Canada from 1945-1982

COURSE: Canadian History Since World War 1 (CHC2D)

SPECIFIC EXPECTATION(S) EXPLORED:
D1.4 describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland’s joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; the 1969 White Paper; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms; the establishment of Environment Canada), and assess their significance for different groups in Canada.

D1.5 analyse the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period (e.g., unemployment insurance, family allowance, Medicare, the Canada and Quebec Pension Plans, old age security, social assistance)

ABSTRACT:
Have students explore the period between the Second World War and the Constitution Act of 1982. Within this period, students will be able to understand the significance of political and governmental events as well as the impact such events had on the lives of Canadians. Moreover, students will be able to understand the creation of key social welfare programs that were created and expanded during this period and explain their significance. In order to do this, students will look at evidence, continuity and change, cause and consequence, the ethical dimension as well as the significance and historical perspective of these specific events.

KEYWORDS:
Evidence; Continuity and Change; Cause and Consequence; Ethical Dimension; Historical Perspective; Significance; Primary Sources; Canada 1945 to 1982; Newfoundland 1949; NATO; Canadian Bill of Rights, Peace Keeping, Expo 76; Gouzenko Affair; Bill 101 1977; Terry Fox; Suez Canal; Tommy Douglas, Medicare, Cuban Missile Crisis, War Measures Act; October Crisis; White Paper; Multiculturalism Act, Quebec Referendum; Official Languages Act; Trudeaumania; Canadian Charter of Rights and Freedoms; Jean Lesage; Lester B. Pearson; Louis St-Laurent; John Diefenbaker; Rene Levesque; Pierre-Elliot Trudeau; Pierre Laporte; Robert Bourassa; Maurice Richard; Laura Sabia; Maurice Duplessis; “La Grande Noirceur”; Quiet Revolution; Union Nationale; Masters in Our Own Home; FLQ; Separatist Party; Royal Commission on the Status of Women; Korean War; Mouseland; Vive le Quebec Libre;

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: EVIDENCE

LESSON #: 1

TITLE: Scanning the times, 1945-1982

OVERVIEW: In order to obtain a better understanding of this period, students explore events throughout the period that have had lasting legacy. At the end of the first class teacher should invite students to bring their devices (cell phones, tablet or computer) with them for the following class. This lesson will provide students with the necessary background knowledge to successfully and confidently participate in the following 5 lessons.

Learning Goals:
- Students will gain an understanding of how this period was marked by insecurity/security, justice/injustice, and disunity/unity through primary and secondary sources.
- Students will gain experience drawing information from primary sources, as well as being able to find pertinent information from secondary sources in limited time frames.

LENGTH: This lesson will take two 75-minute periods to complete

MATERIALS:

1. Primary Source Documents (PSD 1.1 / PSD 1.2)
2. Black Line Masters (BLM 1.1 / BLM 1.2 / BLM 1.3 / BLM 1.4)
3. Chart paper and markers. (10-15 sheets, depending on class size)
PLAN OF INSTRUCTION:

A) Period 1:

Step 1: Warm up (10 minutes)
Teacher will provide a personal story, of a time in their life that was defined by two very different themes. For example, a good option would be a story from adolescent years, when it was a time marked by growth and decline - perhaps because technically graduating from high school is growing, but life was declining in a way because you weren’t quite ready to make big life decisions yet. So in result you kept making poor decisions that made it feel inside that you weren’t ready to grow at all. Try and find an example from your own life, or a friend or family members that students might relate to - that proves how one period of time can be marked by two opposite themes all at once. Then offer space for open discussion if any students have ideas to share.

Step 2: Discussion (25 minutes)

1. Students will activate any prior knowledge of the time frame by completing a KWL chart (see BLM 1.1). Students will begin by filling in their own with any information they already know about the time period.
2. After 5 minutes, teacher will pair up students (try and pair one stronger student with one weaker student). In pairs they will share any ideas they had on their sheet, teaching the other student what they know already.
3. While pairs are sharing ideas, teacher creates a large KWL chart on large section of the whiteboard/chalkboard at the front of the room.
4. After 5 minutes of sharing in pairs, students will be encouraged to come to the front of the room and write down one or two points from the work they did with their partner.
5. Teacher should collect all completed KWL charts, they can be used to alter any of the following lessons should you find students already know a lot about a topic, or if you realize they no very little about something specific.

Step 3: Modeling (10 minutes)
Teacher will use the example of Bill 101 to explain how to draw information from a source. Have a section of the document on a projector (see PSD 1.1)

Teacher will model finding out information needed for filling in chart such as BLM 1.2

Step 4: Guided Practice (30 minutes)

1. Students will then be presented with the two sources available to them and they are encouraged to find a spot in the room to either read through one of them individually, or with a partner. (PSD 1.1 & PDS 1.2)
2. Teacher will explain that with each source, they are to collect as much information as they can. They will be encouraged to use this chart, (BLM 1.2) as a visual organizer for their ideas. They will continue to fill in this chart in the activity on the second day.
3. After 15 minutes, students will switch documents with someone who has the other document.

B) Period 2:

Step 5: Modeling / Instructed Activity (50 minutes)
Teacher will explain how the carousel activity will work.

- Chart paper is placed on the walls around the room, each with a topic (see BLM 1.3).
- Students will work in groups of 2-3, traveling around the room adding information in regards to one of the W’s for each topic. They will do this using secondary sources such as their textbook resources in the classroom if they wish, but they will be encouraged to use devices to explore online secondary sources. There will be four, five minute rotations so hopefully enough information will be able to get recorded to each topic within those four rotations. [this means not every group will get to contribute to every topic - if you have the time, you could allow for that, but after four groups work on one topic, they will have likely come up with all necessary information]
- Once the inquiry part of the carousel has been completed, students will move at their own pace around the room, recording information for their notes (BLM 1.2). Students are encouraged during this part of the carousel to ask each other questions as well as to the teacher as they rotate through the topics.

This process allows students work in groups using primary evidence to construct their own knowledge. This will also allow students to make connections, question themselves and the learning process.

Step 6: Sharing / Discussing / Teaching (25 minutes)
Present students with the second chart (BLM 1.4). Explain to students that they will need to organize the information they have for the topics into this chart. Refer back to the warm up section when you talked about how periods of time can be marked by opposing themes. Provide any additional clarification on what these terms mean and examples if necessary. Give students time to reflect, and make connections on their own.

ASSESSMENT:
All assessment through this first lesson are formative. The teacher will be able to assess student understanding from their KWL chart responses, their participation on the carousel activity as well as from their independent note taking via handouts.
APPENDICES:

1. **Primary Source Documents:**
   - PSD 1.1 Bill 101, 1987
   - PSD 1.2 “The communist threat to Canada”, 1945

2. **Black Line Masters:**
   - BLM 1.1 KWL Chart
   - BLM 1.2 Note taking chart
   - BLM 1.3 Topics for carousel activity
   - BLM 1.4 Theme organizing chart
COURSE: Canadian History Since World War 1 (CHC2D)

SPECIFIC EXPECTATIONS:
D1.4 describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland’s joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; the 1969 White Paper; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms the establishment of Environment Canada), and assess their significance for different groups in Canada.

D1.5 analyse the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period (e.g., unemployment insurance, family allowance, medicare, the Canada and Quebec Pension Plans, old age security, social assistance)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: HISTORICAL PERSPECTIVE

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: EVIDENCE

LESSON #: 2

TITLE: Important Canadian Figures from 1945-1982

OVERVIEW: In order to obtain a better understanding of this period, students will research a prominent Canadian and determine their role in politics and society during the period. This will build on the information and knowledge acquired in Lesson 1. After researching the individual, students will need to embody the personality and share information with their peers in a “speed dating” activity.

LEARNING GOALS:
- Students will be able to understand the important events of the period through the discovery of political and social figures.
- Students will be able to put events and important these Canadians into historical context
- Students will use inquiry and evidence research to build an understanding of the individual.

LENGTH: This lesson will take two 75 minute periods to complete.

MATERIALS:
1. Primary Source Documents (enough copies for each student to have 1 source)(PSD2.1, PSD2.2, PSD2.3, PSD2.4, PSD2.5, PSD2.6, PSD2.7, PSD2.8, PSD2.9, PSD2.10, PSD2.11, PSD2.12)
3. Black Line Masters (photocopies necessary) (BLM2.1, BLM2.2, BLM2.3)

**PLAN OF INSTRUCTION:**

**A) Period 1:**

**Step 1: Warm up/ Activate Background Knowledge (15 minutes)**
- Recap information gained in the previous lesson, brainstorming what general events happened during this period of time.
- Have students recall any significant Canadians they came across during their work in the previous day.

**Step 3: Modeling (10 minutes)**
- The teacher will explain the task to be completed during the next two lessons.
- Emphasize the fact that students must become “experts” on a specific Canadian personality, which they will need to “become”, and role-play the following day. They will need to become familiar with the specific Canadian and his life, but they must also understand the historical context surrounding the individual. This is to say, why he or she was so important within the historical context.
- Students will be given a sheet with guiding questions that they must complete (see BLM 2.2).
- Students will also need to source any information consulted in putting together their research. The students will each be given a primary source associated to their character (see PS2.1-PS2.12).

Note: It is recommended that the teacher pre-select the number of personalities to correspond to half of the size of the class. In this manner, two students will have the same prominent Canadian. This will ensure that during the following day, when students present the information to their classmates, they will be grouped into two large general groups where each student will have a different Canadian figure. When students rotate within the group in the “speed dating” style, they will only need to rotate within a group half of the size of the group. E.g. If the class has 24 students, the teacher will have pre-selected 12 prominent Canadians from which the students can choose (alternatively the teacher can choose to assign the students their individual). Thus, during the second day, students will circulate among that smaller group of 12 students (rotate 11 times).

