4. What did Bill 101 do?	Obligated all immigrants to be educated in French.
5. Why did those interviewed want to improve their French?	To integrate, to try to lose their English accent.
6. What struggles did some of the interviewees have?	To communicate with other kids finding work.
7. How do you feel about your level of French?	Personal answer.
8. What are the advantages of being bilingual? Fluent in French?	Personal answer.

Third Wave of Immigration (1970-1995)

Children of Bill 101: Are There Two Solitudes?

Questions	Answers
1. Why did Zoonie's family leave Vietnam?	Fleeing war, communism takeover.
Why did Dimitri's family flee Lebanon?	Civil war, neighbourhood destroyed.
Why did Lin's family escape Cambodia?	Khmer Rouge Regime, Cambodian Civil War (Cambodian Genocide).
2. What do they all have in common?	Fleeing wars/chaos/instability.
3. What were their experiences as newcomers to Quebec?	Alienation, no work, no one hired his mom despite being a French teacher, seeing so many white people for the first time, hard for their parents, classe d'accueil to learn French, bullying because they did not know Québécois French.
4. What were their experiences as teenagers here?	They failed a grade and struggled with their identity; people treated them as a problem and made them angry.
5. What are the advantages of being multi-lingual?	Global economy.
What languages would you like to learn and why?	Personal answer.
6. What do the 1971 statistics reveal about the salaries of Anglophones and Francophones? What was the reaction to this data?	Anglophones earned more money than Francophones. Outrage on the part of Francophones as the Anglophones only represented 9% of the population—the creation of language laws to make French the language at work and the shared public language of Quebec. Hundreds of thousands of English speakers left Quebec due to the language laws.

Le Vote Ethnique (1970-90s immigrants/anglophones)

Questions	Answers
1. You hear the voice of Premier Jacques Parizeau, after losing the second Referendum for the separation of Quebec from Canada on October 30, 1995. Whom is he referring to by the “vote ethnic”?	Immigrants, non-Catholics, non-Francophones, people of colour.
2. What was the reaction to this comment, according to those interviewed?	Their families sacrificed and made everything/made economic contributions, and they were not welcome despite speaking French and being bilingual, feeling their French was not “good enough.”
3. Despite this, people stayed. Why?	Hard to pack up leave behind friends, jobs etc.
4. How did the Referendum of 1995 divide Quebecers?	People who wanted separation of Quebec vs. people who wished to remain part of Canada. The referendum created deep divisions between families and friends.
5. What are the experiences of those interviewed regarding exclusion in Quebec society?	Exclusion from jobs, discrimination, and economic difficulties.

Fourth Wave of Immigration (1995-2010)

Post Referenda Priorities: Who are we now?

Questions	Answers
1. Why did they choose to immigrate to Quebec in the 1990s?	To live in a multi-lingual place, culture.
2. What were their immigrant experiences?	They felt lost, lost their community, unaware of political and social conflicts.
3. What are the challenges faced by ethnic communities in Quebec?	Employment opportunities are complex.
4. What is the myth about Anglophones in Quebec?	They all live in Montreal and are wealthy. The 1861 census shows Anglophones in every region of Quebec.
5. Define what an ethnic minority is. Speak with someone who defines themselves as a member of an ethnic minority and ask them what their experiences have been, or if you are a member of an ethnic minority, share your experiences.	Personal response.

Regional Realities (Anglophones in rural Quebec)

Questions	Answers
1. Why did some Anglophones choose rural communities around Quebec over the Montreal metropolis?	Hospitality, community
2. Why do some Anglophones leave regional communities?	Higher education opportunities only in larger cities, employment opportunities
3. What are the challenges of living in regional communities?	Expensive travel costs (airplane), dating is limited, and the possibility of dating family members without knowing due to the small English community.
4. What do you know about Anglophone communities in diverse regions around Quebec?	Personal response.
5. What did you learn about Anglophones outside of Montreal?	Personal response.

