Canadian History 1945-1982: A Collection of Lessons Covering Important Topics of Post-WW2 Canada

COURSE: Grade 10 Academic History

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 Massy 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.

Sample questions: “Why did Newfoundland become a province in Canada?” “What factors contributed to the decision to adopt a new flag for Canada? What was the significance of adopting a new flag? What was the significance of its design?”

ABSTRACT: This resource pack includes six lessons pertaining to Canadian history during the time period following the end of World War II and through to the creation of the Canadian Charter of Rights and Freedoms. The precise times cover 1945 – 1982 inclusive. Lesson topics varied widely, touching upon: women’s rights, Aboriginal rights, Cold War history, The October Crisis, Charter of Rights and Freedoms, and the adoption of the current Canadian flag. Each lesson uses primary sources as its focus, and each revolves around one or more primary historical thinking concepts. These primary historical thinking concepts are as follows: historical significance, primary source evidence, continuity & change, cause & consequence, historical perspectives, and the ethical dimension

KEYWORDS: 1969 White Paper; 1970 Royal Commission on the Status of Women; 1982 Charter of Rights and Freedoms; War Measures Act and the October Crisis; Great Canadian Flag Debate; Diefenbunker and Cold War Canada; Evidence; Ethical Dimension; Cause and Consequence; Continuity and Change; Historical Perspective

CITATIONS: Included in each lesson’s appendix, in order that the lessons may be more easily used, rather than having all citations and appendices at the end of the 6-lesson document.

AUTHOR(S): Shelby Contos and Nils Swinamer

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COURSE: CHC 2D Grade 10 Academic History

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON #: 1

TITLE: What the 1969 White Paper Means to Canada

OVERVIEW: Students will receive a copy of the 1969 White Paper without any additional evidence or background information in order to close read and analyze the document without any biases. The lesson will focus on how the document would have been received by Canadians and Aboriginals in 1969 and how the document is viewed by us today. This analysis will allow the students to look at the primary document through the lens of people in 1969 and see how views of Aboriginal and non-Aboriginal people in Canada have changed or stayed the same.

LEARNING GOAL: We will be reading and analyzing the 1969 White Paper as a piece of historical evidence in order to see it’s relevance to Canada’s past and present

MATERIALS:

2. BLM 1.1
3. Video Clip 1.1

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
Give each student a copy of the White Paper and some time to read over it while keeping these questions in mind:
How does the paper speak about Aboriginal peoples?
What is the paper proposing?

**Step 2: Video and Discussion (30 minutes)**

- **Play video clip 1.1** up until 4:30 and then pause. The first few minutes will give students a visual of how what Canada looked like politically in 1969
- After pausing the video ask the following questions and facilitate discussion:
  - How would the White Paper affect Aboriginal people in Canada?
  - Why were the Aboriginal people so outraged? (Think back to the Residential Schools that were still in existence, treatment of Aboriginal people by the government, etc.)
  - How would Trudeau and Chretien initially have seen this as a good idea?
  - **Watch the remainder of Video Clip 1.1**
    - Ask the class:
      - How did the Aboriginal people react to the White Paper?
      - How did Aboriginal reactions contribute to the rights of Aboriginal people in Canada?
      - Was the White Paper successful or not?

**Step 3: Independent Activity (10 minutes)**

- Hand each student the BLM 1.1 and give them time to fill it in individually based on the class discussion and the video

**Step 4: Sharing / Discussing / Teaching (20 minutes)**

Take up BLM 1.1 as a class and share ideas
Discuss the 4 different perspectives outlined on the worksheet
How did reading the White Paper help us draw these conclusions on the different perspectives in 1969 and today?

