Overview

What topic/expectations are shaping these eight lessons?

When imagining how the Canadian identity was formed, it is important to look at how events changed society as a whole, and how the people within Canada were affected, which changes both the history to be studied and its relation to present day society. These lessons intend to examine these effects on society and the people.

The following general expectation has been chosen to base these lessons on, which are supported by the overall and specific expectations set forth by the ministry of education.

- These eight lessons are intended to examine the social and political climate of the Post WWII period and analyze how individuals, events, communities, trends, and developments affected Canadian society and the Canadian people into the present day.

This broad expectation encompasses all of the overall expectations listed within CHC2D Ministry Documents:

- D.1. Social, Economic and Political Context: describe some key social, economic and political events, trends and developments in Canada, between 1945 and 1982, and assess their significance for different groups in Canada.
- D.2. Communities, Conflict and Cooperation: analyze some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them.
- D.3. Identity, Citizenship and Heritage: analyze how significant events, individuals and groups, including Aboriginal peoples, Quebecois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada, between 1945 and 1982.

These lessons will also incorporate (tertiary) specific expectations within the Ministry documents:

- D.1.1 analyze historical statistics and other primary sources to identify some key demographic trends and developments in Canada during this period.
- D.1.2 identify some major developments in science and technology during this period and assess their significance for different groups in Canada.
✓ D. 1.3 describe some key trends and developments in the Canadian economy during this period and explain their impact.
✓ D.1.4 describe some key political developments and/or government policies in Canada during this period, and assess their significance for different groups in Canada.

✓ D.2.2 describe some significant examples of social and/or political cooperation in Canada during this period, including a variety of social movements, and analyze them from multiple perspectives.
✓ D.2.3 analyze key aspects of life for Canadian women, with a focus on what changed during this period and what remained the same.
✓ D.2.4 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 War, and assess whether the developments marked a change in Canada’s approach to or role in international relations.

✓ D.3.1 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.
✓ D.3.2 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.
✓ D.3.4 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, and explain the significance of these events for the development of identities in Canada.
✓ D.3.6 describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for Canadian heritage and identity.

These lessons will also incorporate the Big Six Historical Thinking Concepts:
- Historical Significance
- Evidence
- Continuity and Change
- Cause and Consequence
- Historical Perspectives
- The Ethical Dimensions

• Note: These lessons are designed to inspire ideas. They are not meant to be used exactly as written. They can be altered in terms of length, used in parts, can incorporate different or variations of the activities, use different sources, and fit different purposes or different learning goals than the ones stated.
Lesson #1: Introduction to the Post WWII Unit, 1945-1967 and Using the Big Six Historical Thinking Concepts To Study It

*Broad Expectation:* examine the social and political climate of the Post WWII period and analyze how individuals, events, communities, trends and developments affected Canadian society and the Canadian people into the present day.

**Time Length:** ~170 minutes (one class is 75 minutes)

a) Overview

*What does this lesson entail?*

The purpose of this lesson is to introduce students to the post-World War II period, from 1945-1967, by providing them an overview of the events that happened this period, connecting this period to the previous period and how these events helped shape Canadian society and Canadian identity, and also bringing in the Big Six Historical Thinking Concepts to start thinking about how this period is important for studying, using these concepts in the present day.

In this lesson, students will see that history is a continuum and this new unit is not in isolation from the previous unit nor should it be separated entirely from future units or our concept of modern society. Students will make connections between the units and two decades, and analyze how events that occurred during WWII affected, or continued to play a factor in Canadian's lives in the post-war period. They will then discuss how this unit should be examined, and how, through using the Big Six Historical Thinking Concepts, this unit is important for studying in today's society.

*How does it relate to the broader aim of the unit?*

This lesson sets the stage for the rest of the unit to come. It not only introduces what is going to be studied, it also allows students to become even more familiar with important historical thinking concepts they will be using throughout the unit and how they can connect to the effects on Canadian society and identity and how they should be studied historically. These concepts are necessary for students to develop critical thinking skills when studying history, allow them to ask important questions about Canadian society and Canadian people, and how events shaped them, and, using these historical concepts as a framework, understand why this period is important for studying within a history class.

