POST-WORLD WAR II CANADA

COURSE: CHC2D – Grade 10 Canadian History (Academic)

ABSTRACT:

The post war era was a time of monumental change within Canada. As the dust of World War II settled, Canada found itself in a position wherein it could finally create a unique identity on the international stage. This unit concerns itself with guiding students through this era of great change in Canada so that they may begin to recognize the origins of many of the most prized aspects of Canadian culture. One of the core goals of this unit is to demonstrate to students that national identity and culture is a fluid concept that is always evolving as time progresses; sometimes this evolution moves slowly and sometimes it comes rapidly, but it will always occur. This unit also concerns itself with presenting to students the reasons why this cultural growth occurred within this era and who the leaders of this massive change were. All of these goals will be achieved throughout the unit by using an engaging mix of activities that range from large-scale group activities to individualized research tasks. Throughout all of these varying activities using evidence from the era in the investigation of particular topics will be fundamental with the goal of creating more historically-minded students by the unit’s end.

KEYWORDS: Post-War, Culture, Canadian Identity

SUMMARY:

This unit consists of nine individual lessons that follow Canada during the post war era as it develops its identity as a nation. The unit begins by dispelling the myth that Canada is a country which is not as noteworthy as its colonizers or its neighbor to the south, the United States of America. This is achieved with an investigative look at all the inventions and innovations that owe their existence to great Canadian minds which culminates in an oral sales pitch activity at the day’s end. Following this lesson that broadly touches on the many interests of Canadians in the post-war era, this unit begins to focus its attention on the evolving concept of media and culture within Canada’s borders. This learning is achieved by having the students undertake a largely self directed activity wherein they examine primary documents, photos, songs, and video from this era in order to discover key themes within the time period. Towards the end of this lesson the conversation is expected to head towards ideas of consumerism. Due to this, the following lesson in this series examines the emerging culture of consumerism that came about due to Canada’s sudden explosion of urbanization. Within this lesson a mix of scholarly articles and primary sources are supplied to the students so that they may come to form their own ideas of what the average family in the 1950s looked like in the wake of this cultural revolution. As it is near impossible to talk about family life in the post-war era without touching on the emerging topic of women’s rights, the next lesson within this unit has students consulting primary and secondary sources to
determine what the expectations of women were during this time period and why that was so. In this lesson, students will be led to focus on continuity and change by examining the comparisons between women then and women now and how this came to be.

While these previous lessons tend to highlight the benefits of Canada’s urbanization, the next lesson in the series turns its attention towards the negative side effects that came with this mass migration to urban centres. Within this lesson, topics of environmental destruction and hazards to public health have a spotlight shone on them by tasking students with a mini research project. The discussion of viral pathogens that plagued early city life in post-war Canada segues well into the next lesson’s topic of the emergence of a public health care system in Canada. In this lesson, students do guided research as groups and after reading a variety of primary source articles piece together a timeline of the creation of Medicare in Canada. To contrast this lesson’s exploration into one of the details of its history Canada is most proud of, the next lesson in the unit focuses on a blemish in Canada’s past, the Cold War. Within this lesson, students use a variety of mediums of primary sources to attempt to piece together the general feelings of most Canadians towards the Cold War at a time where tensions were running high. With the indecisive mood of Canada during the Cold War still hanging over their heads, students in this next lesson are asked to turn their attention to Quebec and the Quiet Revolution that occurred there. Through the use of videos and scholarly articles in this lesson, students are educated on how close the nation came to fracturing when the movement to leave Canada nearly passed in Quebec. This unit wraps up by dispelling the myth that Canada has been a safe haven for people of all ethnicities for decades by examining the push for civil rights and liberties that occurred within nation during the post-war era.

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LESSON #1

Mandy Woo

SPECIFIC EXPECTATION:

D1.2 identify some major developments in science and technology during this period (e.g., developments in aeronautics, including the Avro Arrow; automatic postal sorters; goalie masks; developments in contraception, nuclear energy, plastics; medical developments such as thalidomide and pacemakers; television; developments in space technology such as satellites and the Canadarm), and assess their significance for different groups in Canada

E1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Historical significance

LESSON TITLE:

Innovations in Science and Technology

OVERVIEW:

Students will look at Canadian innovations in science and technology that emerged out of the post-war period.

MATERIALS:

Primary sources:

- PSD 1.1
- (Students are responsible for researching other primary source documents as this lesson features a large research component.)

Worksheets:

- BLM 1.1

Other:

- Chalkboard/whiteboard
- Computers

PLAN OF INSTRUCTION:

Hook (5 min):

1) Ask students to list all the Canadian inventions they can think of. Write them down on the board (3 min)

2) Show students PSD 1.1 and ask them what they think it is. Ask them what they see. Wait for someone to point out the Canada logo (2 min)
Lesson (55 min):

1) In a room with access to computers, ask students to form groups of 3-4.

2) Have students choose one of the following Canadian inventions/innovations: automatic postal sorters, Canadarm, Goalie Mask, walkie talkie, first commercial jet, electric wheelchair, alkaline battery, cardiac pacemaker, avro arrow, nuclear energy and garbage bag. Have them research their topic on the computer and fill out worksheet BLM 1.1 (40 min)

3) Have students prepare a 1-2 minute commercial (skit) to try to sell their invention/innovation as the most significant contribution to the country (has the biggest impact on the country) (15 min)

Wrap-up (15 min):

Have students present their skits. At the end, have students vote for the invention/innovation they believe is the most significant contribution to Canada. Students are not allowed to vote for their own invention/innovation.
LESSON #2
Camilla McGugan

SPECIFIC EXPECTATION:

D1.3 describe some key trends and developments in the Canadian economy during this period (e.g., the Rand decision and the growth of unions in Canada; the rise of consumerism and the popularization of credit cards; the continuing expansion of branch plants, particularly of American corporations, in Canada and the formation of the Foreign Investment Review Agency; the energy crises of the 1970s; stagflation; recession), and explain their impact

D3.2 explain ways in which various individuals, events, groups, and/or organizations contributed to the arts and popular culture in Canada during this period

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Evidence

LESSON TITLE:

Culture and Media in Post-War Canada

OVERVIEW:

Students will explore common themes of visual art, music, television shows and advertisements. They will use these themes to determine what Canada looked like as a culture in the post-war period.

MATERIALS:

Primary Sources:
- 4 pieces of visual art (PSD 2.1, PSD 2.2, PSD 2.3, PSD 2.4)
- 2 Clips of music (PSD 2.5, PSD 2.6)
- 2 Clips from TV shows (PSD 2.7, PSD 2.8)

Images from 1940-1960s (PSD 2.9 - 2.18):
  - Magazines
  - Album Covers
  - Advertisements
  - Photos
  - Pictures of paintings

Other:
- Laptops
- Envelopes with images and links to music/videos in them
- White card-stock paper
- Glue
- Scissors
- Projector and Screen
- Sound system

PLAN OF INSTRUCTION
Hook (5 min):

1) Have either a clip from Hockey Night in Canada (PSD 2.7) or Tom and Jerry (PSD 2.8) playing on projector or Blue Tango (PSD 2.5) playing as students come in.

2) Give the students 1-2 minutes to observe and take in all the media then call for attention.

3) Have students discuss what their thoughts are on what they saw/heard.

Lesson (60 min):

1) Hand out envelopes to students. Each student will open their envelope and take a look at its contents.

2) Students will research their given image/video/music clip and answer the following questions (20 minutes)
   - What inspired the artist to create this work?
   - Who is the intended audience of this work?
   - What message are they trying to convey and why?

3) Organize students into groups of 4 (2 from images, 1 from music, 1 from video clip)

4) Students will share their findings with one another and determine if there are any commonalities in their themes. They will decide on one theme that they feel encompasses their works (15 minutes)

5) Hand out images from the 1940s-1960s (PSD 2.9-18)

6) Students will create collages from the images that represent their theme (25 minutes)

Wrap-up (10 min):

Have groups present their collages and their theme to the class (10 minutes)
LESSON #3

Camilla McGugan

SPECIFIC EXPECTATION:

D1.1 analyse historical statistics and other primary sources to identify some key demographic trends and developments in Canada during this period

D1.3 describe some key trends and developments in the Canadian economy during this period

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Continuity and Change

LESSON TITLE:

Consumerism and Urbanization

OVERVIEW:

Students will draw important information from given articles about trends and commonalities in consumerism and urbanization. They will then create an image based on these trends.

MATERIALS:

Handouts:
- 4 Articles
  - Gendered Roles after the war (PSD 3.1)
  - Cities and Suburbs (PSD 3.2)
  - Rural Canada in an Urban Century (PSD 3.3)
  - Consumerism (PSD 3.4)

Other:
- Blank paper
- Pens Pencils, and other art supplies

PLAN OF INSTRUCTION:

Hook (5 min):
1) Have students discuss the following questions: What are some luxury items (ex. phones, toys, games etc.) that you have in your home? How recently did you or someone else buy them?