**ASSESSMENT:**

Pay close attention to how the students are using what they’ve read in the primary document to draw conclusions about the effectiveness or ineffectiveness of the White Paper and make assumptions about the four different perspectives outline in the BLM 1.1
APPENDICES:

http://www.aadnc-aandc.gc.ca/eng/1100100010189/1100100010191#chp1

http://www.aadnc-aandc.gc.ca/eng/1100100010189/1100100010191#chp1

A2: BLM 1.1 (see next page)
<table>
<thead>
<tr>
<th>Aboriginal Perspective in 1969</th>
<th>Aboriginal Perspective Today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Aboriginal Perspective in 1969</td>
<td>Non- Aboriginal Perspective Today</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE: CHC 2D Grade 10 Academic History

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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 Massy 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 Chart of Rights and Freedoms; the establishment of Environment Canada), and assess their significance for different groups in Canada.

Sample questions: “Why did Newfoundland become a province in Canada?” “What factors contributed to the decision to adopt a new flag for Canada? What was the significance of adopting a new flag? What was the significance of its design?”

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

LESSON #: 2

TITLE: Exploring and Analyzing the Second Wave of Feminism in Post WWII Canada

OVERVIEW: Students will look at the Royal Commission on the Status of Women in Canada, a report that was brought before Parliament in 1970 to address inequality amongst women in the country. By analyzing different sections of the report, students will gain insight into the history of women’s rights in the country and how feminist movements have helped women gain rights across the country. The overall goal is to show how Canada has evolved and progressed as a nation since Confederation and more specifically during the 1945-1982 time period.

LEARNING GOAL: We will be analyzing and discussing the significance of women’s rights movements in Canada from Confederation to today

MATERIALS:

1. PSD 2.1 Royal Commission on the Status of Women in Canada Chapter 7 (1970)
2. Print out #1-37 (Pg. 1-12) of the Royal Commission (PSD 2.1) to be handed out to the class
3. BLM 2.1
4. Video Clip 2.1

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

• Play Video Clip 2.1 from 39:00-44:00 to give the class an idea of the changes that were happening in post war Canada concerning women’s rights.
After the video is finished, ask them to think about how the rights that activists were fighting for have changed (i.e., abortion rights, divorce laws, etc).

Do these kinds of arguments seem outdated because we have made progress as a nation?

Is there still gender inequality in Canada? Where do we see this?

Step 2: Discussion (15 minutes)

- The teacher will ask students what the role of women in Canada was during WWII (as they will have just studied WWII)
- If women were active in society during WWII (i.e., ammunition factories), how would returning to their traditional roles as homemakers affect them?
- How does this help us better understand the determination of women to see change in Canada after WWII?
- Read through #1-3 of the Introduction in Chapter 7 of The Royal Commission on the Status of Women in Canada (1970) as a class

Step 3: Guided Practice (20 minutes)

- Distribute #4-37 in the document amongst groups in class (ranging from 3-5 students per group)
- Write the following questions on the board (or display on powerpoint) for students to keep in mind as they read through their assigned numbers and discuss them in their groups:
  - How does the document give us an idea of the status of women in Canada in 1970?
  - How does the document portray the history of women in Canada? Were they given equal rights?
  - Once the students have read and discussed their numbers in their group, have each group discuss their assigned sections in chronological order as a class

Step 4: Independent Activity (10 minutes)

- Allow each student time to reflect on the following question regarding the document:
  - How had Canada progressed from the time of Confederation to 1970 (the year the Royal Commission was written) in regard to women’s rights?
  - How were women’s rights able to progress or remain unchanged in Canada?
  - Have the students write down point form notes on their thoughts based on what they read and discussed in the Royal Commission

Step 5: Sharing / Discussing / Teaching (20 minutes)

- As a class discuss whether or not the Royal Commission on the Status of Women in Canada contributed to the rights of women in Canada, not just in 1970, but in the present day.
- How did the report help women gain more rights?
- How is this document significant to our understanding of the history of women’s rights in Canada?
- If the document didn’t exist, would women have as many rights in Canada?
ASSESSMENT:

- Take a leisurely stroll around the classroom whilst your students discuss in groups to see how they are connecting what they are reading to what they know of women’s rights in Canada thus far
- Collect the BLM 2.1 to see how students processed and communicated their thoughts in their answers to the assigned questions

APPENDICES:

A1: Video 2.1 - A People’s History - Episode 17: In An Uncertain World

“A People’s History - Episode 17: In An Uncertain World,” Youtube video, 1:46:49, posted by “the history ful,” February 18, 2014, https://www.youtube.com/watch?v=sNtwiF-x7Oo. (Only play 39:00-44:00)

A2: Primary Source Document 2.1: Royal Commission on the Status of Women in Canada (Chapter 7)
A3: BLM 2.1: Personal Reflection Worksheet

Personal Reflection: The Royal Commission on the Status of Women in Canada

How had women’s rights changed in Canada from the time of Confederation (1867) to 1970 (the year the Royal Commission was written)?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2) What key events or people contributed to the changes regarding women’s rights in Canada? How did they contribute to changing women’s rights in Canada?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
COURSE: CHC 2D Grade 10 Academic History

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 Massy 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 Chart of Rights and Freedoms; the establishment of Environment Canada), and assess their significance for different groups in Canada.

Sample questions: “Why did Newfoundland become a province in Canada?” “What factors contributed to the decision to adopt a new flag for Canada? What was the significance of adopting a new flag? What was the significance of its design?”

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: The Ethical Dimension

LESSON #: 3

TITLE: Putting Our Rights in Writing: Canadian Charter of Rights and Freedoms

OVERVIEW: Students will receive copies of the 1982 Canadian Charter or Rights and Freedoms and focus on Sections 15, 25 and 28 pertaining to equality (specifically for women and Aboriginal people). Through discussion and analysis of the charter, students will examine the ethical dimensions of the charter and how the inclusion of these equality rights portrays Canada as a country.

LEARNING GOAL: We will be reading the Canadian Charter of Rights and discussing how Canada has or has not maintained the moral principles regarding equality that they included in the charter

MATERIALS:

1. PSD 3.1 Canadian Charter of Rights and Freedoms (1970)
2. Image 3.1
3. BLM 3.1 Equality vs. Equity

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

- Briefly recap the 1969 White Paper and the 1970 Royal Commission on the Status of Women with the class. Emphasize how both of these documents were significant to both women’s and Aboriginal advocation for their equality and equity.
- Suggestion, watch Video Clips 1.1 and 2.1
Step 2: Discussion (20 minutes)

- Briefly discuss the state of Aboriginal and Women’s rights in Canada leading up to 1982 (the time the Charter of Rights and Freedoms was written) with the class
- Show Image 3.1 and discuss equality vs. equity
- Did women have equal rights? Had Aboriginal people achieved equity?

Step 3: Guided Practice (25 minutes)

- Distribute a copy of the Charter of Rights and Freedoms to each student along with the BLM 3.1
- Divide the students into three groups and assign them one of the three sections from the Charter
- In their groups, allow them time to fill in their specific section of the chart

Step 4: Sharing / Discussing / Teaching (20 minutes)

- As a class, have each group summarize what they discussed about their section
- Have the other students fill in the other two sections

ASSESSMENT:

- Pay attention to how the students use their prior knowledge to contribute to their opinions on the charter
- Encourage students to connect what they have previously learned and form a mental trajectory from 1945-1982

Appendices:

A1: PSD 3.1 - Canadian Charter of Rights and Freedoms

A2: Image 3.1


A3: BLM 3. 1 (see next 3 pages)
<table>
<thead>
<tr>
<th>Section 15</th>
<th>Reflection Questions</th>
<th>Observations</th>
</tr>
</thead>
</table>
| **Equality Rights** | 1) *What does Section 15 tell us about what Canada values?*  
2) *Why is this section important when we consider Canada’s history with Aboriginal people, the Japanese, Ukrainians, etc.?* |  |
<table>
<thead>
<tr>
<th>Section 25</th>
<th>Reflection Questions</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>1) Is this section/the charter providing Aboriginal people with rights?</td>
<td></td>
</tr>
<tr>
<td>25. The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal, treaty or other rights or freedoms that pertain to the aboriginal peoples of Canada including</td>
<td>i) If yes, should the government feel entitled to do so?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763; and</td>
<td>ii) If not, is this ok?</td>
</tr>
<tr>
<td></td>
<td>(b) any rights or freedoms that now exist by way of land claims agreements or may be so acquired.</td>
<td>Explain your answers.</td>
</tr>
<tr>
<td></td>
<td>2) What heading is this section under? Is this significant?</td>
<td></td>
</tr>
<tr>
<td>Section 28</td>
<td>Reflection Questions</td>
<td>Observations</td>
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</tbody>
</table>
| 28. Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons. | **1)** *Who does this sections provide equal rights for?*  
**2)** *Based on your knowledge of the Royal Commission on the Status of Women (1970), why is this section significant?* | **Observations** |
COURSE: CHC 2D Grade 10 Academic History