It is important to look at how Canadian's lives were shaped by the war, and how the post-war mind frame influenced events that occurred during this post war period. In turn, these post-war events affected later events and societies in the future. This unit looks at a lot of the social aspect of Canadian history, and how politics, movements, and conflicts
affected groups of people, and shaped the lives of average Canadians, influencing what it means to be Canadian.

b) Learning Goal

What knowledge/skills/habits of mind will students learn/practice or understand?

In this lesson, students will get an overview of how the lives of average Canadians were affected by the war by looking briefly at the changes that occurred in the post war period. They will practice relating this new unit of study to the previous unit of study, making connections to how the lives and identities of Canadians had changed, and will continue to change. They will also discuss and make predictions as to how this new unit will be important for studying, using the Big Six Historical Thinking Concepts. Students will learn to apply these concepts further throughout the unit.

c) Curriculum Expectations

Because this lesson is an introduction, it is only meant to briefly touch on curriculum expectations (overall and specific) that will be investigated throughout the unit.

This lesson will be used as a diagnostic tool to see if students can use what they learned about the previous period to make connections to this new unit, and demonstrate their prior knowledge of this time period within Canadian History to inform their questions and discussions over how this unit can be studied using the Big Six Historical Thinking Concepts and why these concepts make this time important for studying within a history class.

d) Materials

i. Primary Source Documents

Because this lesson is just an overview of the rest of the unit, the only primary sources used will be pictures of each topic, many of which will be used more thoroughly within future classes on those topics.

The Primary Sources can be found on the Google Docs Presentation: https://docs.google.com/presentation/d/19-q_DiW8Vh9hyRA4RvpaunzaG91tpFHjFlP3bAKGxQs/edit?usp=sharing

Also available in Appendix 1.1.

Primary Sources used were found at:

• Library and Archives Canada- collectionscanada.gc.ca (Lester B. Pearson, Maurice Richard)
• Canadian Heritage Collection: The Immigrant Experience by Rose Fine-Meyer
ii. Instruction for Teachers

- **Google Docs presentation**, outlining the events to be studied within this unit with a brief description of what they will be learning about those events. Make sure powerpoint is set up, and running properly.  
  https://docs.google.com/presentation/d/19-q_DiW8Vh9hyRA4RvpaunzaG91tpFHjFIP3bAKGxQs/edit?usp=sharing
  (See also *Appendix 1.1* for the PDF)
- Board space with chalk/markers needed to write down student ideas on how this unit and the previous unit relate to each other (see *Step 2* in *Plan of Instruction*).
- Chart paper and markers needed for students to write down their thoughts around the historical thinking concepts (see *Step 3* in *Plan of Instruction*).
- Instruct students they should have notebooks/notepaper and a writing utensil to take notes and write ideas down.
- Photocopies of handouts for students (see *Appendix 2.2* for Handout)
- Masking tape to tape up chart papers around the room

iii. Prompts for Students

- **OBSERVE**: Look at the topics to be discussed in this unit, and think about these events in relation to the previous period we studied, WWII (see *Step 1* in *Plan of Instruction*).
- **REFLECT**: How did events and trends occurring during WWII seem to affect Canadians during this period? Make educated guesses. Discuss this with someone sitting nearby. (see *Step 2* in *Plan of Instruction*).
- **QUESTION**: Why is this time period important for historical study?
  
  Asking questions and attempting to answer questions connecting the unit to the Big Six Historical Thinking Concepts can help answer this question. The following questions will be given to different groups who are asked to discuss, question and predict how each concept relates to their unit, and will appear on a handout given to the groups (see *Step 3-6* in *Plan of Instruction*).

- **Historical Significance**: How do we determine if a historical event is significant? How do we determine if a particular event is historically significant to this time period? How might we study this time period to determine if it is significant within Canadian history?
- **Evidence**: What kind of evidence can we use to study this period? What evidence can we use to study a particular event within this time period? Is it important to use evidence in historical study? Why is it important to use evidence in order to study this period?
- **Continuity and Change**: Can we see some aspects of continuity and change from the previous period (WWII)? How does society between 1945-1967 compare to
today’s society? What is different and what is the same? How can events occurring in the past impact us today?