**Step 4: Guided Practice (45 minutes)**
- Students will then have the rest of the work period to research on their chosen Canadian using the technology available in the classroom or at the computer lab as well as books and textbooks depending on resources available.
- Using these different sources, students will need to construct a general overview of the Canadian personality’s life, as well as their historical significance. It will be important to emphasize that the activity is not to give a history of the individual's entire life (personal life etc). Instead, it is about getting a general understanding of the individual and understanding why they are seen as an important political figure during the period.
- The primary source should serve as a jump off point for research and inquiry.
- Students will need to complete this work in class and continue to further their knowledge at home as homework, ensuring they have filled out all of the sections of the sheet and are prepared to share the information with classmates the following day.
- During this time the teacher will circulate to ensure students understand the context and clear up any questions or queries they may have about the process.

B) Period 2:

Step 1: Teaching/ Context (15 minutes)
- The teacher will begin by recapping the work done the previous day and explaining the activity to be done today.
- The students will be placed into two large groups (with each of the Canadian personalities represented once within the group).
- Students within those groups will be given a number from 1-12 (in this fictional 24 student classroom example).
- On the board, the teacher will have organized number pairings for each 5-minute block, which ensures a rotation of students to all of the other 11 members of their group.
- Students will be given sheets for the 11 other Canadian personalities, which they will be interviewing. This sheet also has prompt questions to allow the flow of questioning and that students will be able to complete sheets within the 5 minutes they are in the station (this may be omitted if the teacher believes their class can come up with their own lines of questioning and adequately discuss in the short period of time).
- During this pair sharing, teachers will need to emphasize that students are to be active learners during this process; they are to have general knowledge and understanding of all 12 individuals and of their context by the end of the period.

Step 2: Guided Practice (60 minutes)
- The classroom will be set up with stations throughout the room, which allow the pairs to sit together face to face.
- Students will use the provided sheets to question each other and learn about their “Prominent” Canadian. Students will need to ensure they fill out the associated sheet to have as notes (students should be able to write 3 bullet points about the individual as well as three elements about the context of the time) (see BLM2.3).
- During the period, the teacher will circulate throughout the room, facilitating student learning and intercepting where necessary. This will also provide as an important assessment tool; by listening to interactions between students, he or she will be able to assess student knowledge as well as their preparation and information delivery.

Note: Having the classroom set up beforehand allows to “set the scene” for when students arrive in the classroom and avoids wasting class time to do so.
Step 3: Sharing / Discussing (next lesson)

A group sharing and discussion of this lesson will be done in lesson 3, when the concepts of continuity and change are explored further.

ASSESSMENT:

In order to assess student learning, the teacher will actively observe and take appropriate notes when circulating during the guided practice. It is recommended that the teacher carries a clipboard or a sheet in order to take jot notes about student progress both during research time and the speed dating activity. In order to gain an even better understanding, the teacher can also collect and look over student notes about their own prominent Canadian as well as their personal notes of the other 11 individuals. Moreover, when the class engages in a sharing and discussion of information during the next lesson, the teacher will be able to grasp student learning in this manner and judge what needs to be recapped.

APPENDICES:

1. Primary Source Documents:
   PS2.1- Terry Fox Newspaper Article
   PS2.2- Jean Lesage Campaign Poster
   PS2.3- Lester B. Pearson Nobel Peace Prize Acceptance Speech
   PS2.4- Tommy Douglas Photograph
   PS2.5- Louis St-Laurent- Photograph and Quote from 1948
   PS2.6- John Diefenbaker- Photograph with Canadian Bill of Rights 1961
   PS2.7- Rene Levesque- Political Cartoon
   PS2.8- Pierre-Elliot Trudeau- Photograph
   PS2.9- Pierre Laporte- Globe and Mail Newspaper Article
   PS2.10- Robert Bourassa Campaign Poster
   PS2.11- Maurice Richard Photograph
   PS2.12- Laura Sabia- October 19 1978 Speech at Joint Meeting of the Empire Club of Canada and the Royal Commonwealth Society

2. Black Line Masters:
   BLM2. 1- Canadian Personality Role Play Activity
   BLM2.2- Individual Student Worksheet
   BLM2.3- Group Sharing Worksheet

   Note: The teacher will need to provide students with multiple copies of this sheet (in order for students to be able to fill out information for all Personalities).
COURSE: Canadian History Since World War 1 (CHC2D)

SPECIFIC EXPECTATIONS:
D1.4 describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland's joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; the 1969 White Paper; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms the establishment of Environment Canada), and assess their significance for different groups in Canada.

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

LESSON #: 3

TITLE: Continuity and Change: Quebec- Attitudes, Reactions and Movements from the Second World War to the Constitution Act of 1982

OVERVIEW: Students will examine Quebec/Canada relations during the time period to allow for an understanding of continuity and change and how this period was a time of transition yet how it remained a period of continuity in many facets as well. Students will also gain a better understanding of Quebec's relationship with the federal government today.

Learning Goals: Students will examine the specific theme of Quebec during the period. Specifically, they will examine the key events political and governmental policies and movements during the period in order to assess continuity and change. Students will also be able to critically examine primary sources in order to gain an understanding of the attitudes and beliefs of the time period. This lesson will also allow students to work actively within groups and to use creativity.

LENGTH: This lesson will take two 75-minute periods to complete.

MATERIALS:
1. Primary Source Documents (PS3.1, PS3.2+ any other primary sources available to students in class)
2. Black Line Masters BLM3.1, BLM3.2 (copies)
3. Chart/Banner Paper
4. Computers/Technology (can be student own devices, computers in classroom or lab, Ipad etc.)
5. Art Supplies for Timeline (Markers etc.)
6. Board (chalk or white board)
PLAN OF INSTRUCTION:

A) Period 1:

Step 1: Warm up (10 minutes)
- In order to get students thinking about these events critically, the teacher will begin by showing the Youtube video “Vive le Quebec Libre” (See PS.3.1). The teacher should simply play the video then engage in a classroom discussion afterwards.
- The teacher should question the students about:
  - Who this individual may be? Why is he announcing this? There may be a need for a bit of translation on the part of the teacher but the general message should be understood. What is the political context of the time? Why would Quebec be “free”? What do you think the repercussions of this speech may have been? Why was there a movement for “independence” in Quebec at this time?

Step 2: Discussion and Introduction of Concepts (20 minutes)
- After a general discussion about the video and the context of Quebec during the Quiet Revolution, the teacher will remind students about prior knowledge regarding Continuity and Change as examined in previous units.
- To do so, the teacher will introduce a list of terms on the board in order to demonstrate how things can change and how there is continuity throughout history (For list of terms see BLM.3.1).
- The teacher can either choose to put terms up on the board one at a time and have a group discussion on how this item has both changed and remained the same throughout history. Alternatively, the teacher can provide students with photocopies of certain terms and have them brainstorm in small groups about specific points for both topics.

Step 3: Modeling (10 minutes)
- Once this step is completed, it is important there to be an emphasis on the interweaving of continuity and change throughout history. Students should also be reminded of variable perspectives when considering continuity and change through historical events. As the Big 6 underscores, it is important for students to be able to identify “turning points” within periods as moments when a process or trend shifts.
- In order to do so, the teacher can tap into prior knowledge such as the previous unit by trying to identify specific “turning points” during the Second World War. The teacher will then bring this concept back to subject at hand, studying Quebec and the Quiet Revolution.
- Provide a quick overview of the period. This will include identifying the various push and pull factors in Quebec at the time. However, students will already be generally knowledgeable on the topic because of the two previous lessons where they discussed the period and important Canadian figures within it.
NOTE: For groups that may require more visual prompts, the teacher can put these words or events up on the board, in order to allow for further understanding and cognition.¹

Step 4: Guided Practice- Timeline Event (35 minutes)

- Students will then divide up into smaller groups. This lesson is planned for a group of roughly 25 students. Students will break into small groups of 4 roughly (so 6 groups in this fictional classroom).
- The teacher will then provide the groups with different events, which they will need to research and become knowledgeable about (see BLM 3.2). These are political events to do with Quebec/Canada relations during the period.
- Students will need to use various classroom textbooks, their technology devices and any other classroom material in order to research the event in depth.
- Explain to the students that afterwards, the class will be sharing this information and putting it together as a large timeline. Therefore, they will need to know which individuals were involved (political leaders, activists etc.), the key points of the period, find explanations or hypotheses for why they happened etc. They will then need to consider whether this a moment of change or rather continuity in history.
- Moreover, students will need to identify which aspects were unchanged (continuity) and which elements led to change during that period. It will be important to emphasize for students to look at these events as significant in changing Quebec’s relation with the federal government and the rest of Canada. Moreover, that these political actions impacted the culture and attitudes of the time and continue to have impact today.
- Each student within the group will receive a copy of their own sheet. As homework, they will need to ensure their sheet is completed and that they fully understand the event.
- The following period, they will be sharing their event as a part of a larger timeline that the class will construct. Attached to this document is also a list of sources specific to the October Crisis and the FLQ. These could be given as sources for the group or shown at the end of the lesson in order to continue their thinking and analysis (see PS.3.2).

B) Period 2

Step 1: Discussion and Introduction (10 minutes)

The teacher will quickly recap what was done in the previous period as well as a plan for this period.

Step 2: Guided Practice (20 minutes)

- Students will return to their groups and work on visually representing their event on a piece of craft/banner paper.

Once each group has completed, these will be used to create a life-size timeline.

- Give students the ability to be creative with this, by providing various types of craft supplies and giving them the ability to demonstrate this in any way they choose (images, cartoons, words, numbers, symbols etc.).

- An option that the teacher may choose is to have the students divide their paper into a lower and a top half and have events of representing continuity on the top section of the paper and events which are indicative of change on the bottom half.

