

# 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

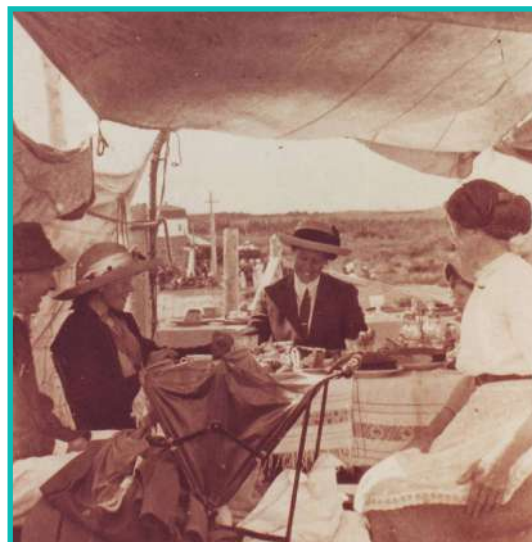
5. Define what an ethnic minority is. Speak with someone who defines themselves as a member of an ethnic minority and ask them what their experiences have been. If you are a member of an ethnic minority, share your experiences.

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.