• **Cause and Consequence:** Are historical events from different time periods connected to each other? How did events from the WWII period affect the post-WWII period? How did events from either WWII or post WWII affect today’s society? What could be a cause and consequence of certain events within this time period?

• **Historical Perspectives:** What different perspectives could you take when studying this time period? How might one perspective be different from another? Does taking one perspective over another change the meaning of history? Why is it important to look at history from multiple perspectives?

• **Ethical Dimension:** Are all events within history morally good or correct? What would make an event morally wrong, incorrect or unethical? How does historical context affect whether an event is ethical or unethical? What can looking at history from an ethical standpoint do for us living in the present?

e) **Plan of Instruction**

This lesson is designed to take up a little more than two classes but can be altered to cut down on time and also to meet the different needs of all students.

**Background Knowledge:**

a) Students have already studied WWII so they should be able to make connections between the two time periods successfully.

b) Students have already had experience working with the Big Six Historical Thinking Concepts. (See Appendix 2.1)

**Step 1: Warm up- Outline and Review (45-50 minutes)**

a) It is important to do a quick overview of the previous period studied, WWII, if students are to make connections to it. This can be done orally. These topics can also be listed on the Google Doc presentation.

https://docs.google.com/presentation/d/19-q_DiW8Vh9hyRA4RvpaunzaG91tpFHjFIP3bAKGxQs/edit?usp=sharing

(See Appendix 1.1)

b) Go through the Google Doc presentation outlining what events are to be studied in this new unit, with a brief description of each topic. Students are expected to write summaries of the information on the slides (which they have learned how to do in class before).

c) Inform students that they are to think about these events specifically in relation to the previous event.

**Step 2: Discussions (10-15 minutes)**

a) *Think, Pair, Share:* Students will be asked to think about the following question—How did events and trends occurring during WWII seem to affect Canadians during this period? Make an educated guess using your previous knowledge. They will then turn to someone sitting near them and share their thoughts. They will then be asked to share with the entire class while the teacher writes their ideas on the board.
**Step 3: Modelling (10-15 minutes)**

a) *Instructions:* The instructions for the next activity will be given orally, and also reinforced on their handout. *(See Appendix 2.2)* The teacher should go over the handout slowly, using the example on the sheet, in order to demonstrate what discussion should look like. Feel free to model other examples that make instruction more clear.

b) The instructions (on the handout) are as follows:

*Why is this time period important for historical study?* In order to answer this question, you will ask questions and make predictions using the “Big Six” Historical Thinking Concepts, which you have seen before.

i) I will number you off, 1-6, to form six groups.

ii) Each group will be given a historical thinking concept. *(ie. Historical Significance, Evidence, Continuity and Change, Cause and Consequence, Historical Perspectives, Ethical Dimensions).*

iii) In your groups, think about and discuss how this historical thinking concept can be used to study this time period *(1945-1967).* Think of examples.

Eg. Women had an important role in the house during the Post WWII period. The historical perspective of what a home should be like for a woman might be different than the historical perspective of a man. You could use diary entries, advertisements or newspaper articles as evidence to show how the home was perceived differently, and make comparisons to today’s society, as to how perceptions of the home changed or stayed the same for men and women.

iv) With your group, answer the questions in relation to that concept.

v) Write down your thoughts and predictions.

vi) When you are done, you will be given a piece of chart paper. Write your historical thinking concept on the top of the chart paper. Write down the ideas you came up and your answers to the questions, in point form, on the chart paper.

I will put up your chart papers around the room for the remainder of the unit for you to look back on. Over the course of the unit, you will be able to see if your thoughts and predictions were correct.

**Step 4: Guided Practice (45 minutes)**

a) Students are numbered off, 1-6, with groups in various places around the room *(some can go into the hallway).*

b) Each group is given a historical concept with a set of questions they are to talk about. These questions are provided on a handout *(Appendix 2.2)* for the students.

c) After discussing these questions and recording their ideas and predictions, they are given a piece of chart paper and asked to write down their answers and thoughts in point form.

d) Students can tape their chart papers up around the room when they are finished. These resources can be referred to throughout the unit.