**Step 3: Group Discussion/ Consolidation (30 minutes- roughly 5 minutes a group)**

- The group will now put together the 6 events into one timeline representing Quebec history between the Second World War and 1982.
- Each group will present their timeline section to the rest of the class.
- The rest of the class will write down a few key points for each event. They should also be able to identify which aspects represent continuity and which are of change.
- During these presentations the teacher will add on information when necessary, question the group about certain elements and restate certain elements to ensure the entire class understands how these events sequenced throughout the period.
- A specific emphasis should be placed on the Quebec Pension Plans and the change it brought about, in order to demonstrate expectation D.1.5.

**Step 4: Recap/Teaching (15 minutes)**

- Recap the information very briefly
- The teacher will then ask students to generally cluster the events that demonstrate continuity and those which represent change in Quebec during this period.
- It may be useful to draw a t-chart on the board and write “Change” and “Continuity” in both of these sections. The teacher will then generally recap these two concepts and how they can relate to the period as whole as seen in the two previous lectures, this is a time of both great stability in some ways and instability in others.
- An emphasis should be placed on the fact that this represents one theme within the period but that there were many other events going on simultaneously.
- If there is time, it may also be useful to segway into cause and consequence.
- As a takeaway, students should have general events/timeline written down on a sheet for their personal notes and a replication of events discussed in the t-chart if the teacher has chosen to do so.

**ASSESSMENT:**

- In order to assess student learning in this lesson, the teacher will be actively circulating within the group in order to gauge knowledge, research and understanding.
- The teacher should also prompt groups and facilitate learning when necessary.
- Moreover, the visual representation that the students will create and present will be a great tool in order to gauge their understanding and effort; this element could be graded if the teacher chooses to do so.
- An added element that could be incorporated if the teacher chooses to do so would be an individual timeline to be done as homework once the lesson is completed. This would be a good assessment “of learning”.

APPENDICES:

1. **Primary Source Documents:**
   - PS3.1 Vivre le Quebec Libre - Youtube clip
   - PS3.2 FLQ and Quebec Separatist Movement Primary Sources

2. **Black Line Masters:**
   - BLM3.1 Then and Now Activity
   - BLM3.2 Group Activity Sheet
   - BLM3.2.1 - Group Activity Sheet 1
   - BLM3.2.2 - Group Activity Sheet 2
   - BLM3.2.3 - Group Activity Sheet 3
   - BLM3.2.4 - Group Activity Sheet 4
   - BLM3.2.5 - Group Activity Sheet 5
   - BLM3.2.5 - Group Activity Sheet 6
COURSE: Canadian History Since World War 1 (CHC2D)

SPECIFIC EXPECTATION(S):
D1.4 describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland’s joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; the 1969 White Paper; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms the establishment of Environment Canada), and assess their significance for different groups in Canada.

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

LESSON #: 4

TITLE: Medicare in Canada

OVERVIEW: In order to obtain a better understanding of cause and consequence, students will create their own criteria to assess turning points. Students will be able to assess turning points as either causes or consequences. This activity will focus on topics related to social welfare programming.

Learning Goals:
- Students will understand the concept of a turning point and be able to identify them with events of cause and consequence.
- Students will understand what social welfare programs were implemented during the period and how they have shaped the country in which we currently lived

LENGTH: This lesson will take two 75 Minute periods to complete

MATeRIALS:
1. Primary Source Documents (PSD 4.1, PSD 4.2 / PDS. 4.3 / PSD 4.4)
2. Black Line Masters (BLM 4.1 / BLM 4.2.)
3. Chart paper/markers or white board/chalk board.
4. During second day of lesson, students can bring their own device (and headphones). If this is not a good option for your class, a computer lab is a good option.
PLAN OF INSTRUCTION:

A) Period 1:

Step 1: Warm up (5 Minutes)
Begin by first telling a personal story about a ‘turning point’ in your own life, of give an example of someone you know. Try and make it one that students could relate to, perhaps choosing one from your adolescence would be ideal. For example you could tell the story of your friend who chose to give up a scholarship to play soccer in the states to go to university in Calgary with her boyfriend instead. This same friend regretted it for a long time because her boyfriend broke up with her a year after. Choose something of that nature that is simple, but would relate to the students in your class. Allow for time and space for students to reflect and ask questions about the idea of a turning point in this context and in others.

Step 2: Discussion (35 minutes)
1. Have the students think about a turning point in their own life so far. If they can’t think of one from their own life, they are welcome to use an example from someone else’s life (family member of friend). Have the student’s think of 2-3 criteria that they use to choose what qualifies a turning point. Have them write this down on a piece of paper
2. Pair students to share their criteria that they have developed.
3. Allow for an open discussion of peoples turning points, as well as criteria.
4. As a group, decide on three criteria to use as a group moving forward.
5. Write this criterion on a piece of chart paper, or on the white board/chalk board at the front of the room.

Step 3: Modeling/ Guided Practice #1 (35 minutes)
1. Teacher will ask students if they can think of any recent decisions taken by the government that they would consider perhaps controversial, had a lasting legacy, or were turning points.
2. Make a list at the front of the classroom of student’s ideas (some may be things like decisions on same sex marriage, support of different armed forces activities, support of keystone pipeline, etc.).
3. Have students work in groups to assess which of the topics at the front of the room, qualify as turning points using the criteria they had chosen.
4. In their groups, have students work with one topic with the understanding that this is a ‘cause’.
5. Have the students work together to develop a hypothesis of what the consequence of this cause will be.
B) Period 2:

Step 4: Modeling/ Guided Practice #2 (35 minutes)

Have students working on their own devices or in a computer lab. Have them each work through the following clips at their own pace, taking notes as they go (PSD 5.1, 5.2, 5.3, 5.4), (BLM 4.1).

- Canadians ponder the welfare state
- An Appeal of Canada’s Women
- Medicare gets a rough ride in Regina
- The Strike is over

1. Instruct students to organize their ideas using the chart provided (BLM 4.1).
2. Teacher will lead discussion using ‘Talk moves’ (BLM 4.2). Discussion should address the following issues – use these as prompts to guide discussion.
   i. Is Medicare an important social program?
   ii. How did this program of free universal health care in Canada come about, what leaders were involved?

Step 5: Independent Activity (30 minutes)

Teacher will pose the question to students “Was the creation of universal free health care a turning point in the history of Canada?” If so, was it part of a Cause, or Consequences? If it was the cause have them describe what the subsequent consequences were. If they choose consequence, have them describe what was the cause. Students will write their response in class, and hand it in.

Step 6: Sharing (10 minutes)

Allow for students to share in small groups what their responses were. At the end, allow for anyone who wishes to share his or her ideas with the whole class.

ASSESSMENT:
- The teacher should be able to assess student’s progress through their responses in the discussion and sharing parts in the first half of the lesson.
- The written responses provided in the independent activity will serve as a more concrete verification of student’s knowledge. The written response should give instructor an idea of student’s comprehension on Medicare as well as how they understand cause and consequence.
APPENDICES:

1. Primary Source Documents:
   PSD 4.1
   PSD 4.2
   PSD 4.3
   PSD 4.4

2. Black Line Masters:
   BLM 4.1 Chart for video note taking
   BLM 4.2 Talk Moves
COURSE: Canadian History Since World War 1 (CHC2D)

SPECIFIC EXPECTATION (S):
D1.4 describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland’s joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; the 1969 White Paper; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms the establishment of Environment Canada), and assess their significance for different groups in Canada.

D1.5 analyse the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period (e.g., unemployment insurance, family allowance, medicare, the Canada and Quebec Pension Plans, old age security, social assistance)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: ETHICAL DIMENSION

LESSON #: 5


OVERVIEW: In order to obtain better understandings of ethical questions during this period, students will be presented with historical misconceptions from the time frame. This lesson will provide in depth inquiry that will deepen student’s knowledge of the time frame as covered in previous lessons. This will provide students with the necessary insight to make thoughtful and educated judgement calls in the proceeding lesson on historical significance.

Learning goals:
- Students will learn the meaning of ethics, and how it is applicable to historical thinking.
- Students will learn to question historical events, and to understand how ethical dimensions form.

LENGTH: This lesson will take two 75-minute periods to complete.

MATERIALS:
1. Primary Source Documents (PSD 5.1 / PSD 5.2 / PSD 5.3 / PDS 5.4)
2. Black Line Masters (BLM 5.1 / BLM 5.2)
3. Object to use in guiding Sharing Circle (See BLM 5.2)
PLAN OF INSTRUCTION:
Step 1: Intro (20 minutes)

- Teacher will have slide 1 (from BLM 5.1), projected at the front of the room while students enter the room. This will hopefully spark discussions with students even before the ‘lesson begins’.
- Teacher will lead discussion on ‘what is ethics’ using talk moves (BLM 4.2).
- By using the images on slide 2 from BLM 5.1, teacher should be able to lead a brief discussion about this current ethically questionable event. Teacher can use the following prompts to guide this discussion;
  - What is the ethical issue here? [The oil sands provide jobs, but they also do a lot of damage].
  - What kinds of problems are associated? [Environmental damage, impacts on the health of nearby communities]
  - What are the positive impacts? [Jobs are created, room for industrial innovation]
  - Do they see why it’s a tricky situation, and how there are multiple ethical issues involved?
  - In using this current popular issue, the students will have a reference point and a good basic understanding of how to assess political issues in an ethical context.

Step 2: Guided Practice (40 minutes)

During this section, the teacher will present the historical topics in form of evidence. Have students discuss what they know about it (activating knowledge).
Teacher will then propose alternatives to what they believe. Students will be prompted to question what the ethical problem might be. What is unfair?