Finding Work in the Regions

Questions	Answers
1. What are the advantages of working in regional and rural Quebec?	Resources jobs- mining, being bilingual is an asset for employment.
2. What are the challenges of working in regional and rural Quebec?	Need to speak French. French education did not prepare some of those interviewed for the job market.
3. What were their challenges going to French school as Anglophones?	Their English accents while speaking in French were criticized.
4. What is assimilation?	Try to make someone into something else, give up/ lose their culture.
5. How have Anglophone communities changed in regional and rural Quebec?	People left, spoke less English, intermarried and French only. Churches closed.

Vanishing Anglophones

Questions	Answers
1. Baie Comeau, like other regions, developed and grew based on what?	Natural resources/Industry- English or American investors.
2. What happens to the history of a place when it is renamed?	Lose history meaning.

Themes About Belonging, Identity and Language: Being Bilingual

Questions	Answers
1. Why did some English-speaking parents fight for a bilingual school system?	Important for their kids to be bilingual, work/cultural advantages.
2. What do those interviewed hope for their kids?	They stay in Quebec, are bilingual, and have a fluent command of French. Contribute to society. Learn English as it is the international language of business. Learn and appreciate their cultural histories.
3. What does it mean when the director, Guy Rex Rodgers, says people whose mother tongue is not French can never belong to the “private club” because they are not born into it?	Others can never belong, no matter how hard they try or how fluently they speak French. They are not “pure laine” and not “real Quebecers”. This hinders making a positive contribution to Quebec.
4. What do the most recent numbers say about the status of Anglophones and Allophones (first language other than French or English) in Quebec?	They earn less money than Francophones, whether they are bilingual or unilingual.

Belonging in Quebec

Questions	Answers
1. What are some difficulties those interviewed express regarding their careers and work life?	They are not called for an interview because of their non-Quebecois name, even though they were born in Quebec. Racism, biases, and not being hired for jobs are expected. Some have been outright told by companies that they needed to hire only someone born in Quebec. They should only work and live in French and not English.
2. What does the analogy “not being invited to the dinner table” mean, as discussed in the film?	As an immigrant, you’re not a native French speaker, but you must crash the dinner party, bring something new to the table and take your place, proving you deserve to be there.
3. In this section of the film, those interviewed share their experiences with race in Quebec. What do they observe?	They are often reminded that people of colour are not part of Quebec’s history.
4. Why is ‘feeling that you belong’ important?	Personal response.
5. Where do you feel you belong and why?	Personal response
6. How do those interviewed describe the language debates?	Draining.
7. Which group had the strongest sense of belonging to Quebec?	Those who arrived after 1995. The weakest? Immigrants who arrived after the Second World War.
8. What does Lorraine O’Donnell mean when she says portraying all Anglophones as the wealthy elite in history books has to stop?	It only represents 1% of English Quebecers and has been used as an excuse to limit the opportunities of native English-speakers.
9. What does it mean to be oppressed?	To feel limited, controlled by others who maintain power, invariably to feel second-class.
10. What do some interviewees share regarding the myth of the Quebecois being oppressed?	It is used to justify oppressive language laws. Some people want to return to a mythical past when everyone spoke French. This is unrealistic because the international language of business and culture is English. Many people prefer to speak several languages.

What We Choose to Remember

Teacher's Guide: Activity 2 PDF



The film **What We Choose To Remember** was produced by ELAN (English Language Arts Network) with funding from the Secrétariat aux relations avec les Québécois d'expression anglaise. The Teacher's Guide was created by Chantal Clabrough, Social Sciences Teacher, B.A., M.A. Teaching and Learning McGill University (Winner 2023 Governor General's Award for Excellence in Teaching History), in collaboration with Guy Rex Rodgers.

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Activity 2: Does a Street Name or a Flag Matter?



Montreal's coat-of-arms was initially unveiled in 1833 with four floral emblems: beaver, rose, shamrock and thistle. In 1938, the beaver was replaced with the fleur-de-lys. In 2017, the white pine symbol was added at the center, and the date of unveiling the new flag coincided with the tenth anniversary of the United Nations Declaration on the Rights of Indigenous Peoples.