SPECIFIC EXPECTATION(S): D: Canada 1945-1982, 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 Massy 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 Chart 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

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Perspective

LESSON #: 4

TITLE: The War Measures Act and The October Crisis

OVERVIEW: This lesson will address the causes of the October Crisis and the consequences that resulted from this event, specifically the invoking of the War Measures Act. This will draw upon the topic of Quebec separatism, and the extreme lengths some Quebecois went to in order to pursue their goals of an independent Quebec. Students will read excerpts from the War Measures Act and the Federal Proclamation explaining its decision to invoke the act.

LEARNING GOAL: To help students become more aware of how historical events, such as the October Crisis, came about and the repercussions that continue to the present day.

MATERIALS:

1. PSD 4.1: Video “Just Watch Me”
2. PSD 4.2: The War Measures Act
3. BLM 4.1

PLAN OF INSTRUCTION:

Step 1: Warm up (5-10 minutes)

- To simplify the concept of cause and consequence, consider a student who hits another one for stealing their pencil. The student is almost certainly suspended, thus representing the consequence. The cause was of course the act of hitting another student.
• To further illustrate the concept of cause and consequence, have students draw upon their previous knowledge. i.e. WW2 conscription crisis in Quebec, what were some causes? What consequences did the crisis have upon Canada and specifically divisions among Franco-Anglo relations?

Step 2: Discussion (10-15 minutes)

• Provide some key details on the Front de libération du Québec (FLQ)
• Go over Quebec separatism and Francophone/Anglophone divides
  o i.e. the FLQ is a manifestation of the most extreme separatism to date, by willing to murder, kidnap, threaten all to achieve their goal
• Link back to such events as the British conquest of Quebec, and the conscription crisis during WW2 which infuriated Quebeckers
• Brainstorm on chart paper, posing the question: What makes you angry? This will cut to the heart of the cause of the October Crisis of why the FLQ went to such extreme lengths. They were clearly very angry over the political situation in Quebec and felt disrespected or otherwise treated unfairly.

Step 3: Modeling (10-15 minutes)

• PSD 4.1 – Watch CBC Trudeau video “Just Watch Me”
• Ask pertinent questions for students to define
  o What do the terms police state, terrorism, martial law, unjust, civil rights mean?
    Have students define the terms using their own knowledge and understandings.
    Teacher will write responses on the board.
• The purpose here is to introduce some of the themes surrounding the October Crisis.
  o Kidnappings, communism, martial law, arrests without charge. These are some of the things faced during the October Crisis in 1970 Quebec
• How would you feel with armed soldiers and tanks patrolling city streets?
  o Would you feel more or less secure?

Step 4: Guided Practice (30-40 minutes)

• 1.) a.) In small randomized groups, students will review the War Measures Act document PSD 4.2 and answer whether it was justified or not, providing key points for each side of the argument BLM 4.1.
• 2.) a.) Students will be randomly split into two groups, and must prepare to debate as if the class were the House of Commons. Each side is assigned whether to support or reject the invoking of the War Measures Act. Students who do not agree with their chosen side must attempt to understand the opposing of the argument, in effect playing devil’s advocate.
• Note: Part 2.) will take place the following class, to ensure enough time is available for the activity
Step 5: Sharing / Discussing / Teaching (30-40 minutes)