**Step 5: Sharing/Discussing/Teaching (30 minutes)**
a) Go over each chart paper and have students explain their thoughts and ideas on these concepts.
b) Discuss any other ideas or things that could have been added to these chart papers.
c) Use this time to clarify what is meant by each historical concept if there is any confusion.

**Step 6: Independent Activity (10-15 minutes)**
*Exit Card:* Students are asked to answer the following question on a piece of paper, relating back to their chart papers as evidence, and hand it in- *Why is this time period important for historical study?* This question will be written on the board.

**f) Assessment**
This entire lesson is a diagnostic assessment (assessment for learning). Their ability to use previous knowledge from the last unit and what they’ve briefly learned about the new unit to make connections and predictions between the two is examined. Their critical thinking skills are looked at to see if they can take historical thinking concepts and apply them to something that has not been learned yet, which helps them ask questions and prepare to use these concepts in the future. And their exit card question allows me to see if they can use these historical thinking concepts and apply them, to answer a question on whether or not this time period is important for studying within the class. This question can be revisited at the end of the unit when they have learned the content about this unit; right now this is a chance to make predictions and ask questions. It also gives them a chance to put meaning to a unit studied in a history class, and know that they are learning for a purpose.
Lesson #2: Using Primary Sources Surrounding Advertising to Inform Us About Canadian Society, Consumerism, New Sciences/Technologies, and Ways of Living from 1945-1967

Broad Expectation: examine the social and political climate of the Post WWII period and analyze how individuals, events, communities, trends and developments affected Canadian society and the Canadian people, both as individuals and within groups.

Time Length: ~280 minutes

a) Overview

What does this lesson entail?

The purpose of this lesson is to use evidence in order to make conclusions about how people lived during this time period. For this lesson, students will examine primary documents, specifically consumer advertisements, and articles about new technologies being promoted for sale for Canadians to buy, in order to speculate as to what impact technology and consumerism had on the lives of Canadians.

How does it relate to the broader aim of the unit?

This lesson is intended to teach students how to make inferences about the lives of Canadians by using primary sources as evidence. They will be able to see first hand what Canadians encountered in terms of science and technology, which helps them learn not only what events were going on, but also to think like a historian about how Canadians must have felt, thought and done in order to produce such technologies, and how their lives changed for the better or worse because of these technologies. These innovations are relatable for the students, since today’s society is constantly being affected as well by science and technology.

b) Learning Goal

What knowledge/skills/habits of mind will students learn/practice or understand?

Students will get the opportunity to work with primary sources, which is important in thinking about history. They will learn to use these primary sources in order to ask questions about the past, and make valid inferences using evidence from these sources. They will be able to make conclusions as to what Canadian society was like at the time, and determine how the lives of Canadians had changed, why they changed, and what the implications of that change are, based on science and technological innovations that appeared within consumer advertisements and articles.

c) Curriculum Expectations
Overall Expectations:

D.1 Social, Economic and Political Context- describe some key social, economic and political events, trends and developments in Canada, between 1945-1982, and assess their significance for different groups in Canada.

Specific Expectations:

D.1.2 identify some major developments in science and technology during this period and assess their significance for different groups in Canada.

D. 1.3. describe some key trends and developments in the Canadian economy during this period, and explain their impact (ie. consumerism)

Historical Thinking Concept

This lesson looks at Evidence, allowing students to examine primary sources based around consumerism during this time period (ie. Advertisements). By looking at this evidence, students will explore the question: how do we know what we know about the past? Students will learn to make interpretations and infer things based around evidence, ask questions using these sources, and think about how people’s lives changed with the introduction of these technologies, taking into consideration the context, values and worldviews present during this period. They will then learn to back up their inferences with other sources.

d) Materials

i) Primary Source Documents

Advertisements in newspapers and in magazines between the years 1945-1967, which focus on new inventions/products that were created due to new sciences and technologies affecting consumerist production.