Lesson (70 min):
1) Begin with brief overview of what consumerism is and what urbanization is (5 min)
   - Consumerism - a movement of mass purchasing and consumption of goods
   - Urbanization - The move from cities to suburbs
2) Divide the class into four groups

3) Hand out articles (students can swap if they want):
   - Gendered Roles after the war (PSD 3.1)
   - Cities and Suburbs (PSD 3.2)
   - Rural Canada in an Urban Century (PSD 3.3)
   - Consumerism (PSD 3.4)

4) Have students read through articles and highlight the parts they think are important (15 min)

5) Students will then write their findings down on chart paper (at least 1 point/student) (20 min)

6) Students will then present their findings to the other groups. The other groups will take notes about it on the sheets that were provided (15 min)

7) Students will then individually create their own images of a 1950s family with a house and some of the goods they might have in it (10 min)

**Wrap-up (5 min):**

Have students share their images with the class.
LESSON #4

Mandy Woo

SPECIFIC EXPECTATION:

D2.3 analyse key aspects of life for Canadian women, with a focus on what changed during this period and what remained the same

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Continuity and Change

Historical Perspectives

TITLE OF STORY:

Women’s Role and Status

OVERVIEW:

Students will examine primary and secondary documents to gain insight on the views and expectations of women in post-war Canada. With this knowledge, they will then compare women’s roles and status then to the roles and status of women today.

MATERIALS:

Handouts:

- The Good Wife’s Guide (PSD 4.6)
- Image of a Housewife (PSD 4.1)
- Image of a Housewife (PSD 4.2)
- “Hardworking supermums beat 1950s counterparts” news article (BLM 4.1)
- Image of “Jantzen” (PSD 4.3)
- Image “How Do You Look in Your Bathing Suit?” (PSD 4.4)
- Image “You Mean a Woman Can Open It?” (PSD 4.5)
- Links handout (BLM 4.3)

Other:

- Laptops
- Computer
- Projector
- Internet access
- Paper
- Chalkboard (or whiteboard)

PLAN OF INSTRUCTION:

Set-up before class:
Group desks into 5 stations. At station 1, place copies of “The Good Wife’s Guide” (PSD 4.6). At station 2, place copies of the two propaganda photos (PSD 4.1 and PSD 4.2). At station 3, place copies of “Hardworking supermums beat 1950s counterparts” newspaper article (BLM 4.1). At station 4, place copies of “Jantzen” (PSD 4.3), “How Do You Look in Your Bathing Suit?” (PSD 4.4), and “You Mean a Woman Can Open It?” (PSD 4.5). Place 5-6 laptops and BLM 4.3 at station 5.

Hook (10 min):

1) Have students form groups of 3 or 4 and give each group a blank piece of paper.

2) Have students think about the kinds of expectations society has for women today. Have students write their ideas down. Ask students to draw their perception of a modern housewife.

3) Come together as a class to share answers. Write down students’ ideas on the chalkboard/whiteboard, or type it onto the computer and share on the projector.

Lesson (50 min):

1) Divide the class into 5 groups. Hand out Stations Worksheet (BLM 4.2). Have each group start at a different station and rotate every 10 minutes.

2) They are to examine text and photos to answer BLM 4.2.

3) Walk around and visit different stations to answer any questions students may have, and to make sure they are on track.

Wrap-up (15 min):

1) As a class, have students share about their findings. “What did you notice about women in the 1950s?”

2) Discuss questions, “What are society’s expectations of women today?” and “How are these expectations different or similar to those in the 1950s?” from BLM 4.2.

3) Type or write answers on laptop/chalkboard/whiteboard.
LESSON #5

Sean Forndran

SPECIFIC EXPECTATION:

D1.1 analyse historical statistics and other primary sources to identify some key demographic trends and developments in Canada during this period and assess their consequences

D1.3 describe some key trends and developments in the Canadian economy during this period, and explain their impact

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Cause and Consequence

Historical Perspectives

Evidence

LESSON TITLE:

Disasters of Urbanization

OVERVIEW:

This lesson explores how Canada’s increased urbanization led to environmental destruction on a large scale, which in turn caused several natural disasters to occur. It is geared towards getting students as involved in their learning as possible via group work.

MATERIALS:

Primary sources:

● PSD 5.1, PSD 5.2, PSD 5.3, PSD 5.4

Other:

● Class set of iPads/Chromebooks/smart devices
● Smartboard/some way to project a PowerPoint
● Access to archived newspapers

PLAN OF INSTRUCTION:

Hook (5 min):

Have students brainstorm a list of detriments that come from massive urbanization. Keep prompting until somebody mentions deforestation/exploitation of resources.

Lesson (60 min):
1) Large group work: Divide class into groups and have them research the detrimental effects of overfishing, strip mining, deforestation. Have student summarize their findings to the class. Ask class, “Why did Canada undertake these actions if they are known known to be so detrimental?” Wait for somebody to answer that “People didn’t know these were bad things back then.” Ask class, “How do we now know that these actions are so hazardous?” Wait for the answer, “Because we have seen the effects.” (15-20 min)

2) Lecture: PowerPoint Presentation on the Red River Flood and how it is one of the first disasters that occurred due to urbanization. (10 minutes)

3) Small Group Work: Have students research additional problems/incidents that arose in Canada due to its increase in urbanization and have them find an article to summarize to the rest of the class. Point them towards topics such as concentrated poverty/racial tension (Africville), environmental destruction, disease outbreaks (flu), etc. (25-35 min)

**Wrap-up (10 min):**

Exit card: Students are to write a short paragraph or paragraphs in answer to the prompting question “What do you believe to be the most detrimental effect of Canada’s mass urbanization in the post-war period?”
LESSON #6

Sean Forndran

SPECIFIC EXPECTATION:

D1.1 analyse historical statistics and other primary sources to identify some key demographic trends and developments in Canada during this period and assess their consequences

D1.3 describe some key trends and developments in the Canadian economy during this period, and explain their impact

D1.4 describe some key political developments and/or government policies in Canada during this period 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

D2.2 describe some significant examples of social and/or political cooperation in Canada during this period, including a variety of social movements

D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Cause and Consequence, Historical Perspectives, Evidence

LESSON TITLE:

Emergence of Medicare

OVERVIEW:

This lesson explores how the Canadian health care system came to be what it is today since its conception after WWII. Additionally, ideas of why Canadians believe the health care system is such an important part of their national identity will be explored. It is geared towards getting students as involved in their learning as possible via group work.

MATERIALS:

Primary sources:

- PSD 6.1 - 6.9

Other:

- Class set of iPads/Chromebooks/smart devices
PLAN OF INSTRUCTION

Hook (10 min):

1) Ask students to create a list of what defines Canada as Canada.
2) Wait until somebody mentions health care.
3) Ask class how long they think ‘free’ healthcare has been part of the Canadian identity.
4) Explore via discussion why some students believe health care has been around longer than other students do

Lesson (60 min):

1) Large Group Work: Divide class into groups and have them research the progression of healthcare from the 40s-60s through analysis of primary sources (each group gets a decade). Upon completion of the research have the class collaborate to produce a timeline of Canadian healthcare’s evolution through the decades (35 min)

- 1940s Resources
  - Radio Piece “Canada Ponders the Welfare State”
  - “Saskatchewan’s Leaders Contrasting Characters”
  - “Sask. Farmers Wary of Socialism”

- 1950s Resources
  - “Health Plan is Now Law But Plenty Of Red Tape Ere It Starts Working”
  - “Big Gaps in National Health Plan Should Include Medical, Dental Care
  - “Group Comprehensive Health Insurance” Ad

- 1960s Resources
  - “Pearson”
  - “Pearson”
  - “Medicare Funds for Housing: Ontario”
  - “Medicare Means Tax Boost”
  - “How it Took 50 Years to get Medicare Rolling”

2) Lecture: Tommy Douglas and why he is considered the founding father of healthcare as it is known today (10 min)
3) Small Group Work: Break students into 13 groups and assign them all a unique province/territory to research. Task them with determining what that area’s form of Medicare is, when it was implemented, and who campaigned for it. (15 min)

Wrap-up (5 min):

Exit card: Students are to write a short paragraph or paragraphs about why they believe Canadians are so passionate about their health care system with 82% of polled Canadians believing in the system.
LESSON #7

Sean Forndran

SPECIFIC EXPECTATION:

D1.1 analyse historical statistics and other primary sources to identify some key demographic trends and developments in Canada during this period and assess their consequences

