Controversial Canada
1945 - Present

AUTHOR: Kayla Holmes, Greg, Ivens, Heather Kirby and Brandi Taylor

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)

CURRICULUM OVERVIEW: This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from pre-contact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country’s history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

SPECIFIC EXPECTATION EXPLORED: Canada since 1945

ABSTRACT: This resource pack looks at the social, cultural and political events that have shaped Canada from 1945 to the present. The lessons look at major events that have shaped our perspective of Canada today. Each lesson takes a look at a different major event through the perspective of minority groups. The lessons focus on women’s rights and the rights of the LGBTQ community. Students will investigate the different events through primary evidence and develop their own opinions of controversial topics. Students will then be able to use their knowledge of these events and understand how they are connected to the world at large. Students will apply the different Historical Thinking Concepts to each lesson, focusing on one for each topic to enhance their historical inquiry skills.

KEYWORDS: Women’s Rights, LGBTQ, Canadian Identity, Social Events, Equality, Historical Perspectives, Cause and Consequence, Continuity and Change, Historical Significance
## Table of Contents

Lesson One .............................................................................................................. pg. 4  
Primary Resources .................................................................................................pg. 7  
Black Line Masters .................................................................................................pg. 15  
Lesson Two ............................................................................................................ pg. 16  
Primary Resources .................................................................................................pg. 19  
Black Line Masters .................................................................................................pg. 20  
Lesson Three ..........................................................................................................pg. 23  
Primary Resources .................................................................................................pg. 25  
Black Line Masters .................................................................................................pg. 26  
Lesson Four ........................................................................................................... pg. 27  
Primary Resources .................................................................................................pg. 30  
Black Line Masters .................................................................................................pg. 39
Women and the Workforce
Lesson #1

COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)

OVERAL EXPECTATIONS: Canada since 1945

SPECIFIC EXPECTATION:
• E1. Setting the Context: analyze various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country.
• E3. Diversity and Citizenship: analyze how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

OVERVIEW: In this lesson we will be looking at an introduction to women's rights and their roles in the workforce through the years following 1945, and how these rights/roles compare to what we see in today's Canada.

LEARNING GOALS:
• Using inquiry to inspire critical thinking and discussion.
• Using multiple sources to make connections between past and present women's working rights.

SUCCESS CRITERIA:
• Using inquiry to come up with initial questions
• Using discussion to think critically on the topic and generate good questions and answers
• Analyze sources of materials to make connections

MATERIALS:
• Projector/Computer
• KWL Chart (BLM 1.1)
• Pens or Pencils
• Image of comic strip on projector
• Copies of “Status of Women” article for each student and teacher.
A. DIRECTION: PLAN OF INSTRUCTION

Step 1: Warm up (20 Mins total)
- 5 minutes for students to settle, have a class chat and small intro.
- Project PSD 1.1 (Comic strip Image).
- KWL Chart BLM 1.1 – Have students fill out the K and W.

Step 2: Discussion (10 Mins Total)
- Ask them what they think about the comic that is projected.
- Take up their initial thoughts about the questions in the K section of their chart.

Step 3: Modeling (10 Mins Total)
- Class discussion
- Record the class’ questions from the W section of their chart on the board – in a projected word document that can be saved and sent out to students or kept on a teacher website. This models a thought process and how recording questions and then taking them up is helpful.

Step 4: Independent Activity (20 Mins Total)
- Student’s will think about their class questions.
- Hand out the “Status of Women” article (PSD 1.2), and instruct students to mark up the article – highlight, circle, out questions marks, underline, etc. for the key areas they learned from or what they found interesting, anything that stands out to them.

Step 5: Guided Practice (20 Mins Total)
- Small Group discussions on what they marked up. Teacher should walk around and engage with each small group.
- Have them write down their main discoveries and thoughts to share in the larger class discussion.