Primary sources taken from a primary source collection representing 20th century Canada.

- Canadian Heritage Collection: Advertising, Reflections of Culture and Values, Primary Documents of 20th Century Canada, by Rose Fine- Meyer and Stephanie K. Gibson

A Secondary Source video is shown pointing at a primary source Eaton’s Catalogue

- CBC Archives, Video- Eaton’s: Satisfaction Guaranteed

ii) Instructions for Teachers
Board space and chalk/markers- to write out lists of primary and secondary sources and also for students to write out their ideas as to what advertisements from 1945-1967 tell us about Canadian life, and how the historical reality was like based on research. PDF or Word Document to show up on the screen- shows an advertisement from the 1930s, used as a model to demonstrate how to analyze an advertisement (Appendix 4.1) Piles of advertisements from the time period, with the year(s)/decade indicated (Appendix 4.2) Photocopies of Assignment Using Primary Sources and the rubric (Appendix 3.1) Space in the computer lab- students need to be able to use computers to seek out primary sources to research their questions and inferences about the time period, and also to use in order to complete the assignment. (Book in advance if possible) OR book class sets of I pads (if option available)

iii) Prompts for Students

Sources:
i) What is the difference between a primary and a secondary source?
ii) What kind of source would be the Eaton’s Catalogue (from video shown)?
What kind of source would be the video showing the Eaton’s Catalogue?
ii) What is the benefit to using primary sources? What knowledge can we gain from them?
iii) What is the benefit to using secondary sources? What knowledge can we gain from them and how is it different to the knowledge gained using primary sources?
iv) What are the disadvantages to using primary sources? Secondary sources?
v) When might you use primary sources? Secondary sources? Is there an appropriate time to use either?
v) How should we use primary and secondary sources correctly?
vii) What can you learn about advertising, consumerism or technology from what you saw of this catalogue from the video?

Examining Primary Sources:
i) What is this advertisement for?
ii) Who is this advertisement directed at?
iii) What advertising strategies are evident in this advertisement?
iv) What does this advertising tell you about society at the time? (ie. Think of what the picture portrays, the language used)
v) How does this advertisement compare to an advertisement today?

e) Plan of Instruction

This lesson is designed to take up over 3 classes, but can be altered to cut down on time and also to meet the different needs of all students. Assignments/tasks requiring research or presentation as well can be changed or broken up into pieces)

Step 1: Warm up (20 minutes)
a) To warm up, the teacher will tell students to talk amongst themselves about what a primary source is, and what a secondary source is. Then, in pairs, they are to create a list of different sources that could be considered primary sources and sources that would be considered secondary sources.
b) The teacher will ask students what they came up with and write them in two lists, one for primary sources and one for secondary sources, up on the board.

**Step 2: Discussion (25-30 minutes)**

b) Afterwards, the class is to discuss the following questions (you may write these questions on the board in advance, have them on an overhead or up on the screen, or list them orally- it is up to you and how you feel your class handles questioning best).

   iii) What is the difference between a primary and a secondary source?
   viii) What kind of source would be the Eaton’s Catalogue? What kind of source would be the video that shows this Eaton’s Catalogue?
   ix) What is the benefit to using primary sources? What knowledge can we gain from them?
   x) What is the benefit to using secondary sources? What knowledge can we gain from them and how is it different to the knowledge gained using primary sources?
   xi) What are the disadvantages to using primary sources? Secondary sources?
   xii) When might you use primary sources? Secondary sources? Is there an appropriate time to use either?
   xiii) How should we use primary and secondary sources correctly?
   xiv) What can you learn about advertising, consumerism or technology from what you saw of this catalogue from the video?

