

Films descriptions

Carnival in Québec

This colourful archival record of Québec City's Winter Carnival shows that many popular events of today—pageants, parades, boat races, folk dancing, fireworks and torchlight skiing—were also favourites 50 years ago.

Direction: Jean Palardy

Written by: Raymond Garceau

Photography: Jean Roy

Music: Robert Fleming

Written by: Marcel Martin

Producer: Roger Blais

Production: 1956

Running time: 11 min 18 s

The Calèche Driver

A tongue-in-cheek archival film documenting a day in the life of a veteran horse-drawn carriage driver. Though the tourists that flock to the historic avenues of the Old City have changed considerably, the Old World charm of Québec City is timeless.

Direction: Raymond Garceau

Photography: Walter Sutton

Commentary: Anne Hébert / Len Forest

Producer: Guy Glover

Production: 1953

Running time: 8 min

Dreams of a Land

Animated drawings illustrate the life and explorations of Samuel de Champlain, founder of Québec City. The film follows Champlain from his first ambitions to map the New World and discover a passage to the sea, to his later dreams for New France.

Directed, Designed and Animated by: Robert Doucet

Written by: Eunice Macaulay

Music: Alex Pauk

Photography: Jacques Avoine

Producer: Eunice Macaulay

Production: 1989

Running time: 8 min 8 s

My Park, My Plains

Created to mark the centenary of the National Battlefields Commission as part of Québec City's 400th anniversary, this film blends archival images and original footage to convey the major historical moments and the many uses of the Plains of Abraham over the years.

Written and directed: Carole Laganière

Director of photography: Philippe Lavalette

Music: Christian Clermont

Producers: Jacques Turgeon / Anne-Marie Rocher

Production: 2008

Running time: 15 min

Forever Quebec

Director Jean-Claude Labrecque captures the Québec City of his childhood in this love letter to his home town, which is still a beacon of French culture in North America today.

Written, filmed and directed: Jean-Claude Labrecque

Co-written: Francine Laurendeau

Original Music: Jorane

Production: National Film Board / Productions Thalie

Producers: Yves Bisailon - Christian- Medawar - Colette Loumède - NFB / Yves Fortin -
André Mailly -Productions Thalie

Production: 2008

Running time: 53 min

The Fate of America

Two well-known Quebec artists, a filmmaker and a playwright, look at various aspects of the story of the Battle of the Plains of Abraham. Whose version should prevail? Is history best served by documentary or fiction?

Director: Jacques Godbout

Written by : René-Daniel Dubois / Philippe Falardeau / Louise Leroux

Photography: Jean-Pierre Lachapelle

Music: François Dompierre

Producer: Éric Michel

Production: 1996

Running time: 81 min 28 s

Samuel de Champlain (Québec 1603)

Footage of Québec City locations and the artwork of well-known Quebec animator Frédéric Back are used to tell the tale of Champlain's life in New France – from his first explorations and settlement to his death in 1635.

Written and directed: Denys Arcand

Photography: Bernard Gosselin / Gilles Gascon

Illustrations: Frédéric Back

Music: Le Quintette de cuivres de Montréal / Kenneth Gilbert

Producer: Fernand Dansereau

Production: 1964

Running time: 14 min 43 s

Madwoman of God

This documentary explores the life and accomplishments of Marie de l'Incarnation, a nun who founded the Ursuline convent in Québec City in 1639. A personal portrait of this enigmatic figure is created through her letters, the views of historians, and brilliant dramatizations by actor Marie Tifo.

Director: Jean-Daniel Lafond

Written by: Jean-Daniel Lafond

Director of photography: Michel La Veaux

Music: Louise Courville

Producers: Yves Bisailon / Johanne Bergeron

Production: 2008

Running time: 76 min 30 s

Walls of Memory

A wealth of archival images offers a glimpse into Québec City's social history in this tribute to French Canada's first classical college, the Seminary of Québec.

Written and directed: Léonard Forest

Photography: Jean-Claude Labrecque

Music: Claude Champagne / Pierre Mercure / Roger Matton

Producer: Marcel Martin

Production: 1964

Running time: 27 min

Teacher's guide

Lesson plan prepared by Aline Brault, Matthew Johnson, Anne Taylor - Education consultants

Elementary-Intermediate Level: Grades 3-8

Québec City, A Vibrant Community

All communities have a unique history derived from their geography, resources, climate and people. These films introduce students to Canada's first colony and highlight the various factors that go into making a community—both in early Canadian history and in our own lives today.

Theme 1: Canada's First European Community

Learning objectives: Students will learn about Champlain's contributions to the early explorations of Canada, the role played by First Nations peoples, why the city of Québec was built where it is and the factors that allowed the city to flourish (Grades 3-8).

