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| Lesson Plan Template - Formatted |

**SUBJECT/Grade: Canadian History, Grade 10 Suggested Time**: 75 minutes

**COURSE/Type/Code: Canadian History since World War I, Academic, CHC2D**

**LESSON TITLE:** Did the October Crisis warrant the invocation of the War Measures Act?

**LESSON Description: In this lesson, students will learn about the October Crisis, the relations between English and French Canada and the enactment of the War Measures Act. First, the connection will be made between the recent G20 arrests and the October Crisis through photographs that the students will be asked to analyze. Secondly, in an assessment for learning, I will go over the Quiet Revolution and make sure that the students are up to date about French-English relations prior to the October Crisis and the growing nationalism in Quebec. Afterwards, they will be shown archival footage of the October Crisis and FLQ and analyze both photographs and the FLQ manifesto, thus analyzing both primary and secondary sources. Last, the students will think critically about the enactment of the War Measures Act and discuss the October Crisis and the governmental response. The Unit Culminating Activity is a group newspaper assignment detailing key events that took place throughout Unit 4 representing the manifestation of change in Canada throughout the late 1960‘s, the 1970’s and early 1980’s. (ie. Charter of Rights and Freedoms, Quebec-Quiet Revolution, October Crisis, Referendum; Immigration-Changing face of Canada, etc.)**

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| Planning Information: |  |
| **Enduring Understanding/Learning Goal** | The October Crisis was the radicalization of the growing nationalist/seperatist movement in Quebec during the Quiet Revolution. It was also the first enactment of the War Measures Act outside of wartime in Canadian history, a move which has come under increasing scrutiny in the decades since the October Crisis.  - Identify different viewpoints and biases  - Knowledge of primary and secondary documents |
| **Expectations** *(overall & specific, quoted from new MET guideline, identified by page #, level of thinking - Bloom’s Taxonomy)*  **[2 Overall expectations plus 2to 4 Specific Expectations]** | Overall Expectations:  - CGV.03-Analyse the development of French-English relations in Canada, with reference to key individuals, issues, and events  - SPV.02 - Analyse the changing responses of the federal and provincial governments to social and economic pressures since 1914  Specific Expectations:  -CG3.02 - describe the major events that have contributed to the growth of Quebec nationalism and the separatist movement in Quebec  -MH1.03 - distinguish between primary and secondary sources of information and use both in historical research (analysis of October Crisis memoirs)  -SP2.02 - explain how and why the Canadian government restricted certain rights and freedoms in wartime, and describe the impact, both short‑ and long‑term, of these restrictions on the general population and on various groups within Canada |
| **Prior Knowledge Required** *(the knowledge/concepts and skills students must possess to be successful in this lesson)* | - Students should require prior knowledge of the Quiet Revolution and relations between English and French Canada.  - Students should require knowledge of how to detect bias in, and analyze primary and secondary documents.  - Some prior knowledge of the War Measures Act and its enactment during World War I and II  - Note-taking skills as students will be asked to copy two brief sections of information on the overhead.  - Role playing/ Writing with role in mind.  - Students must be able to discuss, analyze and debate within groups. Group problem solving skills. |
| **Resources** *(for items in appendix, indicate with asterisk)*  **\*Timeline (Appendix #5)**  1)Freeman-Shaw, Elizabeth & Haskings-Winner, Jan -Canadian Sources: Investigated, 1914-Present. Edmond Montgomery Publications, Toronto, 2008.  2)http://www.cbc.ca/canada/story/2010/10/04/f-october-crisis-timeline.html  \***Notes (Appendix #6)**  1) Freeman-Shaw, Elizabeth & Haskings-Winner, Jan -Canadian Sources: Investigated, 1914-Present. Edmond Montgomery Publications, Toronto, 2008.  2)Boyle, Don; D’Orazio, Euguene; McFadden, Fred; Quinlan, Don - Canada: Continuity and Change. Fitzhenry and Whiteside. Markham, Ontario, 2000. (p.394-97)  3) Bennett, Paul W; Jaenen, Cornelius J; Brune, Nick; Morgan, Cecilia - Canada: A North American Nation Second Edition. McGraw-Hill Ryerson Limited. Toronto, 1995. (p.608-09)  4) Quinlan, Don; Baldwin, Doug; Mahoney, Rick; Reed, Kevin - The Canadian Challenge. Oxford University Press. Toronto. 2008 (p.253-55)  5)<http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/october/index.htm>  **Appendix #7-11**  <http://www.cbc.ca/octobercrisis/writers-memories.html>  Picture URL’s beneath images.  Video URL’s  FLQ Backgrounder:  <http://archives.cbc.ca/war_conflict/terrorism/clips/596/>  October Crisis: 20 Years Later:  <http://archives.cbc.ca/war_conflict/civil_unrest/topics/101/> | **Agenda**  *1. G20 -> October Crisis Pictures*  *(5 min.)*  *2. Quiet Revolution - FLQ Backgrounder (5-10 min.)*  *3. October Crisis Timeline & Video*  *(20 min.)*  *4. War Measures Act (5-10 min.)*  *5. Class Discussion Questions for 3 & 4 (15 min)*  *6. Assignment Sheet - Homework*  *(15-20 min)* |