**Step 3: Modelling (15-20 minutes)**

a) Instruct the class that they will be examining primary sources from the post-WWII period. In order to show students what they are to do with these sources, the teacher will model an example of the kinds of questions that are to be asked.
b) Put picture up on the screen for the class to see. (See Appendix 4.1) This is an advertisement from the previous unit, the 1930s, using the Dionne Quintuplets to advertise Palmolive soap. Students will be able to analyze this advertisement by asking and answering questions, making connections to past consumerism as well as present day consumerism, since this is a product that still exists today.
c) Give students time to look at it (2-3 minutes) and then ask the following questions, giving time for the students to respond: (Again these questions can be written on the board, put up on the screen/overhead or listed orally and discussed).

i) What is this advertisement for?
ii) Who is this advertisement directed at?
iii) What advertising strategies are evident in this advertisement?
iv) What does this advertising tell you about society at the time? (ie. Think of what the picture portrays, the language used)
v) How does this advertisement compare to an advertisement today?

Step 4: Guided Practice (45-60 minutes)

a) Students will have a pile of advertisements at the front of the room (See Appendix 4.2). They are to sift through the pile, choosing at least 5 advertisements to examine.
b) Students are to answer the same set of questions:
   - What is this advertisement for?
   - Who is this advertisement directed at?
   - What advertising strategies are evident in this advertisement?
   - What does this advertising tell you about society at the time? (ie. Think of what the picture portrays, the language used)
   - How does this advertisement compare to an advertisement today?

c) They are free to discuss the advertisements amongst themselves and share their ideas.
d) If they are finished early, they are to pick up the assignment and start working on it. (Appendix 3.1 with rubric)

Step 5: Independent Activity (10-15 minutes)

a) After they have examined five advertisements and articles, they will work individually at their desks to answer the question, what do advertisements tell you about Canadian’s from 1945-1967, especially in relation to consumer power?
b) When they are done, they will come up to the chalkboard on one side of the room and add one idea.

Step 6: Sharing/Discussing/ Teaching (75 minutes a-c, 80 minutes, d-e)

a) The class will then compare what they came up with about what society was like during 1945-1967 based on advertisements, compared to actual content on consumerism and consumer products, to see if their inferences about the period were correct. Students will use computers and books from the library or Ipads to do this during class.
b) Once they are back in the class, they will write their notes taken from their research on consumerism and life during the time period on the other side of the
board to see this comparison. The teacher can go over this list, and students can add any comments, ask any questions or start any discussion surrounding this topic.

(c) After all this is done, the teacher will go over the assignment that some students picked up already.

(d) **Forty Minutes** of class time will be given for this assignment and the rest will be done at home. Any time a student finishes their work early, they are to meet with their groups to work on this assignment and discuss it.

(e) **Forty minutes** will be taken to present this assignment as well.

(f) **Assessment:**

As a formative assessment activity, students will work in groups using primary sources they have found, show their interpretations of those advertisements, answer the question of whether or not Canadian’s lives changed with the use of these technologies/advertising methods, and then use secondary sources to back up their findings. (See Assignment, *Appendix 3.1*)

This assessment follows the curriculum expectations:

**Overall Expectations:**
A.1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

D.1 Social, Economic and Political Context- describe some key social, economic and political events, trends and developments in Canada, between 1945-1982, and assess their significance for different groups in Canada.

**Specific Expectations:**
D.1.2 identify some major developments in science and technology during this period and assess their significance for different groups in Canada.

D. 1.3. describe some key trends and developments in the Canadian economy during this period, and explain their impact (ie. consumerism)

It is designed to mark:
→ Student research skills
→ Students’ abilities to use valid primary and secondary sources
→ Students’ abilities to analyze primary sources and back up interpretations using secondary sources
→ Students’ abilities to take research and compile it into a clear text
→ Students’ abilities to collaborate and take on responsibility together

In terms of the rest of the lesson, students’ abilities to work with primary sources to make conclusions are shown, as well as their process for thinking critically about how primary sources contribute to history, and their own research. This demonstrates assessment for learning and assessment as learning.
Lesson #3: Analyzing Historical Perspectives Relating to Immigrants, War Brides and Refugees, 1945-1967

*Broad Expectation:* examine the social and political climate of the Post WWII period and analyze how individuals, events, communities, trends and developments affected Canadian society and Canadian people, both as individuals and within groups.