- 1.) b.) Groups will share with the class what they have learned from the readings and their thoughts/views on whether invoking the War Measures Act was justified
- 2.) b.) The class debates, supporting their side’s views of the War Measures Act. Afterwards, the teacher will debrief the debate and students will be able to share individual thought on the debate
- Teacher will collect the BLM 4.1 from students to determine individual understanding of the topic

ASSESSMENT:

How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?
- Observing students during independent activity to note understanding and knowledge.
  - Also to assist in student learning of the material wherever needed
- Students must display their knowledge and understanding by answering several higher order questions as listed on the attached BLM
- Students are required to state the pros and cons of the decision to enact The War Measures Act.
- Furthering their reading and comprehension of the Act, student must debate and advocate for a particular position – even if they do not actually agree with the view. This will allow students practice in viewing topics from multiple angles, as historical interpretation is very much dependent on the person(s) performing the interpretation.

APPENDICES:

A1: PSD 4.1 – CBC video “1970: Pierre Trudeau says 'Just watch me' during October Crisis”
Last modified October 22, 2014.


Proclamation of the War Measures Act, October 16, 1970

Whereas the War Measures Act provides that the issue of a proclamation under the authority of the governor-in-council shall be conclusive evidence that insurrection, real or apprehended exists or has existed for any period of time therein stated and its continuance, until by the issue of a further proclamation it is declared that the insurrection no longer exists.

And whereas there is in contemporary Canadian society an element or group known as Le Front de Libération du Québec who advocate and resort to the use of force and the commission of
criminal offences, including murder, threats of murder and kidnapping, as a means of or as an aid in accomplishing a governmental change within Canada and whose activities has given rise to a state of apprehended insurrection within the province of Quebec.

Therefore, His Excellency the Governor-General-in-Council, on the recommendation of the prime minister, is pleased to direct that a proclamation be issued proclaiming that apprehended insurrection exists and has existed as and from the fifteenth day of October, one thousand nine hundred and seventy.

**WAR MEASURES ACT**

An act to confer certain powers upon the Governor in Council in the event of War, Invasion, or Insurrection.

**EVIDENCE OF WAR**

2. The issue of a proclamation by Her Majesty, or under the authority of the Governor in Council shall be conclusive evidence that war, invasion, or insurrection, real or apprehended exists and has existed for any period of time therein stated, and of its continuance, until by the issue of a further proclamation it is declared that the war, invasion or insurrection no longer exists.

**POWERS OF THE GOVERNOR IN COUNCIL**

3. (1) The Governor in Council may do and authorize such acts and things, and make from time to time such orders and regulations, as he may by reason of the existence of real or apprehended war, invasion or insurrection deem necessary or advisable for the security, defence, peace, order and welfare of Canada; and for greater certainty, but not so as to restrict the generality of the foregoing terms it is hereby declared that the powers of the Governor in Council shall extend to all matters coming within the classes of subjects hereinafter enumerated, that is to say:

(a) censorship, and the control and suppression of publications, writings, maps, plans, photographs, communications and means of communication;

(b) arrest, detention exclusion and deportation;

(c) control of the harbours, ports and territorial waters of Canada and the movements of vessels;

(d) transportation by land, air, or water and the control of the transport of persons and things;

(e) trading, exportation, importation, production and manufacture;

(f) appropriation, control, forfeiture and disposition of property and of the use thereof.

…
4. The Governor in Council may prescribe the penalties that may be imposed for violations of orders and regulations made under this Act, and may also prescribe whether such penalties shall be imposed upon summary conviction or upon indictment, but no such penalty shall exceed a fine of five thousand dollars or imprisonment for any term not exceeding five years, or both fine and imprisonment.

5. No person who is held for deportation under this Act or under any regulation made thereunder, or is under arrest or detention as an alien enemy, or upon suspicion that he is an alien enemy, or to prevent his departure from Canada, shall be released upon bail or otherwise discharged or tried, without the consent of the Minister of Justice.

6. The provisions of the three sections last preceding shall only be in force during war, invasion or insurrection, real or apprehended.

PROCEDURE

...  