Teachers can show this 2-minute video on the many changes to Montreal's flag:

<https://www.mtl.org/en/experience/montreals-flag-coat-arms>

This 5-minute video explains the choice of the white pine:

<https://montreal.ca/en/articles/montreals-flag-and-coat-arms-38303>

Introductory Activity

5-15 Minutes

Teachers may use the first part of this activity as an introduction before watching the film (either in sections or in its entirety).

Selected Clips:

Historical overview 00:00 - 6:56

Vanishing Anglos section 1:03:01 - 1:06:07

Students:

The narrator, Guy Rex Rodgers, starts the film by asking passersby on a busy Montreal street if they know what the symbols on the city of Montreal's flag mean. Many do not.

Do you know what the symbols on Montreal's flag stand for?

Teachers:

Ask students to brainstorm with a partner or in small groups what the symbols on the Montreal flag represent. You may also ask them if they have any information or history about the five communities represented on the flag. See the answer key for details.

Intro Activity

Study the flag with a partner or in a group and explain what the 5 symbols represent:



Questions

1. White Pine

2. Blue Fleur-de-Lys

3. The Red Rose of Lancaster

4. Purple Thistle

5. Green Shamrock

Optional Group Discussion Questions

1. Why do we have flags?
2. Why should it matter what a flag symbolizes?
3. Why did Montreal update the city of Montreal's flag only recently in 2017? Why wasn't it changed before?
4. What would a flag representing your family history look like?
5. What symbols or colours are important to you if you had to make your flag about yourself?

Activity 2A: What's your flag?



Does the city where you live have a flag? Do you know what it means?

Research your city's flag. Include information on the symbols, colours and history.

Write up your information in the form of a report. Cite the sources you use correctly. Try using [easybib.com](https://www.easybib.com)

Evaluation Rubric

Category	5	4	3	2-1	Checklist
CONTENT\ INFORMATION DEVELOPMENT	Ideas are very well developed with an in-depth analysis and explanation.	Ideas are developed with some missing explanations and lacking some analysis.	Ideas are developed with few explanations and little analysis.	Ideas are not developed with no explanations and no analysis.	Picture of flag Meaning of symbols or colours of flag Research
ORGANIZATION: Written	No typos. Excellent use of grammar.	Few typos. Good use of grammar.	Several typos. Use of grammar sparingly.	Numerous typos. Poor grammar.	Organization of ideas/facts/research
Bibliography	Bibliography in correct format.	Bibliography is correct.	Bibliography is incorrect.	Bibliography is missing.	Written production Bibliography (correct format, try easybib.com)
COMMENTS:					TOTAL: ____ /10

Activity 2B: What's in a name?



Student Short Answer Response:

One class, including research time or as a take-home assignment.

In 2019, Amherst Street in downtown Montreal was changed to Atateken Street.

Jeffery Amherst was the commander-in-chief of the British forces during the Seven Years' War, led the British to victory over the French in 1759 and ultimate control of much of the North American continent. He also encouraged the spread of smallpox via blankets given to Indigenous peoples during Pontiac's War and Indigenous insurrection against the British.

“‘Extirpate This Execrable Race’: The Dark History of Jeffery Amherst | CBC News.”
CBC News, CBC/Radio Canada, 29 Apr. 2017,
www.cbc.ca/news/canada/prince-edward-island/jeffery-amherst-history-complex-1.4089019.

Group discussion: 5 minutes

Street names change over time, but why are they changed? Does it matter?

Students: Research street and place names where you live, particularly those renamed. You can consult your local librarian, historical association or city hall to inquire about name changes in your area.

Pick one name and write a small report on what the street, village or geographic feature used to be called. Explain who or what it was named after. Explain why and when it was renamed.

Reflection: Do you agree with the name change? Explain in your response.