D1.4 describe some key political developments and/or government policies in Canada during this period and assess their significance for different groups in Canada

· D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period, and analyse them from multiple perspectives

· D2.4 describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold, and assess whether these developments marked a change in Canada’s approach to or role in international relations

· D2.5 describe some key developments in Canada’s relationship with the United States during this period, and explain how they challenged or reinforced the nature of that relationship

· D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

· D3.2 explain ways in which various individuals, events, groups, and/or organizations contributed to the arts and popular culture in Canada during this period, and assess the significance of these contributions for the development of identity and/or heritage in Canada

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Cause and Consequence

Historical Significance

Evidence

Lesson Title:

Canada’s Fight Against Communism

OVERVIEW:

This lesson explores the culture of Canada during the Cold War and the differing ideologies about what the nation should stand for during this time period.
MATERIALS:

Primary sources:

- PSD 7.1, PSD 7.2, PSD 7.3
- BLM 7.1, BLM 7.2, BLM 7.3, BLM 7.4, BLM 7.5, BLM 7.6

Other:

- Class set of iPads/Chromebooks/smart devices
- Smartboard/some way to project a PowerPoint/YouTube video
- Attached Primary/Secondary Sources

PLAN OF INSTRUCTION:

Hook (20 min):

1) Have class watch “USA vs USSR Fight! The Cold War: Crash Course World History #39” (BLM 7.8) and tell them to watch for/make note of Canada’s role in the conflict. [https://www.youtube.com/watch?v=y9HjvHZfCUI](https://www.youtube.com/watch?v=y9HjvHZfCUI) (10 min)

2) Upon finishing the video ask students why they think there is no mention of Canada throughout the entire video. Discuss the misconception that the Cold War did not affect Canada (10 min)

Lesson (55 min):

1) Large Group Work: Have students (in groups) move to different stations within the class wherein different forms of media depict the Cold War in different ways. Upon arriving at each station students will answer the questions on their worksheet (BLM 7.7) that pertain to that station. (30-40 minutes)

   Propaganda Photo Station:
   - PSD 7.1, PSD 7.2, PSD 7.3
   - Summit Series Video Station
   - BLM 7.1

   Fruit Machine Station
   - BLM 7.2

   Missile Station
   - BLM 7.3, BLM 7.4, BLM 7.5, BLM 7.6

2) Lecture: Canada’s introduction to peace keeping –Suez Crisis (10 minutes)
Wrap-up (10 min):

Exit Card: Students are to write a short paragraph or paragraphs in answer to the prompting question “Was Canada a peacekeeping nation or a warmongering nation during the Cold War?” (10 minutes)
LESSON #8
Camilla McGugan

SPECIFIC EXPECTATION:
D3.4 describe the main causes and consequences of the Quiet Revolution and of some other key events that occurred in or affected Quebec between 1945 and 1982

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Cause and Consequence

LESSON TITLE:
Quebec Nationalism and the Quiet Revolution

OVERVIEW:
Students will learn about what political and sociological changes occurred in Quebec and how they shaped Canadian identity as a whole.

MATERIALS:
Primary Sources:
- PSD 8.1 - 8.9
Other:
- Laptops or smart devices (see appendices for web links)
- Lined Paper
- Projector and Screen

PLAN OF INSTRUCTION:

Hook (15 min):
1) Students will read the article “Quebec joins mounting complaints about CBC’s Canada: The Story of Us” by Ingrid Peritz (Globe and Mail)
   - Discuss as a class whether or not Quebec has significant part in the Canada 150 celebrations or not
   - Have students each find one event that is occurring in

Lesson (55 min):
1) Start by asking students what they know about the Quiet Revolution? Briefly define it: Quebec’s movement to become a separate country from Canada (10 min)

2) Watch the following clip on young Justin Trudeau’s comments on the Quiet Revolution (PSD 8.1). Have students discuss what they think about the clip (10 min)

3) Students will go to www.virtualmuseum.ca and search the Quiet Revolution: http://www.virtualmuseum.ca/edu/ViewLoitCollection.do?method=preview&lang=EN&id=20176 (10 min)

4) They will pick one of the following subheadings and read and analyze it (25 min):
o The new role of the state (PSD 8.2)
o Reclaiming the economy (PSD 8.3)
o The affirmation of Quebec on the Political Scene (PSD 8.4)
o Culture: Build-up and Breakaway (PSD 8.5)
o Social Realities (PSD 8.6)
o Women in the Quiet Revolution (PSD 8.7)
o Figure Heads of the quiet revolution (PSD 8.8)
o A core element: Education (PSD 8.9)

Wrap-up (5 min):
Students will then write a paragraph indicating what they learned and how it has helped shape Quebec’s relations with the rest of Canada.
LESSON #9
Mandy Woo

SPECIFIC EXPECTATION:

A2.2 apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to assess the credibility of sources, understand and appreciate multiple perspectives and engage in informed discussions, detect bias, understand historical context; apply work habits such as collaborating with peers or taking initiative)

A1.3 assess the credibility of sources and information relevant to their investigations (e.g., by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author)

A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to acknowledge different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

D2.2 describe some significant examples of social and/or political cooperation in Canada during this period, including a variety of social movements (e.g., the civil rights movement; the second-wave women’s movement; cultural nationalist and countercultural movements; environmental movements; Aboriginal activism; labour unions; centennial year celebrations, including Expo ’67; multicultural policies and organizations), and analyse them from multiple perspectives

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Historical Significance

Historical perspectives

Continuity and change

Ethical judgments

TITLE OF STORY:

Black History in Post-War Canada

OVERVIEW:

Students will gain understanding of Black history and civil rights efforts in post-war Canada by exploring historical perspectives. They will examine continuity and change by analyzing the progress made and effects that Black history has played in Canada’s culture and identity.

MATERIALS

Primary sources:
Hymn to Freedom by Oscar Peterson (PSD 9.1)

(Students are responsible for researching other primary source documents as this lesson features a large research component.)

Other:

- Computers (sign-out computer lab or laptops)
- Bag
- Scrap sheets of paper with names of historical figures on them

**PLAN OF INSTRUCTION:**

Start lesson at the computer lab (alternatively, borrow laptops to use in class).

**Hook (5 min):**

Have students listen to Hymn to Freedom by Oscar Peterson (PSD 9.1).

**Lesson (60 min):**

1) Have students pair up.

2) To assign a historical figure to each pair, have one student from each pair pull out a scrap sheet of paper from the bag.

3) Each piece of paper has a historical figure written on it. There will be multiple pairs assigned the same historical figure. They are: Viola Desmond, Portia White, Leonard Braithwaite, Jackie Robinson, Daniel G. Hill, Oscar Peterson, Clarence “Big” Miller, and Josiah Henson.

4) Give out the Profiles worksheet (BLM 9.1), which includes guided questions for researching the various historical figures. Have students work with their partners to complete the worksheet (30 min).

5) Return to class. Have each pair partner up with another pair that researched the same historical figure to create groups of four.

6) Using information that the groups have gathered, have students take on the point-of-view of their historical figure to create a piece of artwork expressing how they would be feeling in the post-war era as Black Canadians (or Black people residing in Canada). Options include: poetry, drawing, song, skit (3-5 minutes long). (30 min)

**Wrap-Up (10 min):**

1) As a class, have students share their work and what they have learned about their historical figure (5 min)

2) Ask students how Black history has impacted Canada’s culture and identity today (5 min)
SUMMATIVE ASSESSMENT
Camilla McGugan

Post World War II Canada was a country of change with many new innovations and movements being born. Many of these movements and innovations were brought about by Canadians who are famous for them today. Your task is to select one of these significant Canadian figures and do a poster presentation on them.

Pick a figure from the list of Famous Canadians below:
(You may choose someone off the list, but it must be approved first.)