8. Any ship or vessel used or moved, or any goods, wares or merchandise dealt with, contrary to any order or regulation made under this Act, may be seized and detained and shall be liable to forfeiture, at the instance of the Minister of Justice, upon proceedings in the Exchequer Court of Canada or in any superior court.

...
A3: BLM 4.1

The War Measures Act and Martial Law

Read the War Measures Act and accompanying proclamation handout and answer the following questions:

   Why was it justified?

   Why was it unjustified?

3. A strong majority of Canadians supported Trudeau’s decision to invoke the act. However, several prominent Canadians, including Tommy Douglas opposed this. Why do you think the majority of Canadians supported this decision at the time? Do you think a similar result would happen today?
COURSE: CHC 2D Grade 10 Academic History

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 Massy 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 Chart 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 #: 5

TITLE: Great Canadian Flag Debate

OVERVIEW: This lesson will focus on the debate between traditionalists seeking to keep the Red Ensign flag and progressives seeking to replace it with a new flag. P.M. Pearson advocated for a flag that better represented Canada’s increased independence from Britain.

LEARNING GOAL: The class will be reflecting upon the debate surrounding the creation of Canada’s current national flag. The focus will be on the difficulty of creating a new flag that is representative of Canada’s history and peoples.

MATERIALS:

1. PSD 5.1: Canadian Flag
2. PSD 5.2: Historical Sir John A. Macdonald poster
3. PSD 5.3: Historical image of Lester B. Pearson
4. PSD 5.4: Political cartoon

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

- Talk about patriotism and what it means to students. What does a flag represent to a people and their nation? Bring a flag of Canada, PSD 5.1. What does it mean to the students? Have them imagine a Canada without our distinctive flag and share their thoughts.
- Place the topic in historical context, as this was a time of increasing Canadian independence from Britain and note that we were forging our own identity (and still are
in many ways)

Step 2: Discussion (10 minutes)

- show **PSD 5.2 & 5.3**, images depicting Sir John A. Macdonald with the old flag, versus Pearson with his championed version. This is to illustrate the two sides of the flag debate – those favouring continuity and the old flag versus those opting for change and a new flag.
- ask students to think and share their feelings about a national symbol. What challenges do they foresee with changing the national flag? What benefits may arise from such a change?

Step 3: Modeling (10-15 minutes)

- Highlight the ongoing flag debates in Australia and New Zealand as examples of the time when Canadians were hotly contesting adopting a new flag.
  - Note this as an example of continuity, whereby other commonwealth countries are continuing their own debates regarding relationships to the old British Empire
- Highlight the examples of Manitoba and Ontario, which chose to adopt Provincial flags derived from the old Red Ensign. This was in direct response to the adoption of our current flag as a means of opposing this action. These Provincial governments favoured continuity over change in this case.

Step 4: Guided Practice (20 minutes)

- Students will be formed into two groups representing the two sides of the flag debate. The students will deliberate their opposition or support of adopting a new flag
- Encourage students to think from both their own perspectives and as if they were in the 1960’s

Step 5: Sharing / Discussing / Teaching (20-25 minutes)

- Show political cartoon from 1964 depicting the Flag Debate, **PSD 5.4**
- A re-creation of the Great Canadian Flag Debate will take place, with the students acting as Members of Parliament, with the classroom representing the House of Commons, and the teacher as the House Speaker/moderator.
- Teacher will debrief with students about the debate, noting just how difficult it is for a nation of millions to agree on a flag or to even consider changing it in the first place

ASSESSMENT:

- witness student engagement as they create their arguments in favour or against the ‘new’ flag, as if they were M.P.s in 1964.
- Show students a collection of rejected flags and point out that many of these were in close contention to be our next flag. Judge their reactions and thoughts on this as to whether they grasp the fact that this was of national importance in 1964
APPENDICES:

A1: PSD 5.1 – Canadian Flag, officially adopted February 15, 1965
Easily available, for official Federal details surrounding the flag and proper use thereof see:
http://www.pch.gc.ca/eng/1359645764952/1359645851381

http://www.spiritofcanadagallery.com/gallery.htm
A4: PSD 5.4 - Len Norris "In Miami they call it Dora - here we call it the Flag Debate", The Vancouver Sun; 10 September 1964. Accessed from http://scaa.usask.ca/gallery/flagdisplay/design2.htm
COURSE: CHC 2D Grade 10 Academic History

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 Massy 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 Chart of Rights and Freedoms; the establishment of Environment Canada), and assess their significance for different groups in Canada.