Include an adequately annotated bibliography. Try easybib.com

Evaluation Rubric

Category	5	4	3	2-1	Checklist
CONTENT\ INFORMATION DEVELOPMENT	Ideas are very well developed with an in-depth analysis and explanation.	Ideas are developed with some missing explanations and lacking some analysis.	Ideas are developed with few explanations and little analysis.	Ideas are not developed with no explanations and no analysis.	Street name- old & new Historical explanation Reflection question: Do you agree with the name change?
ORGANIZATION: Written Bibliography	No typos. Excellent use of grammar. Bibliography in correct format.	Few typos. Good use of grammar. Bibliography is correct.	Several typos. Use of grammar sparingly. Bibliography needs to be corrected.	Numerous typos. Poor grammar. Bibliography is missing.	Organization of ideas/facts/ research Written production Bibliography (correct format, try easybib.com)
COMMENTS:					TOTAL: ____ /10



Activity 2 Answer Keys



Does a street name or flag really matter?

Montreal's flag: Five symbols

1. White Pine:

Symbol of the Great Tree of Peace. A white pine's needles grow in clusters of five, and this particular pine tree was chosen to symbolize the history of the Haudenosaunee Confederacy of the five nations of "the people of the long house": Kanien'kehá:ka (Mohawks), Oneidas, Onondagas, Cayugas and Senecas. Montreal grew exponentially, with over 50% being English-speakers.

2. Blue Fleur-de-Lys:

Represents the French roots of the city of Montreal. French explorer Jacques Cartier first visited the Iroquois village of Hochelaga on today's island of Montreal in 1535. Montreal, previously called Ville Marie by the French, was founded in 1642 as a mission to evangelize Indigenous peoples. French culture flourished in New France's institutions, present-day Quebec, and Canada, particularly the French language and Catholic religion.

3. The Red Rose of Lancaster:

Represents the history of English in Montreal. After several attempts to take New France in battle, the British were victorious at the Battle of the Plains of Abraham in Quebec City in 1759. Montreal surrendered to British forces in 1760, becoming a British colony until the creation of Canada in 1867. British culture, business and institutions were pivotal to Montreal's history. Note the woman in the film thinks it is the Yorkshire rose, which is white.

4. Purple Thistle:

Represents the Scottish heritage in Montreal. Scots first arrived in Canada in the 17th century and dominated the fur trade and commercial life in Quebec beginning after 1759. Scots were critical in developing Quebec's society as farmers, teachers, architects, politics and business. James McGill is perhaps Montreal's most famous Scott. He donated money and the land on what is today McGill University.

5. Green Shamrock:

Represents the Irish heritage in Montreal. The Irish made important economic and cultural contributions to Montreal and Quebec society, first arriving in the 17th century as military with the French, the Irish spread from Newfoundland into Acadia (Maritime provinces) and arrived in large numbers at the British colony in the 19th century due to the Irish potato famine. The Irish actively participated in Quebec and Montreal's cultural, business and political institutions.

Optional Group Discussion Questions

1. Why do we have flags?
2. Why should it matter what a flag symbolizes?
3. Why did Montreal update the city of Montreal's flag only recently in 2017? Why wasn't it changed before?
4. What would a flag representing your family history look like?
5. What symbols or colours would be important to you if you had to make your own flag about yourself?

Activity 2A: What's your flag?



Does the city where you live have a flag? Do you know what it means?

Research your city's flag. Include information on the symbols, colours and history.



Encourage students to consult their local historical association, city hall or library.

Write up your information in the form of a report. Cite the sources you use correctly. Try using easybib.com

Activity 2B: What's in a name?



Student Short Answer Response:

One class, including research time or as a take-home assignment.

Group discussion: 5 minutes:

Street names change over time, but why are they changed? Does it matter?

Students: Research street and place names where you live, particularly those renamed.

Reflection: Do you agree with the name change? Explain in your response.