1. Teacher shows photo of ‘Bren gun girl’ (PSD 5.1)
   1. Students may need to be reminded of who this is and what she is doing. Once they are familiar, they should all remember from the previous unit what this symbolized at the time (Changes in the role of women from previous WW2 lessons). Have students reflect on what this symbolized for women in Canada. Did this cause important changes for women in Canada? How significant do they think this is?
2. Have them watch segment from CBC’s Love Hate, Propaganda series (See BLM 5.2)
3. Ask students what they think happened when the war was over and men came back from war?
4. Explain to students that women were no longer allowed to have access to childcare services as they had been during the war. They had to return home to look after children. If they had no children, men still came back and took their jobs. Any opportunity was retracted.
5. Have students reflect on this. Was there an injustice in what happened? Did they know this happened? Is there an injustice in the fact that most people believe
wartime was a prosperous time for women, and that most people are not taught that any prosperity during this time was ended when the war ended?

2. Teacher shows image of residential hockey team (PSD 5.2)
   1. Ask students what they see, what they think of this?
   2. Guide discussion on the image; do the children look happy? What is interesting about this picture?
   3. Have students consider they were removed from their families at a young age, and forced to learn and assimilate into another culture very different then their own. Ask them to think of things they might miss about their lives?
   4. Have them watch video on residential schools in 1950 (PSD 5.4)
   5. Have the students think about what was said in the clip. Were all the children orphans? No. Why would they say this? Are there ethical questions that need to be considered when watching this source and looking at this image?

Step 4: Individual work (15 minutes)

1. Students will be provided with a reading. They may choose from two. (PSD 5.4 & 5.5). Half of the class will start with one, and after 20 minutes they will switch. This allows for the teacher to only have printing smaller amounts, it also allows for laminating or creating a smaller number of modified versions. See notes in PSD 5.4-5.5 for instructions.

2. Encourage students to use their note taking chart from lesson #1 in this exercise as well, writing down pertinent information into their charts from both BLM 1.2 &1.3.

**Students will likely only have enough time to look through one source by the end of this period. Allow the first 20 minutes of the next period for them to finish up their first source, and work through their second**

A) Period 2

First 5 minutes: Students get organized, and pick up where they left off with their source from the previous class.

**Allow 30 minutes to finish off individual work from previous period**

Step 6: Sharing Circle (40 minute)

Students will participate on an open discussion on ethics. Discussion should focus on the themes presented in class and in their source readings - however the floor is open for emotions, general thoughts and questions as well.

   a. Allow for students to arrange their chairs in a circle
   b. Explain the guidelines for the sharing circle (BLM 5.3)
c. Explain to students that they may share anything they like from either of their readings. They may use their turn instead as a response to someone else's comment, for a question, or simply to share a feeling.

Teacher concludes sharing circle by thanking all students for their respect that they showed for each other in allowing this safe open space.

**ASSESSMENT:**
The teacher should be able to assess student’s progress through their responses in the discussion and sharing parts in the first half of the lesson. The willingness to participate in the sharing circle, as well as the though fullness and insight in sharing will also be a factor in assessing students understandings of the ethical dimensions discussed, and their general understanding of ethics.

**APPENDICES:**

1. **Primary Source Documents:**
   PSD 5.1 Bren gun girl (picture)
   PSD 5.2 Residential school hockey team (picture)
   PSD 5.3 CBC Education Week Special on Residential schools 1955 (video clip)
   PSD 5.4 Report of the Royal commission on the Status of Women 1970 (Document)
   PSD 5.5 The White Paper 1968 (document)

2. **Black Line Masters:**
   BLM 5.1 Slides for intro on Ethics
   BLM 5.2 Love Hate propaganda Segment
   BLM 5.3 Sharing Circle Instruction
COURSE: Canadian History Since World War 1 (CHC2D)

SPECIFIC EXPECTATION(S):
D1.4 describe some key political developments and/or government policies in Canada during this period (e.g., government responses to the Red Scare/Cold War; Newfoundland’s joining Confederation; social welfare legislation; the establishment of the Massey Commission or the Royal Commission on the Status of Women; the founding of the New Democratic Party; the 1969 White Paper; revisions to the Immigration Act; the decision to invoke the War Measures Act in 1970; the Canadian Charter of Rights and Freedoms the establishment of Environment Canada), and assess their significance for different groups in Canada.

D1.5 analyse the impact on the lives of Canadians of key social welfare programs that were created or expanded during this period (e.g., unemployment insurance, family allowance, medicare, the Canada and Quebec Pension Plans, old age security, social assistance)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

LESSON #: 6

TITLE: Moments of Lasting Legacy in Canada: From the Second World War to the Constitution Act of 1982

OVERVIEW: This lesson has three general sections.

1. The first will require students to work individually to look at various events from the period and decipher which are the most important using specific criteria provided.
2. Secondly, students will work in small groups, which will allow them to discuss and negotiate the significance with classmates, and see the similarities and discrepancies of their choices with those of their classmates.
3. Lastly, the teacher will lead a discussion about the findings and recap the importance of historical significance.

Learning Goals:
- Students will work both individually and as a group in order to define and apply criteria to decipher historical significance of events.
- This will require students to draw on previous knowledge gained throughout the unit and apply it to this activity.

LENGTH: This lesson should take approximately one 75 period.

MATERIALS:
1. Primary Source Documents (PSD 6.1)
2. Black Line Masters (BLM6.1/BLM6.2- photocopies required)
3. Recipe/ Cue Cards (7 per group)
4. Tape
6. Pieces of paper created beforehand with the numbers (-2,-1,0,1,2) taped on the walls throughout the room.

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
- The teacher will start the lesson by playing the CBC video interview with Pierre Elliot Trudeau during the October crisis, days before the War Measures Act was enacted.
- This will be used as an example for determining historical significance of events. The video is 7:30 minutes long.
- The teacher should first introduce the topic and instruct students to think about how this event is significant in Canadian history, within the grander scheme of things. (see PSD.6.1)

Step 2: Discussion (15 minutes)
- The teacher will then bring the discussion back to the general concept of historical significance. The teacher will introduce the criteria for determining historical significance as discussed in Peter Seixas and Tom Morton’s Big Six Historical Thinking Concepts. This first criteria examines how the event resulted in change. The teacher will discuss that this would mean that an event would have deep consequences for a large proportion of the population and for a long period of time. To do so, the example of the October Crisis and the War Measures Act should be used to discuss how it resulted in change.
- The second criterion consists of looking at if the event is revealing in any way. That is to say, if it allows for a better understanding of other historical events or of current day events.
- An important factor to communicate is how historical significance will also be viewed differently by different groups or through different perspectives. Again, the example should be brought up and the fact that the event may be viewed differently by certain Quebecers and by other Canadians living outside of Canada.
- As a group, the class will construct a small paragraph consisting of a few sentences to reason whether this consists of a historically significant event (or whether it does not).

Step 4: Guided Practice (20 minutes)
- Students will work independently to identify the most significant events of the period.
- Provide students with BLM.6.1. The handout has a description of the task for the students to complete as well as the criteria for determining historical significance listed above.
- The students will need to choose from a list of events during the period, and rank the top three most significant events as well as description of how this event is historically significant as done with the example in class.

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- The teacher should place an emphasis on the importance of being brief and to the point when describing their reasoning (communication). Within a few lines, they should be able to adequately explain how this event relates to the criteria.

**NOTE:** The teacher can have students choose exclusively from the list or, allow them to add their own choice of events if they deem them as more significant. Depending on time constraints, the teacher could choose to have students’ select more than 3 events.

**Step 5: Group Sharing (25 minutes)**

- Once students have filled out their sheet, the teacher can employ a variety of strategies in order to get the group to vote on the three events they have chosen as most significant.
- This can include body voting (sides of the room labelled yes or no), students sharing the information to the group and the teacher putting up answers on the board, students going to put a checkmark on the board for their three events etc. Once this has been done, the class will establish what it has chosen as its 7 most significant events.
- The teacher will then divide the classroom into small groups of approximately 4 students each.
- Within their groups, students will need to write out each of the 7 events on an individual recipe card provided (an example is provided in BLM6.2). The teacher can either draw this on the board to give students a better understanding of what is expected or provide them with a copy of the sheet.
- Within their groups, students will need to negotiate a ranking of the events historical significance (-2, -1, 0, 1, 2) and provide reasoning of why they view it in this way. The teacher will have the same ranking numbers posted up around the room.
- When groups complete their cue/recipe cards, they will go and tape the card with the appropriate ranking throughout the room.

**Step 6: Sharing / Discussing (15 minutes)**

- To consolidate this information, the teacher will recap the groups’ findings and how they have ranked the events.
- Discuss the similarities or differences within the group, as well as address their reasoning.
- Use this information to remind the group that historical significance varies through time and space as well as amongst individuals or groups. Remind students of biases that exist within historical accounts as well.
- After all of these group conversations, the teacher could ask students if they were to choose 3 events again, if they would choose the same 3 as they had originally. This could also be a part of an exit card for students to reflect on the learning process.

**ASSESSMENT:**

As this will be the lesson at the end of the small unit, it will generally assess the students’ understanding of the historical period as a whole and how they can evaluate and analyze its events critically. To assess this, the teacher may choose to pick up the worksheet (BLM6.1) for a better understanding of student analysis and communication of ideas. By circulating during group work, the teacher will also get a good
sense of student input and understanding. If a teacher deems they have not received an adequate assessment of student knowledge, they could require students to choose one historically significant event and perform some form of summative work on the subject. This could include writing a persuasive paragraph, creating a plan for a museum exhibit on the subject, writing a letter to an international pen pal about the subject etc.