Step 6: Sharing / Discussing / Teaching
- Bring the students into a large final discussion. Have the small groups share their main ideas and record these in the same word document that is projected. Ask them what they think about women’s working rights in 2017. Wider discussion linking back to cause and consequence.
- Have students fill out the L section of their chart.
ASSESSMENT:

Assessment For Learning:
- Students are able to think about prior learning, and engage with the topic based on what they know, and want to know.
- Students will provide opinions and thoughts on women in the workplace, and engage with it based on personal connections first.

Assessment As Learning:
- Students will ask questions, write them down, etc. this recording of learning is helpful to them and for the teacher to see their learning.
- Listening in on group conversations can aid in teacher knowledge of student engagement and understanding.
- The completion of the KWL chart also demonstrates student learning.
B: APPENDICES: Primary Source Documents

PSD 1.1

During WWI women were brought into the labour force as new jobs were created and as men left their jobs to join the armed forces. Most found familiar jobs as secretaries, clerks, typists and factory workers. For the first time, however, many women worked in heavy industry, particularly the munitions industry, where by 1917 there were 35 000 women employed in munitions factories in Ontario and Montréal. Most of the women who worked during the war were unmarried. Although their wages increased during the war years, they never equalled men's; in the munitions factories women's wages were 50-80% of those paid men. Despite the movement of women into a few new areas of the economy, domestic service remained the most common female occupation.

The war effort increased women's political visibility. Women's organizations had supported the war effort by recruiting women to replace men in the domestic labour force and by collecting massive amounts of comforts for Canadian troops. A Women's War Conference was called by the federal government in 1918 to discuss the continuing role of women, who took the opportunity to raise a number of political issues, including suffrage. Suffrage movements had been gaining strength since the turn of the century, particularly in the West, and in 1916 Manitoba, Saskatchewan and Alberta had given women the provincial vote; Ontario and BC followed in 1917. On 24 May 1918 the Parliament of Canada bestowed the federal franchise on women, and by 1922 women had the provincial vote in all provinces except Québec. In the early 1920s the Women's International League for Peace and Freedom was formed in Canada in order to work for peace and disarmament.
In 1919 women were granted the right to hold political office in Parliament, and in 1921 Agnes MacPhail was the first woman to be elected as a federal member. In 1929, 5 Alberta women led by Judge Emily Murphy successfully brought the Persons Case before the Judicial Committee of the Privy Council in England with the result that women in Canada became eligible for senatorial appointment.

Cutbacks and layoffs of women took place in the years immediately following the war, but by the 1920s women had re-established their wartime levels of labour-force involvement. Some new "female" professions, such as library work, social work (see Charlotte Whitton) and physiotherapy were emerging, but the most rapidly growing occupations were clerical. Domestic service remained the most common paid occupation of women, but for the first time in the century the percentage of women working as domestics fell below 20%. Women were entering universities in large numbers and, by 1930, 23% of all undergraduates and 35% of all graduate students were female. The Great Depression reversed this trend and in the 1930s many women were forced back into domestic service. Federal employment figures show that even in the garment industry, a longtime employer of women, they were being laid off at a higher rate than men.

Canada entered WWII with a high level of unemployment, but by 1942 the government was facing a labour shortage. With the help of 21 national women’s organizations, a federal National Selective Service program was launched to recruit women into the industrial labour force. The program first sought to register only single women for employment, but continuing labour shortages forced it to recruit childless married women and finally married women with children. As an enabling measure, federal-provincial child-care agreements were drawn up, eventually leading to the establishment of 28 day nurseries in Ontario and 5 in Québec. Large numbers of married women joined the paid work force for the first time, and by 1945, 33.2% of all women were employed (see Canadian Women’s Army Corps).
1945 to the Present

After WWII women were expected and, in the case of federal government employees, required to relinquish their jobs to returning servicemen. The day nurseries were closed, many women returned to the home, often to have children, and by 1946 the rate of women's participation in the labour force had dropped to Depression levels. The patterns of married employment had been established, however, and married women began entering the labour force in such numbers that by the 1960s they made up one-third of the labour force and represented 55% of the labour-force growth. Despite their numbers, the earnings of working women continued to be significantly lower than those of men: in 1961 earnings of women employed full-time, year-round, were 59% of the earnings of men in the same categories; when part-time workers were added, women's wages dropped to 54% of men's.