Include a properly annotated bibliography. Try easybib.com

What We Choose to Remember

Teacher's Guide: Activity 3 PDF



The film **What We Choose To Remember** was produced by ELAN (English Language Arts Network) with funding from the Secrétariat aux relations avec les Québécois d'expression anglaise. The Teacher's Guide was created by Chantal Clabrough, Social Sciences Teacher, B.A., M.A. Teaching and Learning McGill University (Winner 2023 Governor General's Award for Excellence in Teaching History), in collaboration with Guy Rex Rodgers.

Photos used in this document were provided by participants or are public domain.

Activity 3: What is your story? Where were we when?



Take-home assignment: Interview

The people interviewed in “What We Choose to Remember” share their family stories and anecdotes about living in Quebec during different periods.

In this activity, students will explore their personal experiences through interviews with family members, friends, or neighbours and ask, “Where were we when?” making connections to the periods examined in the film through primary research. Students will present their work in either a PowerPoint, Prezi presentation or written report.

Teachers may choose specific periods and play a clip from the film as an introduction or allow students to pick a period of their choosing.

Take-home assignment: Interview

Students: First, decide what period, as described in the film, you would like to interview a family member about:

- First Wave of Immigration: pre 1945
- Second Wave of Immigration: 1945-1970
- Third Wave of Immigration: 1970-1995
- Fourth Wave of Immigration: 1995-2010

Organize your interview with the help of the chart below. Using the organizational chart, you will then summarize your interview in a PowerPoint or Prezi or written report.

Complete this chart in point form to help you organize your facts:

Questions	Answers - write down in point form
1. What period will you interview the person about?	
2. Introduce the period in 2-3 sentences	
3. What are you hoping to find out?	
4. Name of the person interviewed: Date of Birth: Location of birth:	
5. What are their memories? What were some challenges they remember from this period?	

Questions

Answers - write down in point form

6. Why should we remember? Answer this question after you have profiled the person and reflect upon what impacted you the most about this interview. Personal reflection.

What did you find out that was NOT in your textbook? Personal reflection.

7. Why should your classmates know about this person and what they remember?

Include any photos available of the person. Copy paste in your work.

Rubric: Presentation or Written Report

Category	5	4	3	2-1	Checklist
CRITERIA DEVELOPMENT	All criteria are included and thoroughly developed: overview, analysis, conclusion.	Most criteria are included and are developed: overview, analysis, conclusion.	Most criteria are included yet not fully developed: overview, analysis, conclusion.	Criteria are missing and not developed: overview, analysis, conclusion.	<p>Period: introduction (2-3 sentences)</p> <p>What you're hoping to find out</p> <p>Name, date of birth and place of the person interviewed</p> <p>Memories/challenges they remember</p> <p>Why should we remember? Personal reflection.</p> <p>What you found out vs. what is in your textbook/</p> <p>Why should your classmates know?</p> <p>Photos</p>
CONTENT\ INFORMATION DEVELOPMENT	Ideas are very well developed, with an in-depth analysis and explanation.	Ideas are developed with some missing explanations and lacking some analysis.	Ideas are developed with few explanations and little analysis.	Ideas are not developed with no explanations and no analysis.	<p>Period: introduction (2-3 sentences)</p> <p>What you're hoping to find out</p> <p>Name, date of birth and place of the person interviewed</p> <p>Memories/challenges they remember</p> <p>Why should we remember? Personal reflection.</p> <p>What you found out vs. what is in your textbook/</p> <p>Why should your classmates know?</p> <p>Photos</p>

Category	5	4	3	2-1	Checklist
ORGANIZATION	Presentation OR report is well organized, with clear and coherent ideas.	Presentation OR report is well organized for the most part, and the ideas are presented clearly.	Presentation OR report is lacking in organization, and there are missing links between ideas, a lack of clarity.	Presentation OR report is not organized, no links between ideas and unclear	Organization of ideas/facts Links made between facts/opinions/personal reflection
QUALITY OF Presentation/writing Voice	Presentation OR report was well delivered, organized, and easy to follow. The voice is clear. Correct syntax/grammar.	Presentation OR report is well delivered, organized for the most part, and easy to follow. The voice is mostly clear. Correct syntax/grammar. Some errors.	Presentation OR report could be more organized and easier to follow. The voice is not always clear. Several syntax/grammar errors.	Presentation OR report could be more organized and more accessible to follow. The voice is not always clear and difficult to hear. Unclear/mumbled. Poor syntax/grammar.	Presentation OR report organization Voice/delivery Correct syntax/grammar
COMMENTS:					TOTAL: ____ / 20



Activity 3 Answer Keys



What is your story?
Where were we when?