Sample questions: “Why did Newfoundland become a province in Canada?” “What factors contributed to the decision to adopt a new flag for Canada? What was the significance of adopting a new flag? What was the significance of its design?”

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspective

LESSON #: 6

TITLE: The Diefenbunker Museum

OVERVIEW: This lesson will combine a lesson with a tour of Canada’s Diefenbunker, a Cold War era nuclear fallout shelter designed to maintain the Federal Government’s ability to function. Students will view the Diefenbunker from a modern-day perspective as well as gain an idea of what it would have been like to be in the bunker during the Cold War.

LEARNING GOAL: This lesson field trip aims to engage students in primary historical thinking by exploring an actual and large primary source in the form of the Diefenbunker.

MATERIALS:

1. PSD 6.1: The Diefenbunker
2. BLM 6.1: Diefenbunker Personnel Activity

PLAN OF INSTRUCTION:

Step 1: Warm up (10-15 minutes in class)

- A brief overview of the Bunker and its purpose will be given prior to the field trip so students have an idea of the activities that they will engage with.
- Immediately upon entering the Diefenbunker, the students are confronted with a mock-up of a nuclear bomb. This sobering prop serves to introduce the Diefenbunker’s purpose as a shelter.
**Step 2: Discussion** (10-20 minutes)

- Upon arrival at the bunker PSD 6.1, tour guides will be leading much of the day’s lesson and activities, with the teacher providing support and bringing their own researched knowledge.
- The field trip will involve an overall tour and general information about the Diefenbunker, its purpose, history, relevance etc.

**Step 3: Modeling** (25-30 minutes)

- Students will participate in the “Continuity of Government Workshop” run by the facility.
- This workshop involves instruction on how the bunker would aim to maintain a basic amount of government operation during an emergency. The personnel involved in operating the bunker would be detailed, particularly with regards to who would be needed to maintain operations.

**Step 4: Guided Practice** (25-30 minutes)

- With the adaption of museum activity BLM 6.1, students would engage in a personnel selection exercise, whereby they must identify individuals/occupations that they feel should be included in the bunker during a nuclear attack.
  - Explanation must be given as to why certain individuals/occupations were chosen and their value towards meeting the needs of the Diefenbunker.
- Note: this activity can be performed onsite, with the assistance of museum staff or in the home classroom, with computers and internet access.

**Step 5: Sharing / Discussing / Teaching** (15 minutes)

- Personnel activity will be taken up, drawing upon the expertise of the museum staff to assist.
- Who did the students pick to be part of the bunker personnel and why?
  - What was the importance of each person or their occupation?
- Debriefing after the trip, which may occur the day of or the next class period.
  - What did students like most? What did they find interesting? What is one thing students learned (each student must answer)?

**ASSESSMENT:**

- Student engagement will be informally assessed throughout the field trip to note their interest on the topic.
- Students will be required to remember some key concepts throughout the tour and to share these, thus demonstrating their knowledge gained.
- Debriefing will provide an opportunity to discuss the field trip and conclude with a sharing session of interesting things learned from each student.
Lesson Plans - Journey to the Diefenbunker

Activity: Diefenbunker Personnel

Concept:
Reflect on how governments respond to national emergencies by learning about the “continuity of government” strategies implemented at the Diefenbunker.

Objectives:
Students will gain an understanding of how the nuclear threat affected government planning and decision making.

Materials: Virtual Museum website,
http://www.virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=story_line_index&fl=0&lg=English&ex=839&pos=1
Diefenbunker Continuity of Government Sheet, Personnel Activity Sheets.