<table>
<thead>
<tr>
<th>A. Y. Jackson</th>
<th>Jim Chamberlin</th>
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</thead>
<tbody>
<tr>
<td>Barbara Ann Scott</td>
<td>Joey Smallwood</td>
</tr>
<tr>
<td>Bobby Curtola</td>
<td>John Diefenbaker</td>
</tr>
<tr>
<td>Danny Gallivan</td>
<td>Lester B. Pearson</td>
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<tr>
<td>Don Farrar</td>
<td>Lewis Urry</td>
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<td>Ellen Faircloth</td>
<td>Marilyn Bell</td>
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<td>Ethlyn Trapp</td>
<td>Maurice Richard</td>
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<tr>
<td>Félix Leclerc</td>
<td>Moe Koffman</td>
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<tr>
<td>George ‘Moony’ Gibson</td>
<td>Oscar Peterson</td>
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<tr>
<td>George Klein</td>
<td>Paul Anka</td>
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<td>Glenn Ford</td>
<td>Rene Lévesque</td>
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<td>Guy Lombardo</td>
<td>Russ Jackson</td>
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<td>Jack Carson</td>
<td>Tommy Douglas</td>
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<td>Jacques Plante</td>
<td>Vincent Massey</td>
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<tr>
<td>James Gladstone</td>
<td>William Francis Giauque</td>
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</table>

**Steps:**
1. Complete the organizer on the following page with information that you researched about your chosen Canadian Figure
   - Be sure to include connections as to how their accomplishment have impacted and changed Canada
   - Don’t just use Wikipedia for your research, branch out to resources like The Canadian Encyclopedia. The library will also have books on reserve for you.
   - Be sure to include a list of all the sources you used

2. Compile this information onto a 24” x 36” poster board
- Ensure that it is legible from a distance
- Include pictures of them and their accomplishments

3. You will present your ideas off the poster to the class in a 5-minute presentation.
<table>
<thead>
<tr>
<th>Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who are they?</strong></td>
</tr>
<tr>
<td>Name: _______________________________</td>
</tr>
<tr>
<td>Where: ______________________________</td>
</tr>
<tr>
<td>DoB: ________________________________</td>
</tr>
<tr>
<td>DoD: ________________________________</td>
</tr>
<tr>
<td><strong>Main Accomplishments:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Impact on Canada:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Sources Used:**
## Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Guiding Question</th>
<th>Level 4 100-80% Thorough</th>
<th>Level 3 79-70% Considerable</th>
<th>Level 2 69-60% Somewhat</th>
<th>Level 1 59-50% Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>How well did I? Use the organizer and the poster to provide information on my chosen Canadian Figure.</td>
<td>The poster &amp; organizer contain lots of detailed information about the Canadian Figure.</td>
<td>The organizer and poster contain most of the information needed for the Canadian Figure.</td>
<td>There is some information about the Canadian figure on the poster and organizer.</td>
<td>The facts about the Canadian Figure on the poster and organizer is limited and inaccurate</td>
</tr>
<tr>
<td>Thinking and Inquiry</td>
<td>How well did I? Make connections between the Canadian Figure and their accomplishments as well as their impact on Canada.</td>
<td>There are many detailed connections between the Canadian Figure’s accomplishments and their impact on Canada</td>
<td>There are some connections between the Canadian Figure’s accomplishments and their impact on Canada</td>
<td>There are few connections between the Canadian Figure’s accomplishments and their impact on Canada</td>
<td>There are limited connections between the Canadian Figure’s accomplishments and their impact on Canada</td>
</tr>
<tr>
<td>Organization</td>
<td>How well did I? Make my poster easy to read and interesting to look at.</td>
<td>The poster is easy to read and has many interesting features</td>
<td>The poster is fairly easy to read and contains some interesting features</td>
<td>There is some difficulty reading the poster and it contains few interesting features</td>
<td>It is very difficult to read the poster and it contains limited interesting features</td>
</tr>
<tr>
<td>Communication</td>
<td>How well did I? Present my poster to the class and convey my ideas.</td>
<td>The presentation was clear and many ideas were conveyed easily to the class</td>
<td>The presentation was fairly clear and conveyed some ideas to the class</td>
<td>The presentation was somewhat clear and conveyed few ideas to the class</td>
<td>The presentation was not clear and conveyed limited ideas to the class</td>
</tr>
</tbody>
</table>

Additional Comments:
# Learning Skills Reflection

Circle the ones that best describes your work in this unit

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong> — How well did I keep an organized notebook and set time aside to study before a test?</td>
<td>Absolutely! I organize my work ALL the time. I set aside time to study to the unit and prepare for my poster/presentation.</td>
<td>Yes! I organize my work MOST of the time. I set aside time to study to the unit and prepare for my poster/presentation.</td>
<td>Sort of! I have LIMITED organization of my work. I set aside MINIMAL time to study to the unit and prepare for my poster/presentation.</td>
<td>Not really! I RARELY organize my work. My binder cannot be used as a study tool. That doesn’t matter because I do NOT study anyway.</td>
</tr>
<tr>
<td><strong>Independent Work</strong> — How well did I set and monitor my completion of my goals?</td>
<td>Absolutely! I work independently to set and monitor my work completion ALL the time.</td>
<td>Yes! I work independently to set and monitor my work completion most of the time.</td>
<td>Sort of! I work independently to set and monitor my work completion SOME of the time.</td>
<td>Not really! I rarely test and monitor my work completion. Improvement is needed in to complete work on time.</td>
</tr>
<tr>
<td><strong>Self-Regulation</strong> — How well did I seek clarification when needed to achieve my academic goals</td>
<td>Absolutely! I self-regulate ALL the time</td>
<td>Yes! I self-regulate MOST of the time.</td>
<td>Sort of! I self-regulate SOME of the time.</td>
<td>Not Really! I rarely self-regulate; significant improvement needed</td>
</tr>
</tbody>
</table>
APPENDIX 1

PRIMARY SOURCE DOCUMENTS

PSD 1.1

We're glad we chose a Meteor.

The new 1950 Meteor has that distinctive "touch" of elegance without gushy pretense. The Mercury-Lincoln-Meteor design team has realized the true beauty of a car. A car that's more practical and more stylish...and better equipped at every step.

Your back seat just to drive in without the strain. That's the kind of driving that's really comfortable. And you'll find it easy to adjust to your own driving style. The Meteor steering wheel is adjustable. Behind the1950 Meteor, the improved, streamlined power of the V8 engine that is completely new from driving began. With the Meteor's "Touch of Meteor," your driving style is enhanced. It's both more comfortable and more efficient. With the Meteor's "Touch of Meteor," your driving style is enhanced. It's both more comfortable and more efficient. No wonder Meteor is so popular. No wonder Meteor is so popular.

BE MILES AHEAD WITH Meteor

For Your Demonstration Drive...SEE YOUR MERCURY-LINCOLN-METEOR DEALER

http://www.oldcaradvertising.com/Ford%20of%20Canada/Ads-Cars/1950s/dirindex.html
PSD 2.2 To Prince Edward Island – Alex Colville

PSD 2.3 A Day to Remember – Dennis Burton

http://www.gallery.ca/cybermuse/servlet/imageserver?src=W1774574&ext=x.jpg
PSD 2.4 Abstract – Fritz Brandtner

https://www.gallery.ca/cybermuse/servlet/imageserver?src=W1738587&ext=x.jpg

PSD 2.5
Guy Lombardo and his Royal Canadians – Blue Tango
https://www.youtube.com/watch?v=RBSSaJ7C5n8

PSD 2.6
The Rover Boys – Graduation Day
https://www.youtube.com/watch?v=Rjt_Tv-9v4g

PSD 2.7
Hockey Night in Canada – 1950s-60s Playoff Montage
https://www.youtube.com/watch?v=xbJLXsjznC8

PSD 2.8
Tom and Jerry – Cue Ball Cat (although this is an American cartoon, it was one of the most watched cartoon series in Canada during the post-war period)
https://www.youtube.com/watch?v=b3sp1egBb0s
Chez vous, essayez Essence de Fleurs d’Avon!

6 fragrances pour choisir! Si concentrées ... durent autant qu’un parfum ... coûtent bien moins.

700 vaporisations dosées par flacon! Votre Essence de Fleurs vous parfumera plus que 700 fois!

Seul Avon vous offre un essai de ses Essences de Fleurs ... et tant d’autres idées originales. Votre Représentante va venir ... vous parfumer!

Cosmétiques Avon

https://s-media-cache-ak0.pinimg.com/originals/ce/4b/2b/ce4b2b740964a16de7848a86b236a961.jpg
Natural 1950s Makeup

Eyebrows: Shaped into a soft rounded arch, darkened with pencil

Eyes: Mascara and liner on top lash. Liner extended past crease with an upick. Shadow in colors to match eyes or outfit

Cheeks: Very light rouge on upper cheekbone

Lips: Natural with soft rounded shape from center to corners. Red, pink, coral.
10.7 Gendered Roles after the Wars

Robert Rutherford, Department of Philosophy & History, Algoma University

Figure 10.9 Gendered roles and ideals of normalcy were transmitted through primary-school readers like the Dick and Jane books (produced in the United States but reprinted in Canada in French, and in corrected English in the 1950s).