Take-home assignment: Interview

Teachers may choose specific periods and play a clip from the film as an introduction or allow students to select a period.

- First Wave of Immigration: pre 1945
- Second Wave of Immigration: 1945-1970
- Third Wave of Immigration: 1970-1995
- Fourth Wave of Immigration: 1995-2010

Organize your interview with the help of the chart below. Using the organizational chart, you will then summarize your interview in a PowerPoint or Prezi or written report.

Complete this chart in point form to help you organize your facts:
PERSONAL RESPONSES

Questions	Answers - write down in point form
1. What period will you interview the person about?	
2. Introduce the period in 2-3 sentences	
3. What are you hoping to find out?	
4. Name of the person interviewed: Date of Birth: Location of birth:	
5. What are their memories? What were some challenges they remember from this period?	

Questions

Answers - write down in point form

6. Why should we remember? Answer this question after you have profiled the person and reflect upon what impacted you the most about this interview. Personal reflection.

What did you find out that was NOT in your textbook? Personal reflection.

7. Why should your classmates know about this person and what they remember?

Include any photos available of the person. Copy paste in your work.

What We Choose to Remember

Teacher's Guide: Activity 4 PDF



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Activity 4: Podcast Interview:

1990s Quebec and the 1995 Referendum



Time: 15-25 minutes teacher introduction of activity+ interview time outside of school, recording

In **What We Choose to Remember**, the perspectives and experiences of those interviewed regarding their experiences in the 1990s differ. This was a tumultuous period for Quebec politics and identity. Some firmly stood on the “Yes” side for Quebec independence, and then there were people on the “No” side who were against Quebec’s independence from Canada. Living in Quebec during this time was emotionally exciting and frightening as the province’s future was unknown.

Teachers: Show the section of **What We Choose to Remember** that centers on the 1990s experiences of those interviewed and their perspectives on the 1995 Referendum.

Le Vote Ethnique (1970-90s immigrants/anglophones) Min 26:43- 34:26

In this activity, students will interview a family member, friend or neighbour regarding their experiences during the 1990s before and after the 1995 Quebec Referendum.

Teachers can play an example from the list below or share their favourite podcast with the class. This author’s favourite Podcast show is Conan O’Brien Needs a Friend: <https://teamcoco.com/podcasts/conan-obrien-needs-a-friend> and Backstage at the Vinyl Café (CBC) <https://www.vinylcafe.com/>

How to make a podcast:

1. Listen to some examples of podcasts:

Good Job Brain:

<https://www.goodjobbrain.com/>

Radio Lab: Animal Brains

<https://www.radiolab.org/podcast/animal-minds-211125>

Mic Drop: CBC Podcasts- First-person stories by tweens and teens:

<https://www.trax.fm/>

ABC: Fierce Girls: Stories of athletes, aviators, spies, scientists etc.

<https://www.abc.net.au/radio/programs/fierce-girls/>

2. Come up with your podcast concept: Create a name for your podcast. Pretend you are doing weekly interviews. What would your Podcast theme and name be?

3. What format will you follow? Interview style, or will you use storytelling?

4. Include a 5-10-second musical introduction/sounds, like in an actual podcast.

5. Will there be commercial breaks, like in actual podcasts? Be creative and include a commercial. You could even make up a product placement for 1990s Quebec.