This phenomenon could be partially attributed to limitations in federal legislation governing equal pay and to a lack of enforcement of its provisions because women were paid less than men on the average even when they did the same work. Full-time female clerical workers earned 74% of the wage of male clerical workers in 1961. The situation was more clearly attributable to the different occupational structures for men and women: men were more likely to work in unionized occupations, to be employed in highly paid professions, and they held 89.7% of all proprietorial and managerial positions. Women remained locked into "female" occupations, predominantly clerical. Over 20% of the female labour force still worked in personal service jobs as maids and babysitters, and those women in professions tended to be dieticians and librarians rather than doctors and lawyers.

Women in the 1960s remained under-represented in political institutions, faced the quota system in some universities, and were generally subject to a range of discriminatory policies and legislation in both the public and private sectors. By the end of the decade the burgeoning Women's Movement voiced protest in the form of women's centres, consciousness-raising groups and rape crisis centres.
As a response to the issue of equality for women, a Royal Commission on the Status of Women in Canada was established in 1967. In 1970 the commission presented its report, making 167 recommendations on such matters as employment, educational opportunities and family law. The publication of the report, the continued proliferation of women’s organizations, and the establishment of the National Action Committee on the Status of Women as a lobby group ensured that the political visibility of women’s issues continued into the 1970s.

The federal government responded by creating new offices and procedures to deal with women's rights: a portfolio for the status of women in the federal Cabinet (1971); an Office of the Co-ordinator of the Status of Women to monitor the progress of all federal ministries in implementing the RCSW's recommendations (1971); an Office of Equal
Opportunities in the Public Service Commission (1972); and an Advisory Council on the Status of Women (1973). Certain federal statutes were amended to remove sections that were discriminatory to women - in particular, the Canada Labour Code (1971); sections of the Criminal Code pertaining to jury duty (1972); the Public Service Superannuation Act (1975); a Federal Omnibus Bill on the Status of Women containing amendments to 11 statutes (1975); the Citizenship Act (1975); and an Omnibus Bill to amend the Labour Code (1978).

In 1978 the Canadian Human Rights Act came into effect prohibiting discrimination on the basis of sex (among other things) in the case of employees under federal jurisdiction. The Act contains provisions to ensure "equal pay for work of equal value," specifying that "value" should be determined with reference to skill, effort, responsibility and working conditions. A Woman's Program was established within the Secretary of State and began to make money available for special projects of women's centres, rape crisis centres, women's research programs and professional associations, and transition houses for physically abused women.

By the mid-1980s women in Canada still did not have equality. Although women were 45% of the work force, full-time female employees earned 72% of that earned by men. Sixty percent of workers earning less than $10 000 a year were women.

Women's gains were in higher-paying professional occupations, such as dentists and doctors at 26% (1993), and middle administrative jobs at 42% (1993) up from 18% (1982). But women still earned considerably less than men at every level regardless of age or education. Only one in 5 workers earning more than $100 000 were women (1989).

In 25% of families women earned more than their husbands, more than double the number in 1970. In one out of 5 couples the woman was the breadwinner, up from one in 50 in 1967, but her salary averaged out at 30% less than that of her unemployed husband (1995).
In 1991, 68% of mothers with children under 6 were in the labour force, up from 52% in 1981. Only 10% of children whose mothers worked full-time were in subsidized licensed day care (1991). Even in dual earner families women spent an average of 14 hours a day on paid and unpaid work. For the first time in the history of Canada, unwaged work, performed mostly by women in the home, was counted in the census. One in 4 four women worked part-time, generally in low paid, nonunionized, service-oriented jobs without benefits (1993). Because many women with small children drop out while their children are small and then opt for part-time work, they and their children often end up living in poverty. Sixty percent of single mothers live below the poverty level.