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| **Stage 1 - MENTAL SET / SHARING EXPECTATIONS** *(introductory hook for lesson, written in full)*  **Stages 2 to 5 - INPUT / MODELLING / CHECK for UNDERSTANDING / PRACTICE*/Action*** | - **Put pictures of G20 (appendix# 1 & 2) on projector**  - What is going on in these pictures? Where is this? When is this? (recall, comp.)  - Over 900 people were arrested during the G20 protests, the most in Canadian history. The vast majority were released without charge.  - **Put pictures of October Crisis (appendix#3 &4 ) on projector**  - What is going on in these pictures? Where is this? When is this? (recall, comp.)  - Around 500 people were arrested during the October Crisis, which at the time was the most in Canadian history. Again, the vast majority were released without charge.  - **Introduce lesson**: Today we will be talking about the October Crisis and the government response. The response included the deployment of armed forces into Montreal and mass arrests after the enactment of the War Measures Act by Pierre Trudeau.  - **Assessment for learning**- Background knowledge of Quiet Revolution required. Ask class:  What was the Quiet Revolution? (recall)  What implications did the Quiet Revolution have for Quebec? (recall, application)  **Possible points to look for:**  **Quiet Revolution - Put up on Projector if necessary**  - It is a period credited with the rise of Quebecois Nationalism. Some of this nationalism would ultimately manifest itself into both the politics of separatism and sovereignty, a movement that holds weight in Quebec to this day.  - The founding of the sovereigntist Parti Quebecois (PQ) in 1968 headed headed by Rene Levesque. Levesque’s attempts to protect the French language and Quebecois culture in Quebec would ultimately culminate in Bill 101. The PQ has since twice spearheaded unsuccessful sovereigntist referendums.  - There was a shift from the Duplessis era, one characterized by strong connections to the Catholic Church, to a far more secular approach.  - The provincial government nationalized electricity and made massive investments into healthcare and education. Significant for giving Quebecois more control over their own social and economic development.  - The Quiet Revolution ultimately marked a cultural shift in Quebec and a reformation of society.  **Video: FLQ Backgrounder - CBC archival footage. (3 min)**  <http://archives.cbc.ca/war_conflict/terrorism/clips/596/>  Video is a brief outline of the FLQ and their activities in Quebec throughout the 1960’s. It details their evolution, contains video of some of their bombings and outlines their ideology and goals. It is quite short and compliments the slight lecture and notes on the FLQ that I will provide afterwards. It will also appeal to visual learners.  **Lecture: More FLQ background- Students take notes**  - The FLQ was founded in 1963 during the Quiet Revolution as an ethnic separatist organization.  - Throughout the 1960’s the FLQ carried out bombings in wealthy English neighbourhoods, on mailboxes, army recruitment centres and most notably, the Montreal stock exchange in 1969.  - Responsible for a series of robberies to finance their needs for weapons and dynamite. Their simplified goal was armed insurrection and the establishment of a sovereign Marxist socialist-communist French state free from English influence.  - The FLQ was responsible for 8 deaths, dozens of injuries and mass amounts of property damage during their active period in the 1960’s.  **October Crisis Timeline**  - Put timeline (appendix #5) on projector and get individual students to read each bullet point aloud. Also inform students not to write timeline down as I will be providing them with a handout of the timeline during the video.  **October Crisis Video (15 min)**  October Crisis: 20 years later - CBC Archival footage  <http://archives.cbc.ca/war_conflict/civil_unrest/topics/101/>  Video is essentially the timeline of the October Crisis and appeals to visual learners. It is not very long and contains important archival footage that will help students get a grasp of what Montreal looked and felt like during the Crisis. Contains video of FLQ bombings, Trudeau announcing the enactment of the War Measures Act, and the subsequent state of martial law in Montreal. I think it is a valuable resource that will appeal to students much more than a lecture about the Crisis.  **Discussion Questions - Assessment of Learning**  - **Was it effective for the FLQ to resort to such radical and violent means to achieve their goals?** **(analyze, evaluate)**  (While they did have their manifesto read on television and drew media coverage of the Quebec sovereignty movement, ultimately, their goals of insurrection and revolution were not only squashed, but found to be unrealistic to begin with. Their actions equated separatism with radicalism for many Canadians, regardless of whether they were French or English)  - **Can you draw similarities between the military and police response to the October crisis and the recent Police response to the G20 protests?** **(application)**  (The authoritarian presence of police and military in Montreal can be related to the police state Toronto resembled for the G20 protests. Both events are notorious for the amount of arrests that occurred. During the October Crisis, civil liberties were suspended, during the G20, civil liberties were abused or disregarded. Most of those arrested during the October Crisis and G20 were released without charge.)  - **Did the FLQ and their actions advance or hurt the cause of Quebec sovereignty? (evaluate)**  (More of an opinion question, but there were two separatist referendums in the decades following the October Crisis and the separatist Parti Quebecois would become a political force in Quebec during the 1970’s and 80’s. Rene Levesque would become a revered politician in Quebec as well. At the time, the actions of the FLQ no doubt equated separatism with radicalism, but they did not damage the cause irreparably as they faded after the October Crisis. The FLQ were more of a radical far left sect of the movement which were not associated with the broader movement. They advanced awareness of the issue but did not advance the cause.)  **Lecture: War Measures Act - Students take notes**  **War Measures Act - Put up on Projector**  - The War Measures Act had only been enacted twice prior to the October Crisis, during World War I and World War II. It gave the government sweeping powers of arrest and detainment in times of war, invasion or insurrection.  - While in effect, the War Measures Act suspended the operation of the Canadian Bill of Rights, effectively rendering many of the civil rights of all Canadians void.  - The act made membership in the FLQ a criminal offence and banned political rallies and gave police the right to search and arrest without warrant.  - People could be held without charge for up to three weeks and without trial for up to three months.  - While the War Measures Act was in effect, around 500 people were arrested and held without charge under the Act’s provisions.  - At the time, an overwhelming percent of the population were in favour of its enactment.  - Critics argued that the suspension of civil liberties and the police state atmosphere in Montreal were not justifiable and warranted an over-reaction by the Trudeau and the politicians who had called for its enactment. The most notable critic was NDP leader Tommy Douglas, who famously quipped, “the government, I submit, is using a sledgehammer to crack a peanut’.  **Discussion Questions - Assessment of Learning**  **Does the October Crisis in Canadian history inform your thinking about how to deal with modern terrorism? Explain. (application)**  (Probably a variety of responses here depending on students perceptions of terrorism, but nonetheless, modern terrorism is far more violent and destructive and it has become clear that military presence has not entirely solved the problem. Also clouding the issue is that FLQ were home-grown terrorists whereas modern terrorists are rarely affiliated with any state.)  **Do you think Pierre Trudeau was justified in enacting the War Measures Act? Why or why not? (analysis)**  (Depends entirely on the students opinions on the threat level of the FLQ and student perception of War Measures Act as a response)  **Had politicians in Quebec not called for intervention do you think Trudeau would have enacted the War Measures Act? (analysis)**  (Very important point as there was a rift between English Canada and French Canada inherent not only in the FLQ ideology, who equated English Canadian business and presence in Quebec to Imperialism. The Quiet Revolution also was the beginnings of the expulsion of English presence in Quebec and the beginning of Quebec nationalism. If Trudeau had not been asked by Quebec politicians to intervene, it could feed into the separatist view of Imperialism and intervention in Quebecer affairs. Also notable was the view of separatists of Quebec premier Robert Bourassa as a puppet of English Canada)  **In your opinion, is there any circumstance, including terrorist threats, in which civil liberties should be suspended? (evaluate)**  (Variety of responses anticipated here, largely depends on student perspective)  **If you were Prime Minister during the October Crisis, what would you have done to resolve the situation? (synthesis)**  (Once again, variety of student responses anticipated, I would expect responses that both approve and criticize the invoking of the War Measures Act, with the threat level of the FLQ being largely debunked in the decades since. Students are now accustomed to modern terrorism. Granted that modern terrorism and the vast threat it possesses is brought up, I have one more question.)  *If the lesson goes here:*  **Suppose a terrorist threat like this occurred in modern day Toronto, would you support an invocation of the War Measures Act? Why? (application, evaluation)**  (Once again, I would expect a variety of student responses depending on their view of terrorism, the police and military, and any violation of their rights and civil liberties. In effect, I want to get at how far do we go to quell the threat of terrorism. Perhaps draw similarities to USA Patriot Act post-9/11, which violated many rights and liberties guaranteed by the Constitution in the interests of national security.)  **Assignment/Group Work**  I will divide students into groups of five or six depending on class size using the numbered heads strategy in order to select groupings. Following this I will assign each group a set of memoirs written after the October Crisis. These memoirs are given to the students in the form of a handout. One set of memoirs assigned to each grouping. I will also assign a question sheet which allows the students to assess and evaluate the primary sources, looking specifically for bias and assessing its value as a source detailing the crisis. Students will be given extra time during next class to complete and present their findings to the class if necessary. All in all, I want students to both analyze primary documents and gain some sense of public opinion at the time. Thus far, the lesson was primarily concerned with content and events rather than a sense of what it meant to Canadians.  **Appendix #7-11**  <http://www.cbc.ca/octobercrisis/writers-memories.html>  Hand out **Appendix #12** – Group worksheet to accompany the memoir each group is assigned.  Students will work in groups to complete the worksheet and time permitting, it will be taken up before class ends or at the start of the next class. In taking it up, I will not ask students for the full responses on their worksheets, although the sheets themselves will be checked for completion. Rather, I will write the words October Crisis on the board and ask groups for their memoir subjects’ response or feelings towards the crisis. It will look something like a mind map, but I want to show students the diversity of opinion and reaction towards the October Crisis while also exposing them to the thoughts and feelings expressed in the other memoirs. I will also to some extent pound in the distinction between primary and secondary sources again, focusing on the value of primary sources in representing the human side of history and a sense of time and place that is often overlooked in secondary sources. The purpose of this activity is to get students to analyse primary documents and gauge some of the public response to the October Crisis at the time. Also I feel that this works best in groups as it limits the need for students to read multiple memoirs. Also, to this point the lesson had been very teacher and media oriented. I felt that this would differentiate the learning process and appeal to those who fared best working collaboratively. |
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| Lesson Wrap-up: ***Consolidation and Connection*** |
| **Stage 6 - CLOSURE**  Inform students that the group activity, if incomplete, will be finished and taken up at the start of the next class with a quick debrief. Also inform students of their homework, a brief role playing assignment that mirrors the memoirs they were asked to read in groups. This assignment will further hammer home the focus question of whether the October Crisis warranted the War Measures Act. I will also inform them that more memoirs and videos detailing the October Crisis are available online at www.cbc.ca granted they are interested in delving deeper into it or require a guide for their own brief reflection/memoir. |
| **– PREP/Hwk**  For homework, I will assign each student a role playing assignment in which they write a paragraph in the shoes of someone living in Montreal during the October Crisis. Using the memoirs and focus question as a guide, students are to write a very brief reflection about life under the War Measures Act, ultimately revealing their own personal feelings towards its enactment. The assignment is to be handed in at the beginning of the next class. |

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| Planning Considerations: |  |
| Accommodations/Special Needs:  Projector for notes/timeline  Laptop or television/DVD player for videos | Lesson Assessment: (include formative) |

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| Teacher Reflection on Lesson: *Written after the Micro-Teaching* |  |
| Aspects that worked:  I felt that the G20 comparison worked and might even work better in a grade 10 class. The videos are fantastic resources, but there were technological difficulties. I also feel as though the questions, despite my inability to get to most of them are good questions scattered across the spectrum of Bloom. Assessment for learning should work to my advantage as I can gauge whether students know enough background to fully understand the October Crisis. | Changes for next time:  Perhaps calm down a little, I was a little nervous seeing as I had not taught in close to a year. I also feel that besides the questioning, I must involve the class a little more. Have media ready to go as there were technical difficulties. Also I feel as though I tried to put too much into this lesson and did not plan for distractions, discussion or segments going over the suggested length. Homework requires internet access, although I feel that it is good homework, I feel it is discriminatory although access to the internet is available and libraries and schools. Some students I have taught do not have internet access and it impedes them. |

***Appendix #1***



***http://www.hiphopcanada.com/2010/06/g20-summit-protest-images-and-industry-opinions-newsphotos/***

***Appendix # 2***



***http://www.crimethinc.com/blog/2010/09/03/overview-toronto-g20-legal-fallout/***

***Appendix # 3***



***http://123nonstop.com/pictures/Action:\_The\_October\_Crisis\_of\_1970***

***Appendix #4***



**http://www.cfi-icf.ca/index.php?option=com\_cfi&task=showevent&id=58**

**Appendix #5**

**Timeline of October Crisis**

**October 5**: Two members of the FLQ kidnap British Trade Commissioner James Cross from his house, which was followed by a communiqué to the authorities outlining the kidnappers' demands. Their demands included the exchange of Cross for a number of convicted or detained FLQ members, and for the CBC to broadcast of the FLQ Manifesto.

**October 8**: Broadcast of the FLQ Manifesto in all French- and English-speaking media outlets in Quebec.

**October 10**: Members of the FLQ kidnap the Minister of Labour of the province of Quebec, Pierre Laporte.

**October 13**: Prime Minister Trudeau is interviewed by the CBC about the increasing police and military presence in Montreal. When Trudeau was asked how far he would go with respect to the FLQ kidnappings he responded famously, ‘Just watch me’.

**October 15**: The Government of Quebec calls for the intervention of the Canadian army as a response to the situation, which is spiralling out of control as students and separatists hold rallies supporting the FLQ at the University of Montreal. All three opposition parties, including the sovereigntist Parti Québécois agree with the decision.

**October 16**: Quebec Premier Robert Bourassa requests that the government of Canada grant the government of Quebec "emergency powers" that would allow them the rights of arrest and detainment previously unheard of within Canada. This call resulted in the implementation of the **War Measures Act**, which granted wide-reaching powers of arrest to police. These measures took effect at 4:00 a.m. That morning, Prime Minister Trudeau announces the imposition of the War Measures Act.

**October 17**: The FLQ announces that hostage Pierre Laporte has been executed. He was strangled to death, and his body discovered in the trunk of a car abandoned near Saint-Hubert Airport, just outside Montreal.

**November 6**: Police raid one of the FLQ’s safe houses. Although several members escaped the raid, Bernard Lortie was arrested and charged with the kidnapping and murder of Pierre Laporte.

**December 3**: After being kidnapped and held hostage for roughly two months, British Trade Commissioner James Cross is released by the FLQ terrorists after negotiations with police. The five kidnappers, Marc Carbonneau, Yves Langlois, Jacques Lanctôt, Jacques Cossette-Trudel and Louise Lanctôt, are granted safe passage to Cuba by the government of Canada in co-ordination with Fidel Castro.

**December 28**: The three remaining members of the FLQ responsible for the murder of Pierre Laporte still at large, Paul Rose, Jacques Rose, and Francis Simard, are arrested after being discovered in a small tunnel in the rural community of Saint-Luc. The three were arrested and charged with murder of Laporte.

**Appendix #6**

**Quiet Revolution - Put up on Projector**

- It is a period credited with the rise of Quebecois Nationalism. Some of this nationalism would ultimately manifest itself into both the politics of separatism and sovereignty, a movement that holds weight in Quebec to this day.

- The founding of the sovereigntist Parti Quebecois (PQ) in 1968 headed headed by Rene Levesque. Levesque’s attempts to protect the French language and Quebecois culture in Quebec would ultimately culminate in Bill 101. The PQ has since twice spearheaded unsuccessful sovereigntist referendums.

- There was a shift from the Duplessis era, one characterized by strong connections to the Catholic Church, to a far more secular approach.

- The provincial government nationalized electricity and made massive investments into healthcare and education. Significant for giving Quebecois more control over their own social and economic development.

- The Quiet Revolution ultimately marked a cultural shift in Quebec and a reformation of society.

**War Measures Act - Put up on Projector**

- The War Measures Act had only been enacted twice prior to the October Crisis, during World War I and World War II. It gave the government sweeping powers of arrest and detainment in times of war, invasion or insurrection.

- While in effect, the War Measures Act suspended the operation of the Canadian Bill of Rights, effectively rendering many of the civil rights of all Canadians void.

- The act made membership in the FLQ a criminal offence and banned political rallies and gave police the right to search and arrest without warrant.

- People could be held without charge for up to three weeks and without trial for up to three months.

- While the War Measures Act was in effect, around 500 people were arrested and held without charge under the Act’s provisions.

- At the time, an overwhelming percent of the population were in favour of its enactment.

- Critics argued that the suspension of civil liberties and the police state atmosphere in Montreal were not justifiable and warranted an over-reaction by the Trudeau and the politicians who had called for its enactment. The most notable critic was NDP leader Tommy Douglas, who famously quipped, “the government, I submit, is using a sledgehammer to crack a peanut’.

**Appendix #7**

## My Country Crying Out

## <http://www.cbc.ca/octobercrisis/2010/10/my-country-crying-out.html>

by ***Monique Proulx***Translated by ***David Homel***

In the fall of 1970, I was eighteen years old, a scrawny chrysalis furiously beating its wings to break free of its cocoon. I'd already experienced my first Réjean Ducharme novel, I'd watched in awe as the Grand Cirque ordinaire put on its show, I felt that something very important was in the works, and that soon I'd be part of it. The smell of revolution was in the air, especially at the very Marxist-Leninist College of Limoilou where, for the last year, I'd been learning how to play cards, smoke grass, put on plays and, from time to time, study a little literature. Politics was for guys: they shouted slogans in the College cafeteria and kept dragging us off to strikes and sit-ins. One day I would grasp the meaning of all that. But for the time being, I was caught up in my own revolution. In a few days, I'd be moving into the apartment I'd rented in the old part of Quebec City with my friend France, and I'd finally be leaving my parents.

What did I know about the FLQ before the fateful night of October 8, when their red-hot manifesto tore through our quiet villages? Not much, actually, not much that would have spoken to me. I knew they were hot-heads from Montreal, they might as well have come from another planet, they were fomenting revolution with means more virile than artistic: a few bombs here and there, add a kidnapping on top, a little sound and a lot of fury.

That night their manifesto was read on TV. Most of all, I remember the carefully sculpted head of the announcer Gaétan Montreuil, so terribly out of synch with the words he was forced to pronounce: big bosses, puppet government, a society of terrorized slaves, Trudeau the faggot... The words cutting and young, and Montreuil's look so starchy and out of date. The effect was striking. Amazement in my parents' living room; for them, watching the TV news was a religion. At the end of the manifesto, my father spoke up. "They're crazy," he said, but with a note of hesitation that could have passed for respect. I don't remember having felt, at the time, anything decisive. Maybe a perplexed kind of sympathy, since in my mind, everything revolutionary was all right by me. The roiling heart of the manifesto was easy to understand: the rich are our enemies, the English are rich, therefore the English are our enemies.

There was only one problem: there were no English in Quebec City.

The feeling of being far from Montreal, removed from the tumult, or was it a show, lasted several days. Even when a minister was kidnapped, when the airwaves were filled with images of torment, even when the unthinkable occurred and the War Measures Act was brought in by a frozen-faced Trudeau, Trudeau the faggot, for me everything was happening in that distant land known as Montreal. My war was here, in the middle of the boxes packed with my things, and my mother who interpreted my departure as an armed aggression.

And then, in Limoilou, I saw my first tanks. With real soldiers dressed in soldier clothes, who seemed to think that pointing real weapons in our direction was perfectly normal. As if we were criminals, dangerous elements, as if Limoilou was a den of seditious wolves, though we were so inoffensive, so modest in our wants, so 100 percent French. That's when I made the connection, and something began to burn in me that still burns. At the College cafeteria, the cries of outrage began to reach me. I didn't know what to think now, with the arrests of my brand-new brothers in Montreal, the demonstrations of solidarity, my leaving my parents' house, my mother's tears (what did we ever do to you, what did we do, for the love of...). Everything seemed to flow from a single source, a single vibrant momentum, the same lust for life. In my creative writing class, I wrote my own hot-headed poem: My country with cold wood in its eyes, my country crying out silenced by the gag... I had never spoken those words before, my country, I was sure I'd never even thought them, I knew I wanted an apartment but I didn't know I had a country.

Finally, a real Cause: a country to protect, perhaps, even, bring into the world, a cause that resembled my own flying forth from the cocoon, and I put all my energy into that flight. Neither poor Laporte's body stuffed into the trunk of his car nor my mother's tears would stop me or make me hesitate. I was marching forward with hundreds of thousands of others, with the young and pitiless energy of those who are moving into the future.

**Appendix #8**

## Memories from Georges-Hébert Germain

## <http://www.cbc.ca/octobercrisis/2010/10/memories-from-georges-hebert-germain.html>

by ***Georges-Hébert Germain***Translated by ***David Homel***  
  
In 1970, I was 25 years old, I had a good job and a pretty girlfriend who lived with her parents. But I hadn't joined the real world yet. I didn't read the newspapers, I didn't have a TV or a radio, and I didn't vote. With my friends, I went to see every rock band that came through town, I listened to British and American music, I read French Surrealist poetry and novels from bygone days. We lived in a charming tenement in a magnificently rundown neighborhood that's known today as Plateau Mont-Royal. Our dream bubble was perfumed by pot smoke and patchouli oil, culturally self-sufficient, on the edges of a world we no doubt looked down on a little, because that world was missing out, or so we thought, on what was most beautiful in life: the music we liked, the poetry we read, the drunkenness, love and *farniente* that we practiced so skillfully.

Then everything went wrong. Two of our heroes died. Jimi Hendrix in mid-September, and Janis Joplin two weeks later, on October 4. The kidnapping the next day of a British diplomat in Montreal, followed by that of a minister of the Quebec government a few days later, didn't upset anyone in our group. That wasn't our business; that wasn't our world.

My girlfriend's parents went on a trip, and I spent a few days with her in their big beautiful house, high on the Mountain. They had a TV and a radio and all the newspapers. When she answered the door, my girlfriend told me the government had imposed the War Measures Act, the Army would soon be occupying the city, and it was going to be awful. She was afraid. I probably was too. But I acted tough. "That's all right," I said. "Finally there'll be some action." I figured it would be some kind of party. I quoted Apollinaire: "God, how beautiful war is!" She accused me of being self-centered. We quarreled. Then we made love in front of the TV news, which was a first for me, and for her too, I think.

Two days later, when I came down from the Mountain, Pierre Laporte was dead. I took the last bus on the 11 line that starts out on the heights of Mount Royal, crosses Côte-des-Neiges and runs along the Camilien Houde drive, then drops down into the city, where I lived. I always remember that bus trip when I think of October 1970, the gentle tango of that old bus with me as the only passenger, the warm yellow light that filled the interior, the reflection of my own startled face in the windows that gave out onto black night.

I got out at the Mont-Royal subway stop. The streets were deserted. I went down Saint Hubert to Marianne, then Rachel. Not a soul. I remember the night was mild. At the ruelle Saint Christophe, near Duluth Street, some lights attracted my eye. A big truck was parked in front of a red-brick building along with police cars with their flashing lights. Through the open back of the truck, men were throwing books, papers, typewriters, clothes, knick-knacks and tools, in no particular order. The police had arrested some young people and handcuffed them, and now they were pushing them into their cars.

I moved closer and joined the small crowd that watched, worried and silent. I felt as if I were an intruder. And I was. That very night, I started to join the real world.

**Appendix #9**

## The Kidnapping

## <http://www.cbc.ca/octobercrisis/memory/souaid.html>

by Carolyn Marie Souaid

The maples were shutting down for winter, but I don't remember whether it was sunny or cloudy. There might have been one hydrangea still standing in the yard. After it happened, I thought about this: Had I opened my window and listened closely, really listened that morning, I might have heard those whiskered men pawing the streets like Dobermans. Stirring up trouble.

It was hamburger and fries night, Mum searing the meat patties, oven fan going full blast. The house so smoky you could barely make out the brown and orange flowers of the kitchen wallpaper. Bugs Bunny had just ended and my kid brother was whining while I set the table, folding napkins and lining up bottles of mustard and relish. I loved the absolute heat and comfort of the moment, the knowledge that as long as I lived in this house I was protected and loved. A scuffed-up radio tuned to CJAD played a tinny commercial before the airwaves filled with the solemn news: Pierre Laporte had been abducted.  
   
Lots had been going on these days, that much I knew.  At eleven, you start developing a sixth sense. I'd noted curious changes in my mother. She was different. Not the mum who'd campaigned hard to get the new prime minister elected. Or the bubbly one who welcomed hoards of door-knocking visitors the summer of Expo. Now, ashtrays around the house were filled with her half-smoked cigarettes. She forbade us from playing with kids whose parents called the French "Frenchies."

Earlier in the week, she'd made a bold pilgrimage to a sketchy household to rescue my brother who'd been kidnapped, tied to a basement post, and whipped by a pair of delinquent boys. "It's nice to see them all playing together," the oblivious mother mused, a heap of laundry in her arms. When they got home, Mom ripped into him about his poor sense of judgment, and then collapsed into bed with a hot compress over her head.

We never did sit down to eat together after the special broadcast. The radio got switched off and our house fell silent, except for the charred remains of an onion still sputtering in the pan.  It was like the tremendous emptiness after that booming voice of the Emergency Broadcast System during Saturday cartoons, scaring the little hairs straight up off my spine. It always seemed to be "just a test" and now, well ... this was the real thing: Darkness had finally descended on our town.   
   
How could a man get picked off his lawn in plain view, and at gunpoint, I thought. This was St-Lambert; this wasn't Montreal. We were neighbourly.  And if it happened to someone's Dad, couldn't it happen to anyone's?

The police could surely use my help. I scribbled down the make and colour of the suspects' vehicle, the plate number, every detail they had read on air.  I phoned my friends and we gathered in the October moonlight to stand watch for the kidnappers, every passing car suspect.

But Mum yelled after us, face twisted into an expression I hardly recognized. Tonight, there would be no silliness, none of my half-baked ideas.  It would be a quiet night-- then straight to bed. Dessert best left for another time.

**Appendix #10**

## Plunged into history

## <http://www.cbc.ca/octobercrisis/2010/10/plunged-into-history.html>

by ***Elaine Kalman Naves***

I'm not especially proud of my one clear memory of the October Crisis.   
  
I was riding the 165 bus north on Cote des Neiges on my way home at the end of the day, after the War Measures Act had been passed. These were still the old style bug-like brown buses labouring up the hill with difficulty even when it wasn't winter.   
  
I believe the soldiers got on at the Montreal General--but I can't swear to that. There were four or five of them, in khaki, guns slung over their shoulders. They stood in a clump at the front, their bearing erect, their faces stern. They were very young, maybe even younger than me.  
  
Outside it was pouring. The boys brought with them an eery silence broken only by the rhythmic thud of the windshield wipers.  
  
My heart thumped along in unison. By their presence, the soldiers underlined the danger we were in. Yet they were there to pull us back from some historical precipice.  
  
I was on familiar terms with history. I worked at an historical research centre called the Centre d'Étude du Québec at Sir George Williams University. We were compiling a parliamentary record for the 1840s before such reporting was standard. Important members of the legislative assembly had participated in the rebellions of 1837 and I sympathized with their cause.  
  
I wasn't yet 23 when the October Crisis began but I'd also lived through some history myself. As a child, exactly 14 years earlier in 1956, I had watched Soviet soldiers in tanks rolling through my Budapest neighbourhood. They were the enemy. Hungarian Freedom fighters firing at them from close range positioned themselves by my house. In the basement shelter I quaked at each deafening blast of the cannon. At night I wet my pants.  
  
Now all over again we were being plunged into history. This was history as it was in '56, not in books or on microfilm. Two prominent hostages. Manifestos read on radio, printed in newspapers. The prime minister declaring a state of apprehended insurrection.  
  
My other memories of the October crisis are fuzzy--shadowy images culled from the media, and, anyway, where does memory end and the mind's embellishments begin? Did I see Pierre Laporte's body stuffed into the trunk of a car on television or in the papers? The gold chain with the religious medallion used to strangle him--I couldn't possibly have laid eyes on it--yet that's a detail I recall.  
  
But this part is crystal clear: I was awfully glad to see those soldiers at the front of the bus. They were there to protect me and the way of life my family had come to Canada for. And what do I feel now?  
  
With hindsight, regret.  
  
I wish I'd been braver and smarter. I wish I'd at least asked myself whether bringing in the army might be overkill. I wish I'd been more troubled by potential abuses. At the time, I was a card-carrying member of the NDP, yet I believed that David Lewis and Tommy Douglas, who opposed the War Measures Act, were wrong. They weren't going through what Montrealers were in 1970. They didn't feel the pounding of my heart.

**Appendix #11**

## October 1970

## <http://www.cbc.ca/octobercrisis/memory/behrens.html>

by Peter Behrens  
I spent the summer of 1970 constructing an historically-accurate diorama of the battle of Normandy, in 1/72 scale, with thousands of very small infantrymen, and hundreds of scale model tanks, jeeps, trucks, artillery pieces and airplanes. I remember stealing the sand for my Normandy beaches from a playground sandbox in a park on Lansdowne Avenue.  
  
Now I see that summer as a late chapter in childhood. After all, I was still playing with toys. But it was also an early chapter in adulthood. Constructing the Normandy battlefield was confronting history, trying to understand something that had really happened and that I had no personal experience of.   
  
When the soldiers appeared in Montreal that fall, I was fascinated with their uniforms, their weapons, most of all their vehicles. I loved those army trucks and jeeps.  
  
My uncles had been officers in the Canadian army during WWII. Two of them had fought at the Battle of Normandy, where at least 2 Montreal militia battalions---the Black Watch & le régiment de Maisonneuve had been heavily engaged during the summer of 1944. The war (and especially that Battle of Normandy summer) had been a defining experience for many of the adults around me. My uncles were still in their forties in 1970, and they judged men of their generation by what they had done during the war. Some of them didn't think much of Pierre Trudeau because he had sat out the war. René Lévesque, on the other hand, who'd been a war correspondent, had at least worn a uniform, even if it was an American uniform.  
  
It didn't really fit our idea of Canada, to see soldiers in our streets. Just because my uncles had served in the army didn't mean they had much respect for it, especially the regular peacetime army. One uncle who'd fought as an anti-tank officer in Normandy, used to say to me, "Any day not in the army is a good day." Like most veterans who had spent time at the sharp end of WWII, he knew what a clumsy, cruel, blundering machine an army could be.  
  
For the first week of the Crisis, a soldier was posted on our street, I think because two foreign diplomats--the Portuguese and Columbian consuls--lived on the block. I don't know who thought the FLQ might be interested in kidnapping the Portuguese or the Columbian consul, but the soldier was gone after a week.  
  
Did I feel the army was there to protect me? No. From whom? I never felt vulnerable.   
  
Did I feel my personal freedom threatened? By the army, or by the terrorists? No. I had no awareness that personal freedom could be lost. Freedom was like the air, it had always been there, and always would be. I never felt vulnerable. We were so spoiled, in Canada. My generation. The things we took for granted.  
  
On Sundays my father and I walked our scotch terrier in Mount Royal Park, where a platoon of soldiers were guarding the CBC tower near the top of the mountain. I watched them riding jeeps through those October woods, and it almost made me want to join the army--just to have the chance to drive a jeep over Mount Royal.  
  
I never spoke to a soldier, and stopped noticing them after a while. I started going to parties that fall, "mixed" parties as they were called, with girls. Around Hallowe'en I danced with a girl for the first time, held a girl in my arms, smelled her hair, etcetera, and after that my attention swung away from jeeps and trucks and soldiers, toy and real.

**Appendix #12**

October Crisis Worksheet

Names of Group Members:

Questions

1) Is the document a primary source? What, if anything, does it reveal about the October crisis?

2) What does the author seem like? Do their memoirs reveal anything about what kind of person they were?

3) What insights does the author give about the October Crisis, the FLQ or the Military presence following the enactment of the War Measure Act?

4) Is there any detectable bias in the memoir? Where does the author stand?

5) Overall, in a sentence of two, summarize the authors’ personal response to the October Crisis.

**Appendix #12 Answers**

1) Is the document a primary source? What, if anything, does it reveal about the October crisis?

Each document is a primary source as it is a recollection in the authors’ own words. Each document reveals the authors’ viewpoints on the Crisis as well as insights into their own lives and society at the time. It varies for each author, but there seemed to be a common thread in each that seemed to convey a sense of shock and bewilderment that such a thing was happening in Canada.

2) What does the author seem like? Do their memoirs reveal anything about what kind of person they were?

Once again it is different for each author. The point here being to gather what we can about the author and their biases through small windows into their life. Many seemed to be youth, students or young adults.

3) What insights does the author give about the October Crisis, the FLQ or the Military presence following the enactment of the War Measure Act?

As far as content goes, the authors have very little to say or add about the events or reasoning behind them. The authors each present a different view about what it felt like to be there in that time and place. As well, their reactions can be counted as public opinion. If anything, the answers here will vary again according to author, but their insights are a counterpoint to straight facts, they flesh out the society and what it felt like in that time and place.

4) Is there any detectable bias in the memoir? Where does the author stand?

Based on their answers to question 2, this is where they analyze who that person was and why they may have felt the way they did. Again, it will vary depending on the subject, but this is where the students not only analyze the document but analyze the motives and opinions of the person who wrote it.

5) Overall, in a sentence of two, summarize the authors’ personal response to the October Crisis.

Again the answers will differ depending on subject, but the general response seemed to be a sense of shock and disbelief that soldiers lined the streets, that a terrorist organization had kidnapped prominent politicians and had their rambling manifesto broadcast on the CBC. This is a way to gauge public reaction and try and get students in the mindset of someone living through this crisis.