6. Write the script. Write out what you will say in point form (see page 5 for outline).

How to make a podcast (cont.):

7. Remember to speak naturally during your podcast. This means ad-libbing is okay, and making a mistake or rephrasing questions or ideas is also OK. A podcast is a natural conversation, and there are usually no retakes, although you can edit it.
8. Record and edit your podcast using Anchor (iPhone, Spotify, free), Garage Band (Apple, free) or Audacity (free, PC/ Mac).
9. Listen to this Think Media YouTube tutorial (9:47 mins.) on How to Create a Podcast for Beginners: <https://www.youtube.com/watch?v=c4JdpdIsJvY>
10. You can Google other apps to make a podcast, such as Podbean, SoundCloud, etc.

Script Outline

Answers - write down in point form

Introduce yourself and your podcast concept:

Introduce the person you are interviewing.

What is their name, job title, or how many years have they lived in Quebec?

Here are some question suggestions, but add your own:

What do you remember about the 1995 Referendum?
Where were you living? How old were you? What was it like on the streets, amongst your neighbours?
Did you go to any of the rallies held across the province?
How did you feel about the Referendum before the election night?
What did you think about the words of Jacques Parizeau, blaming the “ethnic vote” when he was defeated?
What was it like living in Quebec after the Referendum?

Conclusion:
Wrap up the interview with a few sentences thanking the guest for sharing their thoughts and any thoughts you have on the information they shared.

You may also ask the person for their thoughts on the political situation in Quebec today, the language laws, and the future of French.

Music: The Podcast can end/go out with 5-10 seconds of music.

Rubric: Podcast

Category	5	4	3	2-1	Checklist
CRITERIA DEVELOPMENT	All criteria are included and thoroughly developed: overview, analysis, conclusion	Most criteria are included and are developed: overview, analysis, conclusion	Most criteria is included yet not fully developed: overview, analysis, conclusion	Criteria are missing and not developed: overview, analysis, conclusion	<p>Introductory music</p> <p>Introduction of your podcast: name of podcast and your name</p> <p>Introduction of the person interviewed</p> <p>Questions regarding the 1995 Referendum</p> <p>Conclusion</p>
CONTENT\ INFORMATION DEVELOPMENT	Ideas are very well developed, with an in-depth analysis and explanation.	Ideas are developed with some missing explanations and lacking some analysis.	Ideas are developed with few explanations and little analysis.	Ideas are not developed with no explanations and no analysis.	<p>Introductory music</p> <p>Introduction of your podcast: name of podcast and your name</p> <p>Introduction of the person interviewed</p> <p>Questions regarding the 1995 Referendum</p> <p>Conclusion</p>
ORGANIZATION	The podcast is well organized, and the ideas are presented clearly and coherently.	The podcast is well organized for the most part, and the ideas are presented clearly.	The podcast is lacking in organization, there are missing links between ideas lacks clarity.	The podcast is not organized, no links between ideas and unclear.	<p>Organization of ideas/facts</p> <p>Links made between facts/opinions/personal reflection</p>

Whatwechoosetoremember.ca 7/10



Activity 4 Answer Keys



Podcast Interview: 1990s Quebec and the 1995 Referendum

Time: 15-25 minutes teacher introduction of activity+ interview time outside of school and podcast recording.

Teachers: Show the section of “What We Choose to Remember” that centers on the 1990s experiences of those interviewed and their perspectives on the 1995 Referendum.

Le Vote Ethnique

Selected Clip: 26:46 - 34:30

In this activity, students will interview a family member, friend or neighbour regarding their experiences during the 1990s before and after the 1995 Quebec Referendum.

Teachers can play an example from the list below or share their favourite podcast with the class. This author’s favourite Podcast show is Conan O’Brien Needs a Friend: <https://teamcoco.com/podcasts/conan-obrien-needs-a-friend> and Backstage at the Vinyl Café (CBC) <https://www.vinylcafe.com/>

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(see page 5 for outline).

How to make a podcast (cont.):

7. Remember to speak naturally during your podcast. This means ad-libbing and making mistakes or rephrasing questions or ideas is also OK. A podcast is a natural conversation, and there are usually no retakes, although you can edit it.

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