Although the rate of poverty in Canada among single mothers was the second highest among comparable industrial countries such as France, German and Sweden, except for the US, which was higher, the idea of "workfare" for welfare mothers was introduced in the mid-1990s in BC, Alberta and Ontario. Even for working mothers, maternity leave and day care were far less generous in Canada than in most comparable industrial countries, with the exception of the US.

Family allowance, which began in 1945, was de-indexed in the 1990s and phased out completely in 1992, leaving Canada as the only modern industrial nation without either a tax concession or universal family allowance, or both, for children. (For example, France's family allowance was 6 times more generous than Canada's.)

In the 1970s every province passed Family Law Reform acts which ensured that assets accumulated during marriage, including pensions, would be split on divorce. In the 1980s equality pay laws were passed federally and provincially, but most of them have been ineffective and weakly enforced.

Still, 3 out of 4 women over the age of 65 who live alone live below the poverty level. One in 8 Canadian women were battered by the men they lived with and one in 3 females sexually molested before the age of 16.
Women’s groups fought hard to ensure that the Charter of Rights and Freedoms in the Canadian Constitution of 1982 enshrined equality for both sexes, and it has been effective in striking down discriminatory laws, particularly Canada’s abortion law in 1988. But many controversial issues affecting the status of women - abortion, pornography, equal pay and pensions - remain unsolved. In 1997 the United Nations ranked Canada first in the world as a desirable country in which to live; however, Canada dropped to seventh when gender equality was factored into the equation.

**C: Appendices: Black Line Masters (BLM)**

**BLM 1.1**

<table>
<thead>
<tr>
<th>Know</th>
<th>Wonder</th>
<th>Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you know about Women in the Workforce in WW2, After 1945, and today?</td>
<td>What do you want to learn about it?</td>
<td>What did you learn?</td>
</tr>
<tr>
<td></td>
<td>Is there any questions you have about this?</td>
<td>(Fill this out at the end of the lesson.)</td>
</tr>
</tbody>
</table>
Woman’s Abortion Rights Lesson
Lesson # 2

COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CH14U)

OVERALL EXPECTATION: Canada Since 1945

SPECIFIC EXPECTATION: E1. Setting the Context: analyze various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country (FOCUS ON: Cause and Consequence; Continuity and Change;)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

TITLE OF STORY: Women’s Abortion Rights in Canada

OVERVIEW: Students will investigate the major events from 1945 to the present that contributed to the legalization of abortion in Canada.

***It is important when teaching difficult subjects to try to keep biases out of it. You should simply be relaying the information to your class, and allowing them to think critically and make their own judgments.

Materials Needed:
- Projector/Computer
- Speakers
- Pens or Pencils
- History journals
- Handouts for students
### Organization of Each Lesson:

<table>
<thead>
<tr>
<th>Minute(s)</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15</strong></td>
<td><strong>Warm Up:</strong> The students will be introduced to the sensitive topic of abortion rights by viewing a TED Talk from Aspen Baker. She discusses the difference between Pro-Life, Pro-Choice, or Pro-Voice. The students will be asked to reflect upon their own thoughts of the subject matter in their history journals. Due to the sensitivity of the topic, students will not be asked to share their ideas about abortion rights with the rest of the class unless they choose to. <strong>PSD 2.1.</strong></td>
</tr>
<tr>
<td><strong>40</strong></td>
<td><strong>Discussion/Independent Work:</strong> The teacher will engage the students and collectively unpack the events that led to the legalization of abortion in Canada. The lesson will cover events that happened from 1945 to the present. The material that should be covered includes, but is not limited to:</td>
</tr>
<tr>
<td></td>
<td>• 1869 Amendment that Restricted Abortions</td>
</tr>
<tr>
<td></td>
<td>• Emily Stowe (Abortion Rights Activist)</td>
</tr>
<tr>
<td></td>
<td>• Leon Azoulay (Montreal doctor who performed illegal abortions)</td>
</tr>
<tr>
<td></td>
<td>• Pierre Trudeau (allowed abortions, if the mother’s health was in danger)</td>
</tr>
<tr>
<td></td>
<td>• Morton Shulman (Abortion Rights Activist)</td>
</tr>
<tr>
<td></td>
<td>• Abortion Caravan (1970)</td>
</tr>
<tr>
<td></td>
<td>• The three abortion laws that were created</td>
</tr>
<tr>
<td></td>
<td>• 1975 Badgley Report</td>
</tr>
<tr>
<td></td>
<td>• Catholic Church (Pro-Life Activists)</td>
</tr>
<tr>
<td></td>
<td>• Dr. Henry Morgentaler</td>
</tr>
<tr>
<td></td>
<td>• Supreme Court of Canada</td>
</tr>
<tr>
<td></td>
<td>• Canada’s Charter of Rights and Freedoms</td>
</tr>
<tr>
<td></td>
<td>Students will work individually during the discussion to create a timeline of the major events that happened from 1945 to the present regarding abortion rights. Canadian laws have changed many times through the years, and it is important for students to understand both perspectives. They will take note of important details such as, the date of the event, who the Prime Minister was at the time, etc. <strong>BLM 2.1.</strong></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>Guided Practice:</strong> Students will be asked to join a group of 4-5 people. Each group will focus on one main event that was talked about in the discussion. Students will identify the five W's and the significance of each event. One student from each group will then find one person from each of the other groups to form a group of 4-5 that has all focused on a different topic. <strong>BLM 2.2.</strong></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>Sharing/ Discussing/ Teaching:</strong> Once students have formed their groups of 4-5, they will take turns sharing the knowledge they learned in their original groups. By the end of this activity, each student will gain more knowledge about the different main events that lead to the legalization of abortion.</td>
</tr>
</tbody>
</table>
| **5**     | **Assessment:** Students should be given an exit card slip about 7 minutes before class ends. Students will use the last 5 minutes of class to
complete an exit card that will be handed in to the teacher before the exit the class. *BLM 2.3.*

**ASSESSMENT:**
Once students have completed the activity and it is handed in, students will be asked to complete an exit card. Students will be asked to give a brief answer to the question listed on the card. Cards will be collected and viewed by the teacher to ensure that students were engaged during the sharing/discussing/teaching portion of the lesson. *BLM 2.3*
B: APPENDICES: Primary Source Documents

PSD: 2.1: A TED Talk by Aspen Baker that will be shown at the beginning of class.

https://www.ted.com/talks/aspen_baker_a_better_way_to_talk_about_abortion


BLM 2.1: The timeline worksheet will be used
C: Appendices: Black Line Masters (BLM)

Abortion Rights: Timeline of Major Events
During the discussion, listen for the key events that happened between 1945 and the present that led to the legalization of abortion. Place the events in sequential order on the timeline. Next to each event, write the date, and the names of the people involved.

1945

Present
BLM 2.2: The activity sheet that will be used for the second guided practice session.

**Abortion Rights Major Event Worksheet**

Name: ______________________

Date: ______________________

Event: ______________________

Who: ______________________

When: ______________________

Where: ______________________

What: ______________________

Why/Significance: ______________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Name: ________________

Exit Card - Abortion Rights Discussion

Now that you have heard more about the major events that led to the legalization of abortion, which event do you believe made the biggest impact in history? Explain your reasoning in 1-2 sentences.

BLM 2.3: The Exit Card that will be distributed 5 minutes before the end of class, and is required to be handed in, while students exit the class.
The Development of Birth Control in Canada
Lesson #3

COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)

SPECIFIC EXPECTATION: E1. Setting the Context: analyze various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country (FOCUS ON: Historical Significance)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

TITLE OF STORY: Women’s rights to birth control in Canada.