**Time Length:** ~210 minutes

**a) Overview**

*What does this lesson entail?*

This lesson works to teach students about differing perspectives within Canadian society, and how events in history may be viewed differently depending on who is doing the viewing. Within this lesson, students will be able to view immigration within history by looking at the perspective of one side over another, and will have the opportunity to take on the perspective of another side and write a historical narrative based on what their perspective would look like.

*How does it relate to the broader aim of the unit?*

By looking at perspectives, students will see the experience that Canadians faced coming from other countries and perhaps the mistreatment and hardships they experienced, which was not visible in the immigration campaigns to get individuals to move to Canada, or from the lens of the government. In this way, students are able to analyze the post war immigration period through many different lenses to see how differently the lives of individuals were affected during this time period and how individual experiences added to the Canadian identity even to this day.

**b) Learning Goals**

*What knowledge/skills/habits of mind will students learn/practice or understand?*

In this lesson, students will practice looking at history from many different viewpoints, in order to understand the importance of perspective within historical study, and how that can influence the writing of history, the study of, and the interpretation of history and affect our knowledge of how people lived their lives in the past. It allows students to build empathy as well, by putting themselves in the position of the newcomers to Canada and how they must have felt.
c) Curriculum Expectations

Overall Expectations:

D.1 Social Economic, and Political Context: describe some key social, economic and political events, trends and developments in Canada, between 1945 and 1982, and assess their significance for different groups in Canada.

D.3 Identity, Citizenship and Heritage: analyze how significant events, individuals and groups, including Aboriginal peoples, Quebecois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada, between 1945 and 1982.

Specific Expectations:

D.1.1 analyze historical statistics and other primary sources to identify some key demographic trends and developments in Canada during this period.

D.3.6 describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for Canadian heritage and identity.

Historical Thinking Concept

This lesson will allow students to experience working with the concept of Historical Perspectives. Students will examine primary sources such as letters, statistical figures and immigration advertisements in order to see how the experience of immigrants can be told differently depending on the documents viewed and the importance of looking at many perspectives within history in order to better understand the past. Students will also get the experience to put themselves within one perspectives and write based on what their perspective is, applying their own inferences and avoiding the use of “preLsentism” within their writing.

d) Materials

i) Primary Source Documents

These primary sources come from many different sources, and range from newspaper articles to images taken, to letters or oral accounts of individuals, pamphlets, and also a speech made by a government official. Some of these sources are lengthy and should be shortened for use in the classroom.

(Appendix 4.3)

Primary Sources Taken From:

• The Immigrant Experience, Canadian Heritage Collection: Primary Documents of 20th Century Canada, by Rose Fine- Meyer
ii) Instructions For Teacher

Textbooks for the class- students do not have textbooks, but they are located in the building/classroom for them to do textbook activities in.

- The Canadian Challenge, by Don Quinlan, Doug Baldwin, Rick Mahoney, Kevin Reed, published 2008, Oxford University Press

Board space and chalk/markers- to write the warm up activity on the board (see Step 1 in Plan of Instruction)

Photocopies of worksheet for the day (Appendix 2.3)

Photocopies of Historical Perspectives Assignment (Appendix 3.2)

Primary Sources (see Materials)- have primary sources already cut up to make them neater and more engaging to dig through.

iii) Prompts For Students

To establish their own “historical perspective” on an event, warm up activity is around the following question (or a question like it):

Think about December. 25th last year. What did you do? How did you feel? What did you eat? What were you wearing? Write a letter to a friend detailing everything you remember about this day.

Discussion on historical perspectives:

- What do you notice about these narratives of this one day?
- What makes them different?
- How might the narrative of their parents look?
- How might the narrative of a store at a mall be about this day?
- How might the narrative of the owner of a large corporation that makes toys be like on this day?
• How might the narrative of a homeless man living on the streets of Toronto be on this day?
• So, looking at all these perspectives, how can you write the history of Christmas? What perspective can you take? Can you do it?

Discussion on the Guided Practice Activity:
- What was the personal experience like for war brides, refugees and immigrants to Canada? How did they feel? Were they optimistic?
- How much support did newcomers get when first coming to Canada?
- Were newcomers discriminated against within Canadian society?
- How were perspectives towards newcomers different to the perspectives of newcomers themselves?
- Why might these perspectives be different?
- Why did the authors of the textbook choose to publish the information it did? What did it leave out? Why did it leave it out?