Gendered roles in modern Canada have passed through a period of significant change since the interwar period, especially during the 1960s. As the work of historians Veronica Strong-Boag, Mary Louise Adams, Magda Fahmi, Elise Chenier, and others illustrate, the politics of home life and gendered family regimes was dominated by a complex set of forces following demobilization in 1945-46 and into the late 1950s. Housing shortages were experienced in many parts of Canada; the peacetime restoration of domestic goods production and consumption took a decade longer in Canada than in the United States. But the desire to impose, immediately after the war, a regime of normalization, of bread-winning fathers and homemaking mothers, persisted throughout the 1950s. It was driven in part by a new family formation manifest in the baby boom between 1939 and the late 1950s. Nancy Christie and Michael Gauvreau have described this as an “interregnum period,” an extended era of post-war adjustment that lasted to the mid-1950s. Historians situate changes in gendered roles and demographic patterns in the context of shifting historical forces which shaped the masculine and feminine lives of men and women and their “baby boomer” children.
For the parental generation, the dark shadows of the Great Depression and the devastation of the war years motivated the search for security — for jobs, for homes, and for a restoration of feminine domesticity supported by masculine providers — and a nationwide drive towards a better life. This was especially true for many newcomers from war-torn Europe. Such hopes, however, were based on older models of gender relations arising in the era of industrialization, some of which were already dated and challenged in the period from 1914-39. The remapping of gender roles as Nazism was defeated and the Cold War loomed can thus be approached as a generational as well as a gendered social historical script.

The societal urge for post-war normalization and security in Canada led many towards a search for “home” as both a public-realm cultural ideal and a private-life aspiration. Explanations for origins of the baby boom itself invariably point to a postwar-gendered and generational search for security through domesticity. The gendered family regime of mothers, fathers, and children in the 1950s thus had deep historical roots yet was shaped by a quest for normalization in its context as a postwar measure. Security through normalized gendered roles was a classed (middle) and ethnically specific (white) ideal found and promoted in television advertisements and many sitcoms of the era. It was also a cultural backdrop to the public discourse that often cut across class and ethnic differences. Imposed from above through state policies and embraced from below by many Canadians, gender roles were shaped in the 1950s and early 1960s by conformity to a nostalgic sense of the past — one that was open to challenge.

Early postwar patterns in gender roles were marked by patriarchal norms. This was especially true as a new generation of fathers and mothers began to form their own families in search of what both American and Canadian journalists, writing for the middle classes, referred to as the “good life.” As I have suggested elsewhere, some wives balked at the patriarchal power (sometimes called “hegemonic masculinity” by theorists today) it imposed, but few fathers did. Postwar family life was, as Strong-Boag puts it, an “ambivalent” experiment: many wives, mothers, and homemakers who reached maturity at this time (marriage ages were comparatively younger in the 1950s) did not look back on their home dreams with bitterness, but many other women did.3
Men’s experiences of postwar domesticity were not without problems. Notions of “masculinity in crisis”—modern men facing a challenge to their identities as men, to cite a prominent example, had been a perennial concern across many decades—though each era, since the 19th century, generated its own mythologies about how men suffer in the modern age. In the 1950s, mid-century modern men seemed to face three crises in parables of woe that found considerable space in publications, not only in popular magazines like *Maclean’s* and *Chatelaine*, but also in some of the leading sociological publications of the day, most notably *Crestwood Heights: A Study of the Culture of Suburban Life* (1956). A particular triad of social forces was seen as standing against the modern man as a self-disciplined, autonomous, inner-directed, assertive being: modern bureaucracies and the modern factory system; family togetherness, which prescribed a new dictate for fathers—play with your children as if you were, almost, one of them; and, possibly worst of all, moms as matriarchal menaces, who exerted too much pressure on sons—some of whom, it was feared, would become homosexual as a result. This last challenge to manhood was, of course, also a critique of womanhood; a mixing of messages endorsed the maternal housewife while condemning her at the same time.

With respect to lived experience, these cultural myths and storylines reflected little in terms of the enduring inequalities in gendered roles in the private and public spheres. Following the immediate postwar forced exodus of most women in non-traditional jobs, there was a slow and then accelerating return to the workforce by married women. By the early 1960s, women comprised one-third of the paid workforce. Full-time earnings, however, stood at only 59% of men’s for the same labour categories and at just 54% for part-time female workers. Despite the challenges to their masculinity that most men were supposed to be facing, work-time studies of women’s labour in the home as homemakers revealed an even more gender-skewed expectation that women were responsible—as an essential characteristic of their gendered role—for most infant child care and most housework.

![Figure 10.10 Postwar women could find pink-collar jobs in teaching and nursing but also in industry, where they were valued for fine work—but not so much that they were paid as much as men. Women at Canadian Marconi in Montreal, ca. 1949-58.](image-url)
What stands out in histories of the postwar period, at least to the rise of the sexual revolution in the late 1960s, was the equation of heterosexuality with what the state and society considered normal gender relations. Deviance in this respect is considered in Section 12.7.

Connections between sexuality and gender roles are complex. They continue to be debated by historians today. Gender roles, if approached as shifting social and cultural responses to sexual differences, consistently demonstrate historical categories and powers that connect the body to boundaries of class, age, and ethnicity. In 2014, the Organization for Economic Cooperation and Development (OECD) released its Better Life Index, indicating that Canadian women spend, on average, some 254 minutes per day cooking, cleaning, and caring for children, compared to 160 minutes for men performing the same tasks. These 21st-century trends have deep historical roots in gender roles defined more by patriarchy than by equal partnership. Histories of the struggle for women’s rights and the gendering of experience are one means for challenging those persistent norms. Now more than ever before, these confrontations with histories of inequality become apparent in legislation and official policies that embrace still-wider notions of gender and identity. In this sense, the translation of historic roles and restrictions into postmodern constructions of gender roles in Canada is part of a continuum of transformation, and not only a landscape of change.

In the decade of the first postwar generation, as Bryan Palmer observes, the turbulent sixties brought with it a “generation gap” in social mores and gender roles between young women and men in Canada, as elsewhere — but this came later, as the postwar generation of baby boomers reached maturity in the late 1960s.[4]

Key Points

- Normalizing gender roles in the form of bread-winner fathers and homemaker mothers was part of the postwar project of rebuilding Canadian society and its economy.
- This pursuit of a new gendered “normal” has been interpreted as part of a search for security and relative prosperity on the part of a generation directly impacted by the Depression and WWII. Normalcy may have been imposed from the top but it was embraced from below as well.
- Features of these gendered roles include a strengthening of patriarchal authority and privilege for men in heterosexual circumstances.
- By the early 1960s, women were returning to the workforce in significant numbers, despite wage and other barriers to their participation.
- Historical studies of gender roles and sexuality indicate a complex pattern of ongoing transformation and show us that traditional roles are, themselves, transitory.

https://opentextbc.ca/postconfederation/chapter/gendered-roles-after-the-wars/
9.13 Cold War Society: Cities and Suburbs

At the turn of this century, only one city in the Atlantic provinces surpassed the 100,000 mark in population. Halifax stood as the 14th-largest urban area in the country, with 359,111 people in 2001. St. John’s (in 20th place) had a population of 99,182, and all of the rest were below 70,000. The combined populations of Saint John, Moncton, Fredericton, and Charlottetown were hardly more than that of Saskatoon, and if St. John’s and Corner Brook were added, they still wouldn’t be a match for Halifax.

Because large urban areas make more media noise than smaller centres, because media and capital are centralized in the biggest metropolises, and because the influence of the top three or four major cities is so pervasive, it is easy to lose sight of the rather more modest urban experiences of some Canadian regions in what many commentators called the “century of the city.” Rare, however, is the city of any size that has not been impacted by many of the urban trends that define modern life, of which automobilism, suburbanization, the baby boom, multiculturalism, and commercialization of space are only a few examples.
Beginning in the 1920s, Canadians began a migration away from city centres to the margin. Initially, what was considered “suburban” was merely the outskirts of the original city. Suburbanization faltered in the 1930s and early 1940s and then resumed in earnest in the postwar period. At that time, larger and larger numbers of city dwellers evacuated old neighbourhoods for entirely new communities.

Suburbanization was driven by several push factors. Housing stock in the city centre had grown overcrowded due to the poverty of the 1930s (as mortgage payments were missed and the number of rental units increased) and with the arrival of large numbers of ex-soldiers after the war. Large older homes were converted to rooming houses with less privacy and aging plumbing, heating, and wiring. In Vancouver, the second Hotel Vancouver was turned into veterans’ housing, so pressing was the demand for accommodations. As well, the city centres and older neighbourhoods were increasingly associated (rightly or wrongly) with crime, violence, and — from the perspective of Anglo-Celtic and Francophone Canadians — the presence of new immigrants and unfamiliar visible minorities. Finally, the baby boom (considered below) was underway and the need for more spacious houses was widely felt.

Figure 9.58 Suburbs have been criticized for “cookie-cutter” housing designs. In places like Don Mills, where the influence of the 1920s Garden City movement and modernist architecture can be seen, the whole design was in fact tightly controlled as a kind of social experiment in creating a livable space.