Films: *Samuel de Champlain (Québec 1603)* (15 min)

***Dreams of a Land* (8 min)**

Before viewing

- Use photos and maps to hypothesize about what features of the physical site attracted settlement in the 1600s.
- Research Champlain's contributions to: i) exploration and cartography, ii) introducing the New World to France, iii) relationships with the First Nations, iv) the founding of Québec City.
- Divide the class into two groups, one viewing *Samuel de Champlain*, the other *Dreams of a Land*. Then switch the groups. As both groups are watching their second film, have students do the viewing exercises below.

While viewing

- Ask students to notice the geographical and physical features of the present-day city and imagine their original advantages.
- Have students work in groups to record examples of Champlain's contributions to early Canada.

After viewing

- Have all groups compile their information, organizing it into the four categories of contributions noted above.
- Discuss the differences between the two films and their effects on viewers. Which film did students learn more from? Which did they prefer? Why?

Extension activity

Have students research some people or groups who have contributed to their local community. Who most deserves to be remembered in history?

Web site: <nfb.ca/tribute-quebec>

Have students take the multiple-choice quiz on either film, available at <nfb.ca/tribute-quebec/quiz>.

Theme 2: Communities Share Spaces and History

Learning objectives: Students will learn about the importance of preserving our heritage and of the value of public spaces (Grades 6-8).

Film: *My Park, My Plains* (15 min).

Before viewing

Discuss how people use public spaces. What are the criteria of a well-used public space? Identify such places in your own community. Do any of them have a historical or social significance?

While viewing

Ask students to note the various ways that communities have used National Battlefields Park, on the Plains of Abraham.

After viewing

Divide students into teams, and have them design a public park for their community. The design should include a monument or plaque commemorating an important person or event. (For an illustrated map of National Battlefields Park, see www.ccbn-nbc.gc.ca/ccbn_img/photos/Planduparc-2008-A-CCBN.pdf.)

Extension activity

Have students research another park—national, provincial or local—dedicated to an historical event or person. (An online search for “Designations of National Historic Significance of Canada” may be helpful.)

Web site: <nfb.ca/tribute-quebec>.

Have students take the multiple-choice quiz on the film, available at <nfb.ca/tribute-quebec/quiz>.

Theme 3: Communities Celebrate Their Past Together

Learning objectives: Students will learn how public festivities, such as Québec's Winter Carnival, are an expression of a community's history, geography, climate and cultures (Grades 3-6).

Film: *Carnival in Quebec* (11 min)

Before viewing

Québec City's first winter carnival was celebrated in 1894, but was interrupted by world wars and the Depression. In 1954, the event was reborn. As a class, list which winter activities might be included in this 1956 film. How might Carnival activities have changed today?

While viewing

Have students note the various activities shown in the film, particularly those relating to Québec history. Ask them to note what strikes them as different (fashion, sports gear, etc.).

After viewing

- Discuss the students' findings, and compare the new list to the first one. Are there any surprises? Were any activities missed?
- Ask a few students to check online to see what other activities are now part of the Québec Winter Carnival. (Examples might be the snow bath, the soapbox derby, snow rafting, etc.) Alternatively, download and distribute the Carnival map and photos, and have students compare today's activities with those of half a century ago.
- Ask students to consider how the Carnival might change in another fifty years.

Extension activity

In teams, students may design a festival for their own community, drawing on its own history and geography. Have them create a brochure to advertise the event.

Web site: nfb.ca/tribute-quebec

Have students take the multiple-choice quiz on the film, available at nfb.ca/tribute-quebec/quiz..*

* All the DVDs listed here are available online at nfb.ca/tribute-quebec, where students may consult them again if they wish to improve their scores. Or, teachers can download and print the quizzes and answer sheets for classroom use.

Secondary Level: Grades 9-12

Québec City, A Resilient Community

These films explore the concepts of history, identity and continuity, as seen through the lens of Québec City—Canada’s first colony and North America’s oldest European-settled city.

Theme 1: The Legacy of Champlain:

New France and the making of Canada and Quebec

Learning objectives: Students will learn how the founding of New France influenced the development of the province of Quebec and ultimately all of Canada—and continues to do so today. Students will consider the roots of the “two solitudes” of Canadian society (Grades 9-10).

Films: *Fate of America*, Chapters 1 (25 min) and 2 (30 min); *Samuel de Champlain* (15 min); *Walls of Memory*, Chapter 2 (6 min 30 s); *Madwoman of God*, Chapter 2 (10 min); *Forever Quebec*, Chapter 1 (19 min 30 s).