OVERVIEW: Students will delve into the development of the birth control pill, the political events and protests that occurred around it and what it meant to not only Canadian women but women as a whole.

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td><strong>Warm Up:</strong> The class will begin by reflecting on the lesson the day previous, discussing abortion and its legalization in Canada</td>
</tr>
<tr>
<td>35</td>
<td><strong>Discussion:</strong> The class will discuss and compare their previous discussion on the legalization of abortion and how it compares to birth control.</td>
</tr>
</tbody>
</table>

**What kind of debates do you think were caused by the legalization of Birth Control?**

**Do you think the idea of birth control was protested?**

**Which do you think was better received by the public once legalized?**

**Do you think the two are still compared and protested about?**

A video will then be shown to help inspire further conversation and discussion. PSD 3.4

Following, this lesson will cover a series of events discussing the development of birth control and focusing primarily on events occurring after 1945.
<table>
<thead>
<tr>
<th></th>
<th>Бirth control advocacy pre-WWII</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dr. Elizabeth Bagshaw (Director of the Hamilton Birth Control Society)</td>
</tr>
<tr>
<td></td>
<td>The Baby Boom and post WWII Birth control advocacy</td>
</tr>
<tr>
<td></td>
<td>Barbra and George Cadbury (The development of the International Planned Parenthood Federation.)</td>
</tr>
<tr>
<td></td>
<td>Public Health Agency of Canada and the accessibility of evidence-based health information.</td>
</tr>
</tbody>
</table>

30

**Independent Activity:** The class will then be tasked with a paragraph response. While being provided with links discussing the history of Birth Control in Canada, Students will be asked, *What is the historical significance of the legalization and development of birth control in Canada? Relate to the discussed information from class, as well as that which is provided in the links below. Make sure to touch upon women’s rights, political influence and any influence on the healthcare system.*

BLM 3.1

10

**Sharing/Debriefing:** For the last 10 minutes of class, debrief and discuss what was talked about and answer any questions that may have arose

**ASSESSMENT:**
Students will hand in their response at the beginning of the next class. This will allow them to think and reflect on what they learned and really get to research more in-depth. They will be assessed based on their connections to the material discussed during class as well as their connections with the material provided, managing to connect to women’s rights, political influences and influence on healthcare
B. APPENDICES Primary Source Documents:


C: Appendices: Black Line Masters (BLM)

(BLM 3.1) **Paragraph Assignment.**

Task: The following paragraph response is to be either typed or hand written and to be submitted at the beginning of the following class.

What is the historical significance of the legalization and development of birth control in Canada? Relate to the discussed information from class, as well as that which is provided in the links below. Make sure to touch upon women’s rights, political influence and any influence on the healthcare system.

Links

**Canadian Public Health Association**
[https://www.cpha.ca/history-family-planning-canada](https://www.cpha.ca/history-family-planning-canada)

**The Canadian Encyclopedia**

**Side effects of Birth Control**
[https://www.thestar.com/life/health_wellness/2016/10/10/over-the-pill.html](https://www.thestar.com/life/health_wellness/2016/10/10/over-the-pill.html)

**Illegal until 1969**
The Fight for Love
Lesson #4

COURSE: Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI4U)

OVERAL EXPECTATIONS: Canada since 1945

SPECIFIC EXPECTATION:
• E1. Setting the Context: analyze various social/cultural, economic, and political events, trends, and/or developments in Canada since 1945 and their impact on the development of the country.
• E3. Diversity and Citizenship: analyze how various individuals and groups have contributed to the development of identity, culture, and citizenship in Canada since 1945.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence and Continuity & Change

OVERVIEW: Through this lesson we will be looking at the LGBTQ struggle throughout the 20th century for the legalization of gay marriage, the backlash and how it affects the world today. We will be looking at historical perspectives of diverse groups during that time and how their ideas and biases affect the LGBTQ movement and our perceptions of Canada.