The pulls of suburbia were also numerous. Some industries were relocating to the edges of cities, and population followed. Housing prices were lower and so were property taxes. Suburban housing typically contained significantly more floor space than was available in houses in older blue-collar areas. Suburban lots — as large as 50 foot (15.24 metres) wide — compared very favourably to the 25 or 33 foot (7.62-10 metre) lot commonly found in the centre of western Canadian cities. Neighbours were, therefore, not cheek-by-jowl with one another. As suburban infrastructure grew there were highways that connected outlying areas with urban industrial nodes and the city centre. There were also new schools that were instantly a step up from the deteriorating facilities in the inner cities. Young postwar baby-boom families were attracted by all of these features.

Watch this video on the New Super Super-Mart to see one of Canada’s early suburban shopping centres.
Working — without much effect — against these pulls, were several drawbacks to suburban life. Urban families tended to stick to identifiable neighbourhoods before 1945 — generally, spaces that were associated with ethnicity, church, and sources of preferred types of food. In the suburbanization process, siblings did not (or could not) necessarily buy in the same areas, which meant that the supports formerly on offer between family members were more tenuous.

Culturally, suburbs were thought to be deficient. Civic amenities might include parks, rinks, and pools, but it was rare in the period from 1945 to 1970 to find art galleries or performance spaces outside of the old city cores. Zoning that forbade commercial properties from residential areas meant that there was no corner shop to turn to for small, immediate necessities; bottles of milk and loaves of bread were often delivered door-to-door, but if a pint of cream was needed mid-week that meant a trip in the car to the nearest shopping plaza. Pedestrianism was discouraged by distances and by the sprawling parking lots in shopping strips. As shopping malls appeared for the first time in the 1950s there began a process of concentrating retail space in nodes (with “plenty of free parking”) rather than along “high streets,” a fact that contributed further to the rise of automobile dependency. Most households therefore had to have two cars at their disposal. This luxury carried with it higher energy and individualized maintenance costs, and a concomitant rise in demand for more road capacity and parking. There was as a result more air pollution and alienation from the very greenspace that once made the “leafy suburbs” attractive. In lieu of a natural town or village centre in most suburbs, the shopping mall emerged as the de facto focal point for social interaction. Consumerism was thus encouraged by the lack of other possible sites of community contact.

Figure 9.39 Brentwood in Burnaby was one of Canada’s first suburban shopping malls. It is simultaneously a shrine to consumerism and a way of divorcing commerce from the streetscape.
Return to Civvy Street

Readjustment to peacetime in 1945 was welcomed by a generation that had lived through economic disaster and global conflict. It was also approached with some trepidation. The immediate postwar era a generation earlier had brought unemployment, a pandemic, and labour unrest. Some of these concerns were addressed at the political level (see Section 8.12). No initiative was as comprehensive in this respect as the 1944 Veterans Charter.

At war’s end, there were some 900,000 men and women who had served in some capacity. The Charter provided $1.2 billion to facilitate their reintegration. This included a one-time pay-out, cash for civilian clothing, and life insurance. Funding was available for post-secondary education at university or in vocational schools. The Central Mortgage and Housing Corporation (CMHC) was created in 1946 to assist Canadians with their first home purchase and the renovation of older homes (neglected during the Depression and not helped by material shortages during the war). Oversight for these and other projects was provided by the newly-established Department of Veterans’ Affairs (later renamed Veterans Affairs Canada).

Legislative and social pressures combined to enable returned soldiers to reclaim their old jobs (if, indeed, they had been formerly employed). This meant, inevitably, removing women from the industrial workforce. For returning servicewomen, however, no similar commitment was made. The end effect was to make marriage and housewifery the default career path for women who were not nurses, secretaries, or teachers.

Would suburbanization have occurred with such rapidity in the postwar years had it not been for this context? It is unlikely. CMHC brought homeownership within reach of a generation that had, less than a decade earlier, experienced record-setting levels of unemployment, cash shortages, and falling wages. The economic boost provided by the war had one other related impact that drove forward suburban growth.

The Baby Boom

As economic conditions began to improve slightly in the late 1930s, so too did the nuptiality (marriage) rate and the number of births. The earliest hint of a fertility recovery, however, was nothing compared to what would come after World War II. In 1911, there were 4.8 million Canadians over the age of 15 years, of whom 2.6 million were married; that share — about half — survived until the 1950s, when it reached two-thirds and then crept up to three-quarters in the early 1960s. In the post-war, Cold War years, being married, building a family, and — yes, being born — was the experience of a growing number of Canadians.

The declaration of war in 1939 was followed by a veritable stampede to the wedding altar. In Vancouver, for example, there was a 26.6% increase in the number of marriages registered over the previous year. To give this more perspective, it represents a doubling over the 1933 incidence of nuptiality in the city. Births would follow soon thereafter.
Nationally the number of births in 1937 was only 227,900 and then it shot up to pre-Depression rates in 1940, surpassing every year in the 1920s other than 1921, at 263,993. The crude birth rate rose from 20.1 in 1937 to 24.3 in 1945 and kept going up until it peaked in 1947 at 28.9. It then sagged a bit and then recovered in 1954 to 1957, when it hovered just above 28 per 1000. There were twice as many live births in 1956 (450,700) than there had been in any year in the 1930s. What is more, although the share of births that were illegitimate climbed during the war years from 3.9 to 4.5% of the total number of births, illegitimacy declined to a mid-1950s trough of about 3.8%.

More and more births took place in hospitals. In the 1920s, the share of hospital births was around 1 in 4; in the 1930s, it climbed to about 1 in 3, passing the 40% mark in 1939; by the end of the war, the figure was nearly 64%; by 1960, it was nearly 95%; and from 1965, it was 99%. Whatever the risks entailed in hospital births, the neo-natal and infant mortality rate fell from 81 per 1000 live population in 1931 to 1935 to 26 in 1960-1965, a remarkable achievement in public health. Likewise, stillbirths fell from nearly 32 per 1000 live births in 1931 to fewer than 12 in 1965.[9]

The enormity of immigration in 20th-century Canada (considered in Section 5.11) has tended to overshadow another important demographic behaviour: migration. As with the arrival of newcomers, the movement of Canadians from one province to another has had a westward bias. The other provinces and the Territories are more fully represented in British Columbia and Alberta than in any of the Maritime provinces, and this has been the case since the early 20th century. It is difficult to track interprovincial movement but we can identify out-migration patterns. From 1921 to 1961, there was only one decade in which Nova Scotia saw fewer people leave than arrived; in the same period PEI and New Brunswick (and, after 1949, Newfoundland) experienced substantial and sustained net out-migration. The decade in which this softens — the 1930s — offered up such poor economic prospects in the rest of the country that Maritimers were less likely to head “down the road.” Which suggests, of course, that interprovincial pulls are at least as important as pushes. The West was not exempt from abandonment: Manitoba was a net loser of population from 1921 and Saskatchewan from 1931. Alberta experienced net migration from 1931 to the 1950s. In fact, only British Columbia and Ontario registered net increases in migration across every decade of the 20th century.[9] Moving to where the jobs are became a powerful tradition in its own right in Atlantic Canada in the mid-20th century.

**White Flight**

The ability to move to suburbia seemed, at the time, a very democratic one. But, in fact, it was one enjoyed mostly by Canadians who held steady jobs, and most of those people were drawn from the British and French context populations. New immigrants continued to pour into the old urban centres and their numbers were growing as the postwar migrations gathered speed (see Section 5.11). West Indian, South Asian, and other visible minorities took over spaces vacated by those who made their way to the suburbs. Growing diversity in urban cores contributed to still more movement to the suburbs by more established Canadian households in what has been called **white flight**.
The effect on city centres of this evacuation is important to note. Downtowns in the first half of the 20th century had been a focal point for entertainment and commerce; by the 1960s, many were gutted. Live theatre and music venues closed down, old movie palaces became dilapidated and doomed for demolition, neighbourhoods that were increasingly viewed as irredeemable slums were ploughed under to make way for freeways that would conduct suburbanites to and from work. Downtown department stores retained some customer loyalty, but the spread of suburban shopping malls were a blow from which they would never fully recover. The impact of this abandonment of the city centres can still be seen in many Canadian metropolises. Some, like Winnipeg, are a patchwork of vacant lots and are very unpopulated after dark. The leading cities, however, turned the availability of land in what was now called the Central Business District (CBD) to advantage by erecting the country’s second generation of skyscrapers. Built of steel, concrete, and glass, these mostly corporate-owned or chartered bank-owned towers sprang up first in Montreal (the country’s financial capital at the time and the largest city) and were as much as twice the height of pre-WWII towers. The skylines of the largest downtowns across the country followed suit and began to reflect a pattern of trademark styles. The black glass Toronto-Dominion towers were instantly distinguishable from the white-edged Bank of Montreal skyscrapers. Montreal also led the way in suburban sprawl, so much so that by 1996, 75% of Montrealers actually lived outside of the city proper.