APPENDICES:

1. **Primary Source Documents:**
   - PS6.1 October Crisis and the War Measures Act Video
2. **Black Line Masters:**
   - BLM6.1 Determining Historically significant moments from 1945-1982 Handout
   - BLM6.2 Recipe/Cue Card Example
Primary Source Documents

PSD 1.1
Bill 101 ¹: This document is a government publication that can be used in multiple ways depending on the class size and level. For example with an academic class, you could provide them each a copy of the entire document with segments highlighted. For an applied class you could instead divide the document into segments and have students look in groups at different segments of the document together.


PSD 1.2
“The communist threat to Canada” ²: This document is a pamphlet published by the Canadian Chamber of Commerce, written to warn Canadians of communists trying to infiltrate society. It can be used in different ways to suite the needs of any class, no matter the level. For example in an academic class you could provide students with multiple chapters to read through. For example you could print the section ‘The communist threat to Canada, p. 05’, as well as ‘freedom versus tyranny, p. 26’. Distribute different sections to different students. For a lower level class, you could take one of those sections and divide it by paragraphs and give students all the same paragraph or different paragraphs. For a lower level, you could also just provide them the first page and the index to look over.

http://www.collectionscanada.gc.ca/education/sources/008001-119.01-c.php?&document_id_nbr=43&ts_nbr=12&brws=1&&PHPSESSID=hc9hf65i56lu0e0oklu1q10i65


PSD2.1

Note: The following Primary Source Documents PSD2.1-PSD2.12 should be printed and perhaps limited as use for this activity but also as additional information for work throughout the unit. For an applied level class, the teacher could alternatively have students working in groups or could provide a caption of each document to help guide students.

Terry Fox Globe and Mail Article³


http://search.proquest.com.proxy.queensu.ca/hnpglobeandmail/docview/1143299290/B6EC84C6FE1F45F9PQ/1?accountid=6180

³ Globe and Mail, “Terry Fox’s Courage hailed as an inspiration to the nation: Family at his side as he died”, June 29 1981,
http://search.proquest.com.proxy.queensu.ca/hnpglobeandmail/docview/1143299290/B6EC84C6FE1F45F9PQ/1?accountid=6180
Jean Lesage Campaign Slogan
Translation: “Now or never, Masters at home”

Acceptance Speech

Lester Bowles Pearson's Acceptance Speech, on the occasion of the award of the Nobel Peace Prize in Oslo, December 10, 1957

May I thank you, Mr. Chairman, for your very kind and generous words. I am sorry that I am not sufficiently educated to have understood them in Norwegian but I was able to detect two words, "Lester Pearson". They seemed to me to recur all too frequently but I suppose that in the circumstance it was hard to avoid that.

I am very conscious of the fact this morning that I have received an honour that cannot fail to arouse deep emotion in the heart of the recipient. My feeling of pride and honour is increased by the presence here today of His Majesty and Her Royal Highness and by the fact, sir, that you are presiding over the ceremonies.

I realise also that I share this honour with many friends and colleagues who have worked with me for the promotion of peace and good understanding between peoples. I am grateful for the opportunities I have been given to participate in that work as a representative of my country, Canada, whose people have, I think, shown their devotion to peace.

I am deeply aware of the fact that in receiving this honour I am entering a company of men and women who have served humanity with unselfish and constructive devotion. They include, I know, two great Norwegians, Christian Lange and Fridtjof Nansen. I feel very proud and humble at having my name now linked with such men, because of the choice that you, sir, and the members of your honourable committee have made.

I am particularly happy to be able to receive this prize in Norway, a country which has so well discharged its duty to the international community and to Peace.

Alfred Nobel, not himself a Norwegian, recognised this when he conferred on Norway through your Committee the honour and responsibility of making the Peace Award.

On this occasion I wish to pay my sincere tribute to this great Swedish man of vision and action, who worked hard, lived nobly and ensured that his influence for good would extend far beyond his own life time.

Alfred Nobel decreed that this award should be conferred on someone who, in the opinion of the Committee, should have done the most or the best work to promote fraternity between nations for the abolition and reduction of standing armies and for the holding and promotion of peace congresses.
As to the first, I do not know that I have done very much myself to promote fraternity between nations but I do know that there can be no more important purpose for any man's activity or interests.

So far as abolishing arms are concerned, those of Nobel's day are now out of date, but I know, as you do, that if the arms which man's genius has created today to replace them are ever used they will destroy us all. So they must be themselves destroyed.

As for the promotion of peace congresses we have had our meetings and assemblies, but the promotion through them of the determined and effective will to peace displaying itself in action and policy remains to be achieved.

Alfred Nobel - with a whimsical touch - once said:

"I would not leave anything to a man of action as he would be tempted to give up work; on the other hand, I would like to help dreamers as they find it difficult to get on in life."

Perhaps this sentiment should have a special appeal for Norwegians who, though adept in overcoming difficulties by practical action, have been described as a "people who luxuriated in the wealth of their dreams."

Of all our dreams today there is none more important - or so hard to realise - than that of peace in the world. May we never lose our faith in it or our resolve to do everything that can be done to convert it one day into reality.

The great Ibsen has one of his characters in the play "The Emperor and The Galilean" say:

"There are three Empires. First there is the Empire which was founded on the tree of knowledge. Then there is the Empire founded on the tree of the Cross. The third is still a secret Empire which will be founded on the tree of knowledge and the tree of the Cross - brought together."

The award which I have received today at this ceremony, which my wife and I will always remember with emotion, is a renewed incentive to work with all other men of good will in the world for the triumph of Ibsen's third Empire, that of the Empire of Peace."

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“Leader of the New Democratic Party, Mr. T.C. Douglas, standing beside a sign erected by the ND Youth, reading "The Tommy Douglas Mouseland--The tale of the black cats and the white cats--On a long playing recording"." 6
"Our nation was planned as a political partnership of two great races. It was planned by men of vision, of tolerance, as a partnership in which both of the partners would retain their essential characteristics, their religion, their culture." -- Louis St. Laurent, August 6, 1948

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Prime Minister John Diefenbaker with the Canadian Bill of Rights 1961

&rec_nbr_list=3370554,2880020,2874612,3708088,3803273,3192029,3622981,3382576,3912380,2950243
PSD2.7
Pierre-Elliot Trudeau Photograph

PSD.2.9
Pierre Laporte


11Joan Hollobon, “Police issue warrants in kidnapping: Two hunted after Laporte slain Specialists to return for crisis”
Bourassa, 1970 Electoral Campaign

Maurice Richard Signing Autographs

7) OCTOBER 19, 1978
Canada, the Crown and Chauvinism
AN ADDRESS BY Laura Sabia, Journalist
JOINT MEETING The Empire Club of Canada
The Royal Commonwealth Society

CHAIRMAN Reginald W. Lewis, President, The Empire Club of Canada

8) BRIG. GEN. LEWIS:

9) Ladies and gentlemen: Our speaker today will be introduced by the Chairman of the Royal Commonwealth Society, Major-General Bruce Legge.

10) GENERAL LEGGE:

11) Mr. President, distinguished guests, fellow members of The Empire Club of Canada and the Royal Commonwealth Society: Nicolas Chauvin De Rochefort was a veteran soldier of the French Republic and of the Emperor Napoleon Bonaparte. His patriotism was so voluble that it was ultimately ridiculed by his comrades. Laura Sabia's subject, "Canada, the Crown and Chauvinism", is most profound because all three ideas come from the same root--from Nicolas Chauvin who loved his country so much that he served it without fear. He was then so mesmerized by Napoleon, the Emperor of the French, not the King of France, that he followed him without counting the cost. Chauvin therefore gave his name to all that is bellicose, exaggerated and puffed-up in loyalties.

12) In Canada, to love the Queen of Canada and our country is in a sense to love what is best in all of us because each of us is a part of Canada. To carry patriotism to the edge of chauvinism is to abandon the discipline of thought, which is the only safeguard against self-seeking patriotism.

13) Canada seems to be one of the few countries in the world that lacks exaggerated nationalism. But we also have our cynicisms, such as "John Kenneth Galbraith and Marshall McLuhan are the two greatest modern Canadians that the United States has produced," or H.L. Mencken's quip, "Democracy is a form of religion. It is the worship of jackals by jackasses."

14) Laura Sabia is a creative and artistic person who is a devoted mother and the widow of Dr. Michael Sabia, a most respected surgeon in St. Catharines. One of her daughters and her son-in-law are lawyers who provide her with free legal advice which she freely ignores because "all professions are a conspiracy against the laity."

15) Mrs. Sabia was convent-educated in Montreal, and is a fearless social critic whose biting wit reveals our weaknesses. She organized public pressure on the Royal Commission on the Status of Women and herself chaired the Ontario Council on the Status of Women. She is an orator who intimidates cabinets with her outrageous wit. She is a brilliant writer for The Toronto Sun who brings much light and laser-beam heat to wrong-doing in high places. She is infuriated by the prosecution of Peter Worthington and incensed by the fact that "only the weakest of men are frightened by feminism." And no wonder, when she can expose hypocrisy and prejudice with her famous phrase--"If men could get pregnant, abortion would be a sacrament."

16) Ladies and gentlemen, I have great pleasure in presenting to you Mrs. Laura Sabia, a great and fascinating Canadian. If you will forgive the chauvinism, Mrs. Sabia, Edmund Burke said it: "All that is necessary for evil to triumph is for good men to do nothing." You are in
Burke's noble company and I invite you to address these Loyal Societies about "Canada, the Crown and Chauvinism."