Student Activities:

Part A: Individual or small group assignments
As individuals or in groups of 2 or 3 have students explore the Virtual Museum website
As individuals or in groups of 2 or 3 have students review the list of possible Diefenbunker personnel.
Using the worksheet provided, students should choose who they think should be on the bunker personnel list and state reasons for their choices.

Part B: Group Discussion
Once students have completed this task, as a group go over the answer sheet. Have students compare their list with the personnel who were actually assigned to the bunker.
Lead a class discussion about the differences between the two lists.
Were some important people missing from the actual Diefenbunker personnel?
Were there some people in the Diefenbunker who did not need to be there?
The Diefenbunker: Continuity of Government

The Diefenbunker was built to ensure “continuity of government” in the event of a nuclear attack. As the capital city of Canada, it was very likely that Ottawa was targeted for a nuclear strike. In the aftermath of an explosion, it would be very important for the Canadian government to lead and organize emergency response operations and continued national security. The Diefenbunker had room for 525 personnel.

Activity:

Part 1: Some of the people from each column on the personnel list below were to be taken into the Diefenbunker in the event of an emergency. Pick which people you believe belong in the bunker and provide reasons for your choice.

Part 2: Check the Answer Sheet to see how closely your list matches the actual personnel list.

<table>
<thead>
<tr>
<th>Who Would You Take Into the Diefenbunker?</th>
<th>Civilian</th>
<th>Military</th>
<th>Government</th>
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</thead>
<tbody>
<tr>
<td>Doctor</td>
<td>Commissionaire</td>
<td>Prime Minister</td>
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<tr>
<td>Teacher</td>
<td>Chief of Defence Staff</td>
<td>Leader of the Opposition</td>
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<td>Sniper</td>
<td>Governor General</td>
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<tr>
<td>Cameraman</td>
<td>Military Police</td>
<td>Ambassador of the USA</td>
<td></td>
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<tr>
<td>Janitor</td>
<td>Photographer</td>
<td>Mayor of Ottawa</td>
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<tr>
<td>Fitness Coach</td>
<td>Army Soldiers</td>
<td>Secretary</td>
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<td>Librarian</td>
<td>Medic</td>
<td>Canadian Espionage Expert</td>
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<td>Chemist</td>
<td>Logistics Officer</td>
<td>Ministry of Agriculture</td>
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<td>Veterinarian</td>
<td>Cook</td>
<td>Ministry of Transport</td>
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<td>Carpenter</td>
<td>Air traffic controller</td>
<td>Ministry of Finance</td>
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<td>Radio Broadcast Journalist</td>
<td>Cadet Leader</td>
<td>Ministry of Public Safety and Emergency Preparedness</td>
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<td>Postal Clerk</td>
<td>Communications Personnel</td>
<td>Ministry of the Environment</td>
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<td>Nurse</td>
<td>Weather specialists</td>
<td>Ministry of Veteran’s Affairs</td>
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<td>Mechanic</td>
<td>JTF2 soldier (Canadian Special Operations)</td>
<td>Ministry of Fisheries and Oceans</td>
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<td>Hairstylist</td>
<td>War Artist</td>
<td>Ministry of Justice</td>
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<td>Lawyer</td>
<td>Cryptographer</td>
<td>Ministry of Natural Resources</td>
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<td>Accountant</td>
<td>Engineer</td>
<td>Ministry of Canadian Heritage</td>
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<td>Computer Specialist</td>
<td>Munitions expert</td>
<td>Central Mortgage and Housing Corporation</td>
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<td>Priest</td>
<td>Radar specialists</td>
<td>Ministry of Labour</td>
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<tr>
<td>Psychologist</td>
<td>Helicopter Pilot</td>
<td>Ministry of Foreign Affairs</td>
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</table>
My Diefenbunker Personnel List

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Why?</th>
<th>Was I right?</th>
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<tr>
<td>Who Would You Take Into the Diefenbunker? (Answers)</td>
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<td>Medic √</td>
<td>Canadian Espionage Expert √ (RCMP or CSIS)</td>
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<td>Logistics Officer √</td>
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