Toronto’s leadership responded to the changes associated with population and spatial expansion in 1953 by creating a federated Municipality of Metropolitan Toronto. Known as Metro, the new administrative body took in the City of Toronto and the suburban municipalities of Etobicoke, York, North York, East York, and Scarborough. This new organism accomplished much but some of its projects were highly controversial.

![Image](image_url)

Figure 9.60 Nanaimo is one of the oldest cities in western Canada, but that has not saved it from sprawl. Its metro population of 98,000 in 2015 covers 1,280 km². Greater Toronto (not Metro) covers 1,751 km² but contains more than 5 million people.
As the flight to the suburbs accelerated in the 1950s and pressures grew to develop more and better highway systems, a generation of planners appeared whose approach to depressed areas was to bring in the bulldozers. Some took their lead from American cities where variegated downtowns were gutted to make way for sleek, high-density social housing projects and cloverleaf overpasses. Largely because the Canadian economy and population lagged somewhat behind the Americans, some cities were spared the worst excesses of this period. Even in the United States, however, the wisdom of obliterating whole communities in the name of faster traffic flow and rationalized modern housing was being questioned.

At the forefront of the debate was New York's Jane Jacobs (1916-2006). In the mid-1950s, Jacobs began a public critique of slum clearance and urban renewal in Manhattan. Jacobs' successful crusade was noted in the Canadian media. When she emigrated to Canada in 1968 (in part to keep her draft-age sons out of the Vietnam War), she became a high-profile lightning rod for Torontonians angered at the proposed Spadina Expressway. The battle to stop the project was ultimately successful. As Ontario Premier William (Bill) Davis (b. 1929) observed in 1971:

“If we are building a transportation system to serve the automobile, the Spadina Expressway would be a good place to start. But if we are building a transportation system to serve people, the Spadina Expressway is a good place to stop.”

The collapse of the Spadina Expressway project in Toronto coincided with the death of radical proposals for slum clearance. The Bonaventure Expressway took a bite out of Griffintown in Montreal and the Autoroute Ville-Marie displaced hundreds. The construction of waterfront expressways and viaducts through Vancouver’s East End, Gastown, Chinatown, and Strathcona were stayed. These were unusual survivors, in that neighbourhoods containing ethnic minorities and Aboriginal peoples generally did not fare well in the battle with bulldozers and highways. An African-Canadian neighbourhood in Vancouver and Winnipeg’s Rooster Town, a Métis community, were both cleared to make way for, respectively, a viaduct and a suburban school. Clearances of these neighbourhoods, along with the wide variety of shantytowns that existed on civic peripheries (in defiance of modern norms of property ownership and conceptions of public health), were a way to rationalize cities, to colonize neighbourhoods and pastureland alike with a modern vision of Canadian life.
Suburbanization gave the Canadians who could afford it the space they deeply wanted and a sense of building new communities that echoed the “pioneer” experience. There were significant liabilities to this trend, including the isolation of housewives on the periphery, the loss of access to cultural facilities, and huge environmental consequences. Publicly owned transportation systems such as streetcars were pulled out of service to create more room for privately owned automobiles. Less obvious is the extent to which private space became dominant, superseding public space. The gathering in a town square, the crowded meeting at city hall, the spontaneous spilling of crowds off a sidewalk onto the street to watch a parade or to engage in protest: these did not disappear entirely but were much less common than they had been in the pre-WWII years. The authorities could point to this change with some satisfaction because it meant that another general strike like Winnipeg’s in 1919 was unlikely. The possibility of rioting unemployed workers was likewise diminished. The trade-off was several generations that retreated into their living rooms and recreation rooms to engage with the civitas only through a television screen.

What came out of suburbia was a population and culture unlike any before it. More highly educated and with expectations of continued prosperity, the baby boomers challenged the state to keep up with demands for services, institutions, and opportunities. As a voting population, they have been a decisive force since they first started voting in the 1960s. This was the first generation raised on television and nurtured by consumerism, a generation for which car-ownership and home-ownership was a given, if not a right. By the 1970s, more of Canada’s housing stock had been built since 1945 than before, and the vast majority of that construction took place in suburban tracts. The suburbs were the cradle of what would rapidly emerge as the majority of Canadians, and gradually it became the case that these were more diverse neighbourhoods than the enclaves left behind in the old city centres.

Discounted by planners and often ridiculed (sometimes rightly) for their alleged soullessness, no exploration of contemporary Canadian culture and values would be complete without a serious understanding of the legacy of suburbanization.

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**Key Points**

- The 20th century saw the number of large cities increase, the share of population living in large cities rise and the experience of growing up or residing in small towns retreat.
- Most urban growth in the second half of the 20th century took place in suburban neighbourhoods. Suburbs were attractive for economic reasons and because the housing stock and schools were new, automobilism made them (and workplaces) accessible, and shopping malls made them self-sufficient.
- Suburban life was made possible by social policies like the Veterans Charter and the CMHC.
- The end of the Depression, the start of WWII, and demobilization all contributed to the baby boom which, in turn, contributed to suburbanization.
- Abandonment of city centres led to the collapse of downtown commerce and its replacement with financial districts. It also led to massive highway projects that would obliterate older — often ethnic — neighbourhoods.
- Reactions against highways projects would rescue some Canadian centres from being paved over and would generate a renewed interest on creating livable spaces in the cities.
- Suburbia emerged as the new cradle of Canadian society and culture — a place with a gendered geography and a tendency to favour private space over public.

[https://opentextbc.ca/postconfederation/chapter/10-6-cities-and-suburbs/](https://opentextbc.ca/postconfederation/chapter/10-6-cities-and-suburbs/)
9.14 Rural Canada in an Urban Century

Daniel Samson, Department of History, Brock University

At the time of Confederation, Canada was a rural country. By the middle of the 20th century, the majority of the country was urban. Today, it’s mostly urban. How did that happen? And what does that mean for our understanding of the country’s history? The most obvious answer is that the late 19th-century emergence of industrial capitalism meant that waged work was available in the towns and cities of the country, and that the country’s farms were able to feed this increasingly urban population.

Why were farmers able to feed so many more people? The most important change was the development of gas-powered engines and machinery. Farm mechanization had begun in Canada in the early 19th century, but increased dramatically in the years just before and after World War I. Productivity improved because mechanization meant that fewer people could do more labour on ever-larger farms. In the 1830s, most wheat was harvested by hand, greatly limiting the size of farms. Seventy years later, harvesting, winnowing, and threshing machines meant that 100s of acres, rather than 10s of acres, could be harvested and partially processed quickly and with far fewer human labourers. Many people, however, feared that all that productivity came at a cost. Rural depopulation also meant that rural communities shrunk. Increased productivity, too, owed much to increased use of pesticides, adding to costs and multiplying the environmental consequences of agriculture. Mechanization, pesticide purchases, and other increasingly capital intensive techniques meant that steadily fewer families could sustain the higher costs of industrial agriculture.

https://opentextbc.ca/postconfederation/chapter/rural-canada-in-an-urban-century/
PSD 3.4
Consumerism – Tracy Penny Light
https://opentextbc.ca/postconfederation/chapter/consumerism-2/

PSD 4.1

You mean a woman can open it?

Easily—without a knife blade, a bottle opener, or even a husband! All it takes is a dainty grasp, an easy, two-finger twist—and the camap is ready to pour.

We call this safe-sealing bottle cap the Alcoa HyTop. It is made of pure, food-loving Alcoa Aluminum. It slips off—and back on again—without muscle power because an exclusive Alcoa process fittings it to each bottle's threads after it is on the bottle. By vacuum-sealing both top and sides, the HyTop gives porky a double guard.

You'll recognize the attractive, trouble-free HyTop when you see it on your grocer's shelf. It's long, it's white, it's grooved—and it's on the most famous and flavorful brands. Put the bottle that wears it in your basket... save fumbling, fumbling and fingers at opening time with the most cooperative cap in the world—the Alcoa HyTop Closure.

The good wife’s guide

- Have dinner ready. Plan ahead, even the night before, to have a delicious meal ready, on time for his return. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal (especially his favorite dish) is part of the warm welcome needed.

- Prepare yourself. Take 15 minutes to rest so you’ll be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh-looking. He has just been with a lot of work-weary people.

- Be a little guy and a little more interesting for him. His boring day may need a lift and one of your duties is to provide it.

- Clear away the clutter. Make one last trip through the main part of the house just before your husband arrives.

- Gather up schoolbooks, toys, paper etc and then run a dustcloth over the table.