17) MRS. SABIA:
18) Thank you very much. Never have I been introduced with such beautiful phraseology--absolutely gorgeous, and to think it was a man!
19) I deem it a privilege and an honour to be addressing this very prestigious last bastion of the captains of the corporate and professional and intellectual elite, and an honour to be asked to fill the shoes of the late John Rhodes, politician extraordinary, outspoken, humane, urbane, unafraid of unpopular stands in a country where vote-buying by politicians is a national pastime, a guy after my own heart. I knew him well and I loved him dearly.
20) To speak to this august body today, I have been given some very profound advice by my children: "Clean up your language, Mother. No dirty jokes. Let us read the draught of your speech for corrections. Act your age, Mother. You know you're sixty now. Think of us!"
21) Speaking of sexy jokes, I am reminded of a delightful episode just a few years back in the height and the tumult of the women's movement. I had made a speech in Vancouver on female sexuality, which I might say was salaciously reported in the press. Every last one of those cross-your-crotch jock jokes was there. The week after I returned, I received a handwritten letter from a woman who admitted to being eighty-five. She commented on my courage to say the shocking, and then proceeded to shock me out of my cross-my-heart bra.
"In my day," she wrote, "women were receptacles for male sperm," etc. etc. (My children are here, so I can't tell you any more!) She ended her delightful letter by saying, "For eighty long years I have been going to church each Sunday, and I'm sick and tired of hearing that old worn-out refrain, 'In sin did thy mother conceive thee.' Where the hell was father? Fishing or hunting?"
22) Enough of this nonsense. Let us get down to the serious matters of the day. My subject, as has been said, is "Canada, the Crown and Chauvinism." I'm going to define "chauvinism" in the same way as our good friend has just defined it quite rightly. It's interesting how the use and abuse of a word can change its meaning. Now we talk about men being chauvinists because they are puffed up with their own importance. The male of the species always has been. The women's movement merely added the pig.
23) Let's go on with the title. What a mess we are in, in this country. As Alice in Wonderland would say, it's getting curiouser and curiouser. How did we get here from there? We are now divided regionally, linguistically, ethnically, Canadian pitted against Canadian, resentment piled upon resentment.
24) I love this piece of geography called Canada. I'm a chauvinist. I love my country dearly, deeply and passionately. But who is a Canadian now? Are there any Canadians in this house? Not bloody likely. We've all become hyphenated Canadians, French-Canadians, English-Canadians, Irish-Canadians, Polish-Canadians, Greek-Canadians. Oh, oh--we can't use Polish jokes anymore. We have a Pope that's a Pole.
25) We have become hyphenated. We weren't always hyphenated, but we now are, on and on into the nightmare of divisiveness. I was born and bred in this amazing land. I've always considered myself a Canadian, nothing more, nothing less, even though my parents were immigrants from Italy. How come that over the past ten or fifteen years we have all acquired a hyphen? We have allowed ourselves to become divided along the lines of ethnic origins, under the pretext of the "Great Mosaic." A dastardly deed has been perpetrated upon Canadians by politicians whose motto is "divide and rule." I, for one, refuse to be hyphenated. I am a Canadian, first and foremost. Don't hyphenate me.
26) We will not have a great nation until we forget ethnicity and become Canadians. Multiculturalism has divided us and perhaps assimilation will have to unite us. The "Bi and Bi" commission of the sixties started us on the infamous road to hyphenation. How can you build a nation on divisiveness?

27) Then came the Official Languages Act. I can remember how much I was opposed to it. I had a radio program at the time and I fought against it, only to have everybody calling me every name under the sun. That Official Languages Act, passed in 1969, sealed our fate forever. The die was cast. It sowed the seeds of bigotry and hatred. It divided us all. Then to add salt to the wounds, it cost us a walloping wad of money we couldn't afford.

28) Our present Prime Minister, speaking to the American Society of Newspaper Editors in 1966 (mark the date) said: "There is no way that two ethnic groups in one country can be made equal before the law in that country. To say it is possible is to sow the seeds of destruction." And yet, three short years after, in 1969, he did the very thing he said in 1966 could not be done. We have been going downhill ever since. Complacent, lethargic Canadians, under the spell of flower power. We are afraid of being labelled racial bigots and so we have allowed ourselves to be conned, manipulated and divided. We are now paying the piper, in spades.

29) We have spent nearly two billion dollars to make this country bilingual, only to pronounce it a total failure and an utter disaster. Quebec renounced bilingualism and went unilingual in a valiant attempt to protect its language and culture. Why not Quebec French? Why not the rest of Canada English? Why can't we build a nation on that basis? Only James Richardson of all the politicians had the courage to say, "Yes, we have one regional language in Quebec, and let's respect it. And we have one official language in the rest of Canada." I'm a firm believer in learning a second and a third language. I speak three of them. It's a culture devoutly to be fostered. I am bilingual. French was my first tongue. I also speak Italian. But you cannot legislate bilingualism. You can only foster it effectively through the educational system, slowly. It may take twenty-five years, but that's the way to go.

30) Belgium is a prime example of division through language. The war of words between the Flemish and Walloons is well known, the hatred and divisiveness has been talked about for over a hundred years. This week the Prime Minister of Belgium resigned over a vain attempt to divide the country into linguistic regions.

31) Quebec does not want language rights entrenched in the Constitution. Quebec wants to remain unilingual, and I can understand that. The victory of the Parti Quebecois in 1976 was not the first time in our history that a nationalist party, dedicated to unilingualism and the liberation of French Canada, gained power in Quebec. Of course it wasn't. Anyone who reads Canadian history will know that in 1830 we had the Parti Patriot under Louis Joseph Papineau. Fifty years later in 1880 we had the Parti Nationale, led by Honore Mercier. Again in 1930, we had the Union Nationale, with Maurice Duplessis, even though the "chef" didn't preach secession. He was satisfied with absolute provincial autonomy. Tell me what's the difference.

32) Sovereignty association is not new. And it isn't scary at all. It's over a hundred and fifty years old. It just keeps renewing and repeating itself under different names.

33) Despite the protestations of Davis, Lougheed and other provincial premiers that they won't negotiate sovereignty association (and I have some sympathy with them) they may have to negotiate after the referendum in Quebec. A poll published in Dimanche Matin by L'Institut Quebecois d'opinion publique showed that 38 per cent of Quebeckers would give the government a mandate to negotiate sovereignty association, and 36 per cent would not. You can bet your bottom worthless dollar that the 38 per cent will be substantially increased by
referendum day. Business is business. Quebec, Ontario and the rest of the economic suburbs will have to continue to trade, and we can build a nation again on that trade.

34) Shades of Stanfield's "Two Nation" concept of 1968. Stanfield was a man ahead of his time. He was not listened to, and we are paying for that now. Words come back to haunt us. Think of the billions we would have saved! But one thing is certain. Appeasement must stop. We have had too much of it. Hard bargaining always, but appeasement, never.

35) Are Canadians so stupid that we cannot learn from history? The history of Europe is filled with tragic examples of appeasement. The politics of blackmail can't be met with appeasement. We appeased Quebec with the flag, with the Bilingual and Bicultural Commission, with the Official Languages Act. We appeased them when we discarded the word "Dominion"--a perfectly good English word. Few of us looked it up in the dictionary. We thought it smacked of domination, when in fact it means sovereign or supreme authority. And what is wrong with that? Autonomous communities, equal in status, and in no way subordinate one to another, united by a common allegiance to the Crown. The Crown--that's the rub. And so like immature and insecure children we cried, "Out with the Crown! Down with the Queen!" Appeasement again; and again.

36) We beat our breasts and intoned "Mea culpa, mea culpa, mea maxima culpa," when the problem in Quebec was of their own making. Like ostriches, we put our heads in the sand and hoped the problems would go away somehow. Complacent Canadians, we think we can save Confederation by spending vast sums of money and forever appease our mass delusions.

37) Are we losing the will to survive? Obtuse English-Canadians, we were once called by our Prime Minister. We're not obtuse. We're in one hell of an economic mess and we know it, plus the threat to national unity. Right the first and the second will fall into place. We're over our heads in debt and living on credit. We have the worst labour relations in the western world and the dollar is in the bottomless pit. While inflation gallops to two digits and massive unemployment cripples the economy, ~ while colossal mismanagement by those crazies in Ottawa sinks us into astronomical debt, while blatant corruption becomes a sick joke in this country, we have been seduced into thinking that a new constitution will right the wrongs. Gullible Canadians belly up at the call of the Pied Piper. We passively watch the erosion of our individual liberties, placidly accept a secret trial. The secret trial in Montreal is something that should have made every Canadian rise up in anger. Not one did except Pierre Berton.

38) We accept dictatorial powers, tapping, bugging, arrogant refusal of freedom of information. Yet let that human zoo on the Rideau wave the constitutional flag and cry, "Dump the Senate! Scrap the Queen! Stuff the Supreme Court!" and we wallow and swallow all that political swill. It's constitutional rape. You know it and I know it, and what are we going to do about it?

39) --Reform the Senate, don't dump it. Successive Prime Ministers have used the Senate as a retirement home for political hacks, tired politicians and money baggers. (I apologize to any Senator who may be here. If he is, he's not one of them!) Under the B.N.A. Act, the Senate was envisioned as a house of sober second thought. It has become a house of Frankenstein, with indexed pensions.

40) Scrap the Queen, indeed! We need the monarchy more now than we have ever done before. I, for one, want the Queen and not a political appointee as Head of State. She is above the political fray and the machinations of discredited political Judas Iscariots. She is a symbol of statehood. She is responsible, disciplined, gracious--virtues we would do well to emulate. Our Prime Minister finally got the message that he did not have the mandate nor the
approval of the people of Canada to tamper with the Queen's place in Confederation. The Speech from the Throne last week went out of its way to assure us that the Queen was safe--for now, anyway. After an election, God only knows.

41) Eternal vigilance is the price we pay in democracy. Senator Eugene Forsey, one of the "good guys" in that Senate, made this comment: "The Prime Minister's constitutional proposals are subversive and an outrage against responsible government." Let's put that in our pipe and smoke it for a while.

42) The B.N.A. Act stipulates that changes in the Constitution must have the approval of provincial governments. The Prime Minister is not the sole arbiter on constitutional issues. He has no mandate to tell the premiers to stay out of the constitutional debate.