*Remember when teaching difficult subjects to keep your own bias out and just state the evidence*

LEARNING GOALS:
• Students will be able to look at different historical events through different lenses
• Students will critically look at primary sources and how those perspectives can change the view

SUCCESS CRITERIA:
• Students will ask questions about why different articles would be written
• Students will discuss how different people will experience a topic differently
• Students will question everything
• Students will analyze my own perspective on the events that took place in the 20th century
MATERIALS:
- Projector/Computer
- Speakers
- Student Journals
- Pens or Pencils
- Copies of Body Politic for students
- Copies of “Progress and backlash over same-sex marriage” for students to read in a group
- Have PSD 4.1 on the screen when students walk in

A. DIRECTION: PLAN OF INSTRUCTION

Step 1: Warm up – 5 minutes
- Give the students time to come in and settle down
- Play video PSD 4.3
- Promote students to think of a time gay marriage was not legal, how would they feel? How would Canada be a different place? Do you think everyone was happy with this decision? What backlash do you think could have happened?

Step 2: Discussion - 20 minutes
- Students will take notes on the PowerPoint presentation looking at major events through the decade PSD 4.4
- Prompt students to think of the different opinions throughout history
- Information was found at PSD 4.2

Step 3: Modeling – 15 minutes
- Class discussion
- Does this change our perspective of Canada? If so how?
- Is it breaking with the charter of freedoms if gay marriage is criminalized?
- Ask the students what they think about the information they learned?

Step 4: Independent Activity Guided Practice – 10 minutes
- Students will read “Progress and backlash over same-sex marriage” PSD 4.5

Step 5: Guided Practice – 10 minutes
- Students will discuss in small groups about the article Historical Perspective.
- How perspectives shape an article or an event.
- How Canada legalizing gay marriage could have affected other areas like the United States.
- How does this perspective change from the other ones we are looking at?

Step 6: Sharing / Discussing / Teaching – 15 minutes
- Students will read an article from the Body Politic “Come Out with Class” PSD 4.6
• Students will then write in their journal about the article. How does this make you feel? Change your perspective? Question, comments and concerns. We know this magazine was run by a LGBTQ organization, does that change its perspective? How would this article be written if it was published by another magazine?
• Hand out the questions to be stapled into the journals *BLM 4.2*

**ASSESSMENT:**

Assessment *For* Learning:
• Students will reflect on the topic of historical perspectives on their own, with small groups and as a class
• Students will ask questions and make observations on how the LGBTQ movement and gay marriage has changed throughout the 20\(^{th}\) century

Assessment *As* Learning:
• Students will develop their own ideas and for questions based on the reading and reflection in their journals
• They will assess their own learning by applying what we have discussed and question what they need to still work on
B. APPENDICES: Primary Source Documents


Teacher Resource timeline used to create PowerPoint

PSD 4.4: PowerPoint Slides to show and discuss with the class

MICHAEL LEshner AND MICHAEL STARK

- There is still major discrimination to the LGBTQ community
- Major strides have happened in the 20th century
- “Canada is internationally regarded as a leader in this field.”
- In 2005, Canada became the fourth country to legalize same-sex marriage

COLONIAL ERA

- Homosexuality was illegal
- It was punishable by death.
- In 1861, the law was changed to 10 years to life in prison
CRIMINAL CODE

- Changes to the **Criminal Code** were made in 1948 and 1961.
- “Criminalized homosexuality through the invented categories of ‘criminal sexual psychopath’ and ‘dangerous sexual offender’.”