- Over the cooler months of the year you should prepare and light a fire for him to unwind by. Your husband will feel he has reached a haven of rest and order, and it will give you a lift too. After all, catering for his comfort will provide you with immense personal satisfaction.

- Prepare the children. Take a few minutes to wash the children’s hands and faces. If they are small, comb their hair and, if necessary, change their clothes. Always remember that your husband is anxious to be part of the family. Minimise all noise. At the time of his arrival, eliminate all noise of the washer, dryer or vacuum. Try to encourage the children to be quiet.

- Be happy to see him.

- Greet him with a warm smile and show sincerity in your desire to please him.

- Listen to him. You may have a dozen important things to tell him, but the moment of his arrival is not the time. Let him talk first – remember, his topics of conversation are more important than yours.

- Make the evening his. Never complain if he comes home late or goes out to dinner, or other places of entertainment without you. Instead, try to understand his work of strain and pressure and his very real need to be at home and relax.

- Your goal. Try to make sure your home is a place of peace, order and tranquility where your husband can recover himself in body and spirit.

- Don’t gripe him with complaints and problems.

- Don’t complain if he’s late home for dinner or even if he stays out all night. Count this as minor compared to what he might have gone through that day.

- Make him comfortable. Have him lean back in a comfortable chair or have him lie down in the bedroom. Have a cool or warm drink ready for him.

- Arrange his pillow and offer to take off his shoes. Speak in a low, soothing and pleasant voice.

- Don’t ask him questions about his actions or question his judgment or integrity. Remember, he is the master of the house and so much will always exercise his will with fairness and truthfulness. You have no right to question him.

- A good wife always knows her place.

http://atlantamomofthree.net/2012/11/01/embracing-the-1950s-housewife-within/
PSD 5.1
Red River Rising News Article “Red River Rising”
http://greatwaralbum.ca/Magazine/Trading-Post/Trading-Post-List/Articles/Record-Manitoba-Flood-of-1950

PSD 5.2
Modern Africville Write Up “Africville: Canada's Secret Racist History”
https://www.vice.com/en_ca/article/africville-canadas-secret-racist-history

PSD 5.3
Collection of Primary Sources Regarding Africville

PSD 5.4
Polio News Broadcast
http://www.cbc.ca/player/play/1825001889

PSD 6.1
Radio Piece “Canada Ponders the Welfare State”
http://www.cbc.ca/healthcare/v1947.html
"...And Now A Word From The Chopping Block"
DISASTER MAY NEVER OCCUR HERE...

BUT IF IT DOES CIVIL DEFENCE MAY SAVE YOUR LIFE

Published in the interests of National Security by
Civil Defence
Department of National Health and Welfare, Ottawa, Canada

https://s-media-cache-ak0.pinimg.com/736x/85/51/d3/8551d333514bb4d9ff1aa466042b324e.jpg
PSD 8.1
An 18 Year-Old Justin Trudeau on Quebec Sovereignty
https://www.youtube.com/watch?v=6B8IpWVaoE

PSD 8.2
The New Role of the State
http://www.virtualmuseum.ca/edu/ViewLoitLo.do?method=preview&lang=EN&id=20181

PSD 8.3
Reclaiming the Economy
http://www.virtualmuseum.ca/edu/ViewLoitLo.do?method=preview&lang=EN&id=20183

PSD 8.4
The Affirmation of Quebec on the Political Scene
http://www.virtualmuseum.ca/edu/ViewLoitLo.do?method=preview&lang=EN&id=20185

PSD 8.5
Culture: Build up and Breakaway
http://www.virtualmuseum.ca/edu/ViewLoitLo.do?method=preview&lang=EN&id=20187

PSD 8.6
Social Realities
http://www.virtualmuseum.ca/edu/ViewLoitLo.do?method=preview&lang=EN&id=20189

PSD 8.7
Women and the Quiet Revolution
http://www.virtualmuseum.ca/edu/ViewLoitLo.do?method=preview&lang=EN&id=20195

PSD 8.8
Some Figure Heads of the Quiet Revolution
PSD 8.9
A Core Element: Education

http://www.virtualmuseum.ca/edu/ViewLoitLo.do?method=preview&lang=EN&id=20193

PSD 9.1
Hymn to Freedom - Oscar Peterson

https://www.youtube.com/watch?v=tCrrZ1NnCuM
# Inventions and Innovations in Post-War Canada

<table>
<thead>
<tr>
<th>Name of invention/innovation:</th>
<th>What is it? What does it do?</th>
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<tbody>
<tr>
<td></td>
<td>When was it created or when did it happen?</td>
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<td>What’s so special about it?</td>
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<td></td>
<td>How has it helped society?</td>
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BLM 4.1

“Hardworking supermums beat 1950s counterparts”
https://www.theguardian.com/uk/2005/aug/16/gender.britishidentity
<table>
<thead>
<tr>
<th>Stations</th>
<th>Comparisons between women now and women in the 1950s (i.e. clothing, attitudes, gender roles, ideals, responsibilities)</th>
<th>What were society’s expectations of women in the 1950s? If there are photos, describe how they are portrayed.</th>
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Station 4

Station 5

What are society’s expectations of women today?

How are these expectations different or similar to those in the 1950s?
Women in the Labour Force Links

Examine these sources:


Start at “1945 to the Present”

BLM 6.1 “Saskatchewan’s Leaders Contrasting Characters”
http://search.proquest.com.proxy.queensu.ca/hnpglobemail/docview/1291324009/3304F9E28E7F49B8PQ/5?accountid=6180

BLM 6.2 “Sask. Farmers Wary of Socialism”
http://search.proquest.com.proxy.queensu.ca/hnpglobemail/docview/1291632640/fulltextPDF/3304F9E28E7F49B8PQ/6?accountid=6180

BLM 6.3
“Health Plan is Now Law But Plenty Of Red Tape Ere It Starts Working”

BLM 6.4
“Big Gaps in National Health Plan Should Include Medical, Dental Care
http://search.proquest.com.proxy.queensu.ca/hntorontostar/docview/1425708929/pageviewPDF/BB50B39C04884AD1PQ/10?accountid=6180

BLM 6.5
“Group Comprehensive Health Insurance” Ad

BLM 6.6
“Pearson”
http://search.proquest.com.proxy.queensu.ca/hnpglobemail/docview/1417352117/pageviewwPDF/9FB58E772F14C03PQ/16?accountid=6180

BLM 6.7
“Pearson”

BLM 6.8
“Medicare Funds for Housing: Ontario”

BLM 6.9
“Medicare Means Tax Boost”
http://search.proquest.com.proxy.queensu.ca/hnpglobemail/docview/1417139944/pageviewwPDF/9FB58E772F14C03PQ/12?accountid=6180
BLM 6.10

“How it Took 50 Years to get Medicare Rolling”
http://search.proquest.com.proxy.queensu.ca/hnpglobemail/docview/1425701892/pageview?accountid=6180

BLM 7.1

Cold War on Ice Summit Series ’72 HD
https://www.youtube.com/watch?v=3esWG3k_Wn8

BLM 7.2

News Article “Character Weaknesses and Fruit Machines: Towards an Analysis of the Anti-Homosexual Security Campaign in Canadian Civil Service”

BLM 7.3

News Article “Defenses Ineffective, Gen. Macklin Claims”
http://search.proquest.com.proxy.queensu.ca/hnpglobemail/docview/1316315035/fulltext?accountid=6180

BLM 7.4

News Article “300 Arrested Anti Nuclear March Ends With 75 in Jail”
http://search.proquest.com.proxy.queensu.ca/hnpglobemail/docview/1282676722/fulltext?accountid=6180

BLM 7.5

News Article “Bomarc Interceptor Missiles to be Nuclear- Armed by 1961”
http://search.proquest.com.proxy.queensu.ca/hnpglobemail/docview/1288523030/fulltext?accountid=6180

BLM 7.6

News Article “Canada, US. Plan Missile Base Talks”
<table>
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<th>How is Canada involved in the Cold War according to this station?</th>
<th>What are the general attitudes of Canadians towards the Cold War according to this station?</th>
<th>How is Canada handling this issue similarly OR differently than America would have during the Cold War?</th>
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<td>Missile Station</td>
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BLM 7.8
Crash Course Video
https://www.youtube.com/watch?v=y9HjvHZfCIi

BLM 8.1
The beginning of a new era - The Quiet Revolution in Quebec
http://www.virtualmuseum.ca/edu/ViewLoitCollection.do?method=preview&lang=EN&id=20176
Profiles

Name of historical figure:

Location of birth:

Date of birth and death:

What is this person’s ethnicity?

What is this person’s history? How was it growing up for them? What is their family background? What kind of work did they do?

How was this person involved with civil rights?
Insert a photo of this person:

Add a bibliography

(Include at least 3 sources)