43) I have read the B.N.A. Act. It has served Canada well for over a hundred years and can do so for another hundred. Of course the Constitution should be brought home, but remember that it is Quebec that has consistently negated patriation, that has always insisted that it not be brought to Canada. But let's be suspicious of any radical change. And as for entrenching language rights in the Constitution, that would be an unmitigated disaster. If you think we are divided now, just wait till then. I am all for human rights and freedoms in the Constitution, although hopefully it won't be like the hypocrisy of the United Nations, where some members deny every human right to their citizens while ascribing to the U.N. code.

44) "Bilingualism is not the glue that will make this country stick together," said one Joe Clark not so long ago. (He's no longer Joe Who? He is Joe When.) An empty belly and no prospects of a job will never be cured by entrenching language rights in the Constitution. Sometimes I think constitutions are for the birds, or for idiots. Britain has never had a constitution and it has survived exceedingly well.

45) What is needed in Canada is statesmanlike leadership, courageous leadership to control the economy, to balance the budget, to pay off the horrendous debts, to stop the money printing presses, to call a halt to the spending spree and the indexed pensions. Our dollar has lost its credibility. We settled for a socialized welfare bureaucracy that we couldn't afford, and financed it by massive inflation. It now threatens to bury us. Our unemployment insurance to the tune of four billion dollars has become insurance plus welfare. The whole welfare system, shoved down the throats of the provinces in the years gone by is now such a hodgepodge of inefficient and inequitable payments that it should be completely scrapped and sensibly reorganized. My services are always available.

46) We desperately need leadership with the starched spine to tell us the sad economic facts, that we have borrowed to the hilt and printed money to pay for the borrowing, and that we cannot go on consuming more than we produce, that we cannot pile debt upon debt to pay for political giveaways, that government mismanagement and waste is at an end.

47) What a hot torrid story the Auditor General's report would make. I often wonder whether I should write a book on it. The title would be Sin, Scandal and Skin on the Rideau.

48) Changes in the Constitution can wait until the greater problem of the economy is solved, and until Quebeckers decide what they want. The present Constitution is adequate until there is a consensus in Quebec and in the rest of Canada for a change.

49) Canadians have been apathetic for so long, but they are slowly waking up. Their pocket books are now involved. Their standard of living is threatened. Their Queen, who they have always loved, now finds herself mimicked and sometimes insulted. Many ordinary folk admire her courage and dedication. She doesn't stoop to boorish antics or vulgar body language. These people are asking themselves, why should they give up their cherished traditions? They don't want a republic, nor do they trust a politically-appointed Governor General.
50) There is a grass-roots swell of response to government excesses: devalued currency and enforced bilingualism. The adrenalin is flowing in the people. They are concerned, they are afraid, they are uneasy. They are speaking their minds. I saw some buttons saying, "The national debt is a disgrace." Canadians want their country to stop borrowing and pay its debts. They know instinctively, even though they are not economists, that capital follows confidence. The poor perplexed longsuffering taxpayer is being bled to death by the bureaucrats with fat salaries and indexed pensions and he knows it. He is howling in anger. It's the beginning of change.

51) Will Ottawa have ears to hear, hearts to understand, and the intestinal fortitude to change? Will they have the good sense to put constitutional reform on the back burner until our greater problems of the economy are solved? Our dollar is impoverishing us all. Will the government have the vision to stop meddling in the private sector, buying up efficient and profitable operations and running them into the ground? And that's all paid for by you and me. It's an ode to idiocy, to federal stupidity. Have they learned their lesson? Only God and Pierre know for sure.

52) I am an unashamed, unabashed chauvinist, a demonstrative patriot. I'm a monarchist and proud of it. I make no apologies. My father was an immigrant who pulled himself up by the bootstraps, from shovel and wheelbarrow to bulldozer and crane. He incessantly extolled the wonders of a country that had given him the opportunity to succeed. He passed that passionate love on to his children. When, as children, we came to him and told him that our French and English playmates were calling us names, he would say, "I'm the Wop. You're Canadians and don't forget it, and don't let anybody ever call you anything else." He would turn in his grave if he could see what Canadians are doing to Canadians today and to his beloved country.

53) But I am a cockeyed optimist with a rainbow round my shoulders, and I know that Canadians will land on their feet. This country will survive, God willing and Pierre leaving. Canadians must rededicate themselves to nation-building. Who will lead us out of the wilderness into the promised land?

54) The appreciation of the audience was expressed by Mr. Joseph H. Potts, C.D., Q.C., a Past President of The Empire Club of Canada.

Charles de Gaulle: Vive le Quebec Libre

July 24, 1967, French President Charles de Gaulle announces this in front of Montreal City Hall during the 67 Expo.

Youtube Clip https://www.youtube.com/watch?v=C0LQBcygNew

FLQ and Quebec Separatist Movement Primary Sources
Resources from CBC archives

FLQ rallies students:

FLQ manifesto read on air:

Francophone caller supports FLQ Manifesto:
http://archives.cbc.ca/IDC-1-71-101-603/conflict_war/october_crisis/clip4

Just watch me:

Trudeau’s War Measures Act Speech:

Montrealers comment on military presence:

Gzowski interviews FLQ lawyer:

Troops, tanks roam Quebec streets:

October Crisis, 20 years later:

Photos: FLQ and the October Crisis of 1970

FLQ bombing in Montreal:
http://bilan.usherbrooke.ca/voutes/voute/westmoun.gif

Military presence in Montreal as a result of War Measures Act:
http://canadianheritage.org/reproductions/21031.htm

Chronology of the FLQ, Manifesto, and Other Sources:
http://www.marxists.org/history/canada/quebec/flq/introduction.htm

http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/october/manifest.htm

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PSD 4.1
Canadians ponder the welfare state

PSD 4.2
An appeal of Canada’s women on health plan

PDS 4.3
Medicare gets a rough ride in Regina

PSD 4.4
The Strike is over

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Veronica Foster, an employee of the John Inglis Co. Ltd. Bren gun plant, known as the “Bren Gun Girl” poses with a finished Bren Gun at the John Inglis Co. Plant, Photo, National Film Board of Canada, Toronto: May 1941.

PSD 5.2
The Indian Residential School hockey team of Maliotenam, Quebec, circa 1950

22 The Indian Residential School hockey team of Maliotenam, Quebec, Photo, Library and Archives Canada, 1950.
PSD 5.3
CBC television special for Education week March 13th, 1955

PSD 5.4
Report of the Royal Commission on the Status of Women in Canada: This document could be used in multiple ways within this activity to suit the needs of your students. Some alternatives would be firstly to choose a segment of the document, no longer than two pages for students to read through; this would suit an academic course. A good option for this would either be the criteria and principles pages starting on p.15. An alternative for an applied level course would be to take the first chapter on Canadian Women in Society (p.17), and splitting up the segments. For example print out excerpts in sections of one or two paragraphs for each student to have a more focused and short reading.

PSD 5.5
“The White Paper 1968” Statement of the Government of Canada on Indian Policy: This document could be used in multiple ways within this activity to suit the needs of your students. Some alternatives would be to choose a 1-2 page segment to present to students. Options for this would include The Indian Cultural Heritage, or Programs and Services. An alternative for an applied level class would be to take the Historical Background section and divide it by paragraphs to distribute to students. As well, the section on the immediate plan (p.7) is a simple and focused segment that would be easily accessible to most students.

PSD6.1
October Crisis and the War Measures Act
CBC video: Pierre Elliot Trudeau Interview “You Just Watch Me”

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**Back line masters**

**BLM. 1.1**
*Take the following chart format; expand onto one page and print appropriate amount of copies for all students.*

<table>
<thead>
<tr>
<th>Know already…</th>
<th>Want to know…</th>
<th>Learning….</th>
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**BLM 1.2**
*Print the following chart on both sides of a piece of paper and photocopy multiple copies. Students can use this chart as an organization tool through activities in this lesson, and other lessons through the unit.*
<table>
<thead>
<tr>
<th>Topic</th>
<th>What, Where, When, Who, How, Why (is it important)?</th>
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<tbody>
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<td>What:</td>
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<td>Why:</td>
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The following topics should be written at the top of chart paper each, or printed out onto small sheets of paper, handed out to pairs/groups of three students who will then get a piece of chart paper, place it on a wall around the room and start off the topic. Feel free to use all of the topics, or a smaller amount depending on your class size and ability. Also feel free to add in any topics that perhaps students wrote in their KWL chart under the ‘want to learn’ section, that aren’t already accounted for below.

Newfoundland (1949)
NATO (1949)
Canadian Bill of Rights (1960)
Peace Keeping
Expo 76
Gouzenko Affair
Bill 101 (1977)
Terry fox
Suez Canal
Tommy Douglas- Medicare
Cuban Missile Crisis (1962)
War Measures Act 1970
White Paper (1969)
Multiculturalism Act (1971)
QC referendum (1980)
Official Languages Act (1982)
Trudeaumania
Canadian Charter of rights and freedoms (1982)
BLM 1.4

Students will be asked when they have completed the carousel activity to place topics discussed into appropriate sections in the following chart. The students should also be encouraged to continue adding topics to this chart as they continue through the other lessons and learn about more events and people. This will be a helpful review tool for them at the end of the unit.

<table>
<thead>
<tr>
<th>What goes where?</th>
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<tr>
<td><strong>Unity</strong></td>
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|                | **Injustice** |
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|                | **Security** |
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| **Insecurity** |                |
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BLM.2.1

Canadian Personality Role Play Activity

List of Prominent Canadians: (1945-1982)

- Terry Fox
- Jean Lesage
- Lester B. Pearson
- Tommy Douglas
- Louis St-Laurent
- John Diefenbaker
- René Levesque
- Pierre-Elliott Trudeau
- Pierre Laporte
- Robert Bourassa
- Maurice Richard
- Laura Sabia
Individual Activity Worksheet
Prominent Canadian Figure 1945-1982
Fill out the following information while researching your Canadian Figure. Additional information can be added outside of these general questions. Please ensure to write down sources.