End of Class Reflection/Speculation:
- Ultimately, what can we say about the history of newcomers to Canada?
- Do all these perspectives help us to better understand the past?
- How should we read these perspectives? Should we read them at face value? What might be the disadvantage to working with these sources to interpret history? What can we prove happened for sure, and what should we question further?

**e) Plan of Instruction:**

This lesson is designed to take up over 2 classes, but can be altered to cut down on time and also to meet the different needs of all students. Some classes are more productive when it comes to getting down to work and finishing assignments, whereas some students may take extra time to get settled.

**Step 1: Warm up (10 minutes)**

Do a warm-up writing activity to allow students to write their own perspectives. An example question should be something that all students have in common, or can relate to. Eg. Think about December. 25th last year. What did you do? How did you feel? What did you eat? What were you wearing? Write a letter to a friend detailing everything you remember about this day.

Give students some time to write independently, and then take examples from willing volunteers.

**Step 2: Discussion (20-30 minutes)**

*What do you notice about these narratives of this one day?* Emphasize that they are all different. *What makes them different?* They are all coming from different people, who
have different families, different beliefs, different resources, different interests, and different family traditions or routines.

Ask students how might the narrative of their parents look?
Ask them how might the narrative of a store at a mall be about this day?
How might the narrative of the owner of a large corporation that makes toys be like on this day?
Or, how might the narrative of a homeless man living on the streets of Toronto be on this day?

*So, looking at all these perspectives, how can you write the history of Christmas? What perspective can you take? Can you do it?*

This emphasizes to the students that history is made up of many different perspectives and that it is difficult for those writing and studying history to get a full idea of what history was like based on a few perspectives.

You can infer what people might have done and felt, making general assumptions, but it would not be seen the same through the eyes of everyone who experienced it.

**Step 3: Modelling (timings) (5 minutes)**

Hand out the worksheet for the day. Go over it with students and what they are supposed to put in the worksheet. See instructions in *Guided Practice*.

**Step 4: Guided Practice (45-60 minutes)**

Give students time to complete the activity using the primary sources (*Appendix 4.3*)

*Instructions for teachers to relate to students:*

In the first column of the chart, students are to summarize the information about each group of newcomers to Canada from the textbook that will be provided to them (they do not normally use the textbook in this class, so they do not have their own copies) at the back of the room, to see what is published for students to study when it comes to that area of history.

Then, on the left side of the room is a pile of primary sources that came from various individuals within Canada, be it government related, or other sectors of society, surrounding movement to Canada. Students are asked to look at 2-3 different perspectives and write what their views on what movement to Canada was like.

On the right side of the room is a pile of primary sources (could also be made into a poster) that come from the newcomers themselves to Canada, or show images of them and what their life might have been like. They are to look at 2-3 perspectives as well, and write down what the individual experienced.

After students complete this activity, as a class, everyone can discuss it, focusing on the questions of:

- What was the personal experience like for war brides, refugees and immigrants to Canada? How did they feel? Were they optimistic?
- How much support did newcomers get when first coming to Canada?
- Were newcomers discriminated against within Canadian society?
- How were perspectives towards newcomers different to the perspectives of newcomers themselves?
- Why might these perspectives be different?
- Why did the authors of the textbook choose to publish the information it did? What did it leave out? Why did it leave it out?

**Step 5: Independent Activity (75 minutes)**

After this discussion, students are to complete the Historical Perspectives Assignment, which will be handed out to them.

Students are to choose a perspective from a list—some they already may have experienced through working with the primary sources; some may be new to them. They are to write their own letter, editorial, or diary from that perspective, using two primary sources, and three secondary sources to back up their work.

Students are to print out a booklet that includes their own written work, their primary sources they found with a reflection as to how the student interpreted this primary source and how they used it to create their own text, and a summary of the information they found in their secondary sources, which they’ve included the full reference for. At the back should be a bibliography.

Students will get a period in the library to do this assignment- anything unfinished has to