1970’S

- The summer of ’69 was seen as the gay liberation movement in North America.
- This happened after the Stonewall Riots which took place in June of that year.
STONEWALL

- The New York police had raided a bathhouse (gay bar)
- The men in the bar fought back
- It gained large media attention

PRIDE AND PROTESTS

- August 1971 gay rights demonstrators rallied in Ottawa and Vancouver to end the discrimination
- In 1972 Toronto held its first pride celebration
- It was a picnic organized by UFT Homophile Association
BODY POLITIC

- 1970's CANADA PUBLISHED ITS FIRST GAY PUBLICATION “THE BODY POLITIC” IN TORONTO
- PUBLISHER, PINK TRIANGLE PRESS
- PINK TRIANGLE PRESS ALSO FOUNDED THE CANADIAN LESBIAN AND GAY ARCHIVES
- TODAY IT IS A HISTORICAL COLLECTION OF LGBTQ MATERIAL

1980'S

- THERE WERE ADVANCES IN LGBTQ RIGHTS HOWEVER THERE WAS A LARGE GROWING NUMBER OF AIDS CASES
- THE LGBTQ CONTINUED TO RECEIVE HARASSMENT FROM THE POLICE
- 1981 TORONTO EVEN HAD ITS OWN STONEWALL RALLY
- 1 FEBRUARY 1981, TORONTO POLICE ARRESTED ABOUT 200 MEN IN FOUR BATHHOUSE RaIDS
- THE NEXT DAY 3,000 TOOK TO THE STREETS MARCHING ON THE DOWNTOWN POLICE STATION SMASHING CARS AND SETTING FIRES
1990’S AND 2000’S

- THE LGBTQ HAD A NUMBER OF LEGAL WINS
- GROWTH OF ACCEPTANCE
- MORE IN THE MAINSTREAM OF CANADIAN CULTURE

1990’S AND 2000’S CONT.

- 1992 THE FEDERAL LIFTED THE BAN ON GAYS AND LESBIANS IN MILITARY
- 1994 SUPREME COURT RULED IN FAVOR OF LGBTQ PEOPLE APPLYING FOR REFUGEE STATUS TO CANADA
- 1995 RULED IN FAVOR OF SAME-SEX COUPLES BEING ALLOWED TO ADOPT IN ONTARIO
1990’S AND 2000’S CONT.

- 2002 MARKED THE ONTARIO SUPREME COURT RULED THAT PROHIBITING SAME-SEX MARRIAGE WAS AGAINST THE CHARTER OF RIGHTS AND FREEDOMS
- BRITISH COLUMBIA FOLLOWED IN 2003
- 2003 MICHAEL LEHNER AND MICHAEL STARK WERE THE FIRST SAME-SEX COUPLE TO MARRY IN CANADA

NEGATIVE OPINIONS

- CANADA’S HUTTERITE COMMUNITY HAS A NEGATIVE POLITICAL STANCE ON GAY MARRIAGE
- "WRITING THE PRIME MINISTER TO WARN THAT THE COUNTRY COULD BECOME THE NEXT SODOM AND GOMORRAH IF SAME-SEX MARRIAGE IS LEGALIZED."
- "IT'S A TERRIBLE SIN. IF ALL THE PEOPLE ON THE EARTH WOULD TURN THAT WAY, THE PEOPLE IN THE WORLD WOULD DIE OUT."
- "MENNONITE CHURCH OF CANADA STATED, 'IT WILL ACCEPT THE CHANGE AS LONG AS THE LEGISLATION ALLOWS RELIGIOUS GROUPS TO DECIDE FOR THEMSELVES WHETHER THEY WILL WED SAME-SEX COUPLES."

C. Black Line Masters:

BLM 4.2: Journal Entry Questions

Journal Questions:

- How do our perspectives shape the way we look at history? How do they shape how we record or analyze history?
- How does this make you feel? Does this change your perspective on Canada as a peaceful country?
- We know this magazine was run by a LGBTQ organization, does that change its perspective? How would this article be written if it was published by another magazine?
- Do you have any questions, comments or concerns?
- Anything you would like to discuss more or another topic you would like us to cover?