Prominent Canadian’s Name: ________________________

Type of Primary source associated: ________________________

What does the source tell us about the individual and the time?

•
•

Historical Context: Main movements or activities associated with this individual (+ explanation):

•
•
•

What are some of the positive aspects attributed to this individual (praise)?

•
•

What are some of the negative aspects associated to this individual (critiques):

•
•

What types of beliefs, values and opinions can you deduce about your individual:

•
•

Are any of the individual’s opinions or actions difficult to understand?
Group Sharing Activity Handout
Prominent Canadians from 1945-1982

Prompt Questions:
• In which period of time was this individual active in Canadian society?
• In which sphere was this individual active (Politics, Sport, Government…)
• What major movements is this individual associated with?
• What are some of the positive things associated with this individual?
• What are some of the negative things associated with this individual?
• What commonalities or links exist between our two individuals?

Prominent Canadian #1

Name:

Brief Information about the Individual:
•
•
•

What is the Historical Context Associated with this individual:
•
•
•

Prominent Canadian #2

Name:

Brief Information about the Individual:
•
•
•

What is the Historical Context Associated with this individual?
Then And Now Activity
1. Cars
2. Large cities
3. Houses
4. Apartments
5. Schools from grades K-12
6. Universities
7. Scholarships
8. Blue jeans
9. Jean shorts
10. Button up jeans
11. High heel shoes
12. Running shoes
13. T-shirts
14. Ties
15. Earrings
16. Reading glasses
17. Felt pens
18. Sandals
19. Women’s two piece bathing suits
20. CD players
21. Lip stick
22. Radios
23. Bicycles
24. Motorbikes
25. Working hours from 9-5
26. Daylight savings
27. Perfumes
28. Deodorants
29. Belts to hold up pants
30. Umbrellas
31. Summer holidays
32. Hospitals
33. Hand watches
34. Roads from Montreal to Vancouver
35. War in North America
36. Olympics
37. Cameras
38. Sailboats
39. Trains
40. Planes
41. Newspapers
42. Magazines for teenagers
Group Timeline Event

Timeline Event 1: Maurice Duplessis and La Grande Noirceur “The Great Darkness” Quebec Prime Minister from 1944-1959 under the new conservative “Union Nationale” Party.

DIRECTIONS:
With your group, research the events leading to and from your event. To do so, use classroom resources available to you. These include the textbooks, historical books, primary source workbooks and technology (personal divide and computers) in order to gain a better reasoning of the reasons and consequences of your event through group conversation. You must then deduct if these are indicative of continuity or of change and place them in the appropriate column below. Provide details about the events in order to construct a timeline of events with important dates and names when necessary.

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Additional important details:
**BLM 3.2.2**

**Group Timeline Event**

**Timeline Event 2: Jean Lesage’s Liberals and “Masters in our own house” slogan.**

**DIRECTIONS:**
With your group, research the events leading to and from your event. To do so, use classroom resources available to you. These include the textbooks, historical books, primary source workbooks and technology (personal divide and computers) in order to gain a better reasoning of the reasons and consequences of your event through group conversation. You must then deduct if these are indicative of continuity or of change and place them in the appropriate column below. Provide details about the events in order to construct a timeline of events with important dates and names when necessary.

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Additional important details:
BLM 3.2.3

Group Timeline Event

Timeline Event 3: The Rise of the FLQ in the 1960’s

DIRECTIONS:
With your group, research the events leading to and from your event. To do so, use classroom resources available to you. These include the textbooks, historical books, primary source workbooks and technology (personal divide and computers) in order to gain a better reasoning of the reasons and consequences of your event through group conversation. You must then deduct if these are indicative of continuity or of change and place them in the appropriate column below. Provide details about the events in order to construct a timeline of events with important dates and names when necessary.

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Additional important details
Group Timeline Event

Timeline Event 4: Official Language Act 1969

DIRECTIONS:
With your group, research the events leading to and from your event. To do so, use classroom resources available to you. These include the textbooks, historical books, primary source workbooks and technology (personal divide and computers) in order to gain a better reasoning of the reasons and consequences of your event through group conversation. You must then deduct if these are indicative of continuity or of change and place them in the appropriate column below. Provide details about the events in order to construct a timeline of events with important dates and names when necessary.

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Additional important details:
Group Timeline Event

Timeline Event 5: The FLQ and the October Crisis

DIRECTIONS:
With your group, research the events leading to and from your event. To do so, use classroom resources available to you. These include the textbooks, historical books, primary source workbooks and technology (personal divide and computers) in order to gain a better reasoning of the reasons and consequences of your event through group conversation. You must then deduct if these are indicative of continuity or of change and place them in the appropriate column below. Provide details about the events in order to construct a timeline of events with important dates and names when necessary.

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Additional important details:
Group Timeline Event


**DIRECTIONS:**
With your group, research the events leading to and from your event. To do so, use classroom resources available to you. These include the textbooks, historical books, primary source workbooks and technology (personal divide and computers) in order to gain a better reasoning of the reasons and consequences of your event through group conversation. You must then deduct if these are indicative of continuity or of change and place them in the appropriate column below. Provide details about the events in order to construct a timeline of events with important dates and names when necessary.

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Additional important details:
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<th>Clip Name</th>
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<td>What is the topic of the audio/video clip?</td>
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<td>Who is the intended audience?</td>
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<td>What is the key message, or the big question?</td>
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BLM 4.2

“Talk moves” Use the following collection of prompts to help guide open and concentrated conversations on any topic; can be used to help guide discussions in any other lessons as well.

1. Re-voicing or clarifying:
   a. so you are saying…
   b. did I get that right?
2. Repeating
   a. Who will repeat or rephrase what he said?
   b. Jimmy can you repeat what Julie said?
3. Reasoning
   a. Sam, do you agree or disagree with what was said? Why?
4. Adding on
   a. John, can you add to the idea that he is building?
5. Wait time
   a. Allow students time for silent thought.

BLM 5.1

This first slide would be projected as students enter the class. They will see it as they enter and begin thinking about ‘what is ethics’ right away. Teacher will start the class by talking about a current popular ethical question - move to second slide. See talking points below for guided conversation on second slide.
ETHICS?

“moral principles that govern a person’s or group’s behavior” (Google definition)

Is it black and white? Who decides what right and wrong mean?

“ethics is a branch of philosophy that is concerned with human conduct, more specifically the behavior of individuals in society. Ethics examines the rational justification for our moral judgments; it studies what is morally right or wrong, just or unjust.” (Treasury board of Canada definition, 2005)
BLM 5.2
Love Hate Propaganda Series segment on Ronnie the Bren Gun Girl27
[https://www.youtube.com/watch?v=-E0KvWve-9g]

BLM 5.3
Sharing circle instructions:
Consult “About Sharing Circles”28 document to further understand how to lead this kind of an activity.

The teacher can choose to alter the number of events students must identify and provide a description for. The teacher can also alter the events depending on what they have chosen to cover in the unit.

**Determining Historically significant moments from 1945-1982**

**DIRECTIONS:**
Please use the criteria listed below to help you choose three topics that you feel are the most significant from the time frame. Rank those three events from most to least significant (1 being the most, 3 being the least).

Use the criteria below to help you in making your selection, and in helping you to explain why you chose them. Explain how each topic meets one or multiple criteria in detail (You may use the list of topics below).

Please use the Internet and other resources from class to complete this task.

**CRITERIA:**
- Did it **result in change?**: Events, people, or developments have historical significance if they resulted in change. That is, they had deep consequences for many people over a long period of time. To which extent did this event impact peoples lives? How many people’s lives did it affect? How long were people’s lives affected?
- Was it **revealing?**: Events, people or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life. Did it reveal a deeper meaning about something else, a larger issue?

**Historical significance varies over time and from group to group. It is constructed through narratives of sources we read. Beware of the flexibility of significance, and allow your analysis of each topic to be different**

**This is NOT an exhaustive list** —you are encouraged to think of other topics that you believe are significant in addition

<table>
<thead>
<tr>
<th>October Crisis</th>
<th>Newfoundland (1949)</th>
<th>NATO 1949</th>
<th>Canadian Bill of Rights (1960)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gouzenko Affair</td>
<td>Expo 76</td>
<td>Bill 101 (1977)</td>
<td>Suez Canal</td>
</tr>
<tr>
<td>Terry Fox</td>
<td>Medicare</td>
<td>Cuban Missile Crisis 1962</td>
<td>War Mesures Act 1971</td>
</tr>
<tr>
<td>Topic</td>
<td>Reason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: Conscription Crisis in 1917</td>
<td>It is a significant moment because it created a major crisis between English and French in Canada due to their opposing positions, and it set a tone of conflict and tension for their relationship afterwards. It revealed how the francophone population felt towards Britain and France, which was that they felt no allegiance to either. They were overall offended that they were being forced to support a nation that they felt no ties to. This event reveals the perspective of the francophone population that is still present today.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The teacher can choose to draw this example up on the board for the students or to provide students with photocopies in order for them to understand the template to follow.

Recipe/Cue Card Example

**Event 1: Immigration Act**

**Date:** 1976

**What Happened?**

**Your Rating:** +2, +1, 0, -1, -2

**Why?**

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29 Adapted from Rachael Collinshaw’s History Page (collinshaw.pbworks.com) Accessed on November 29 2014. https://docs.google.com/document/d/1TDt-Zecl79ESbHV0Xc4JDodFX_6DdiErhQ9WPag_Cpck/edit