After viewing

Topics for discussion may include the following:

- *The Fate of America*: How do English-Canadian and French-Canadian views of the Battle of the Plains of Abraham differ? What might be some reasons for this?
- *Samuel de Champlain*; *Fate of America*: How do we remember our heroes in Canada? Is there an attitude difference between English Canada and Quebec?
- *Samuel de Champlain*; *Madwoman of God*: What role did First Nations peoples play in the early history of Québec? What were the various attitudes of French explorers and settlers towards First Nations peoples?
- *Walls of Memory*; *Madwoman of God*: What role did the Catholic Church play in the development of New France and Québec City? What were some of the different approaches that it took in adapting to the New World?
- *Walls of Memory*; *Forever Quebec*: Québec still preserves its French identity, even though it became part of the British Empire in 1759. What are some reasons for this? Do you think its “distinct society” will endure?

Extension activity

Compare the War Museum’s virtual exhibit on the Battle of the Plains of Abraham (http://www.warmuseum.ca/cwm/index_e.aspx?DetailID=18548) with an individual soldier’s account of the same conflict (<http://www.militaryheritage.com/quebec1.htm>). How do the two pictures of the battle differ? Which do you think is more valuable to historians and why?

Web site: <nfb.ca/tribute-quebec>.

Have students take the multiple-choice quiz on one or more of these videos/chapters, available at <nfb.ca/tribute-quebec/quiz>.

Theme 2: The Persistence of History: shadows of the past in Québec City

Learning objectives: Students will learn about the relevance of history to the present day, using Québec as an example of a city with multiple layers of past eras (Grades 11-12).

Films: *Fate of America*, Chapter 2 (30 min); *Walls of Memory* Chapters 1, 2 and 3 (each 6 min 30 s); *Forever Quebec*, Chapter 2 (32 min 30 s)

After viewing

Topics for discussion may include the following:

- *Fate of America*: The Battle of the Plains of Abraham has been described as “the founding myth of Canada.” Why? Do you agree? Does English Canada have any similar myth(s)?
- *Fate of America*; *Walls of Memory*: How important is history to a society’s identity? How important is it to preserve the physical traces of a nation’s history? Is it possible for a people to exist without a sense of its history?
- *Fate of America*; *Walls of Memory*; *Forever Quebec*: It has been said that “history is the imaginary dimension of a people.” Which do you think is more important to culture and society: an accurate record of past events or a shared emotional sense of the past?
- *Walls of Memory*; *Forever Quebec*: Compare the portrayals of Québec City in different eras in these two films. Which elements have remained the same over time? Which have changed? Has the essential character of the city changed?

Extension activity

View the online CBC report on the roots of modern Québec City ([www.cbc.ca/video/popup_eurovision.html?http://www.cbc.ca/montreal/media/video/newsatsixmontreal/20080703qc4002.asx](http://www.cbc.ca/montreal/media/video/newsatsixmontreal/20080703qc4002.asx)). Why is Québec described as the birthplace of North America? How are present-day Québécois connected to the settlers of Champlain’s time? Why was New France’s original population so small and how did this affect the development of Québec? How has the province been able to preserve its history more than other North American societies?

Web site: <nfb.ca/tribute-quebec>.

Have students take the multiple-choice quiz on one or more of these films/chapters, available at <nfb.ca/tribute-quebec/quiz>.

Theme 3: “City of Seasons”: 400 years of life, leisure and art in Québec City

Learning objectives: Students will learn about social history through the study of cultural continuity and change in Québec. Students will understand the different roles the same city area can play as times change, and how a society’s needs can shift as its environment changes (Grades 9-12).

Films: *Walls of Memory*, Chapter 3 (6 min 30 s); *My Park, My Plains* (15 min); *Forever Quebec*, Chapter 2 (32 min 30 s)

After viewing

Topics for discussion may include the following:

- What factors determine how parts of a city are used by its inhabitants? How might an area be used for different purposes over time? (Points to consider: population growth, war, climate change, natural disasters, new technologies, the changing economy, etc.)
- Do you think it’s appropriate for a former battlefield to serve as a public park—a venue for leisure and entertainment?
- What do you think determines the essential character of a city? Which factors—physical, cultural or historical—do you think are most important?
- In determining a city’s character, which is more influential: conscious choices made by city planners or the organic development of a city by its inhabitants?

Extension activity

View an online map of Québec City in 1759 (<http://rumsey.geogarage.com/maps/g4796002.html>), overlaid by a modern map. (Click “Transparent Map” to see both views at once.) How has the city changed? Which areas still have their original functions, and which uses have changed?

Web site: <nfb.ca/tribute-quebec>.

Have students take the multiple-choice quiz on one or more of these films/chapters, available at <nfb.ca/tribute-quebec/quiz>..*

* With the exception of *Forever Quebec* and *Madwoman of God*, all the films listed here are available online at <nfb.ca/tribute-quebec.> and students may consult them again if they wish to improve their scores. Alternatively, teachers may download and print the quizzes and answer sheets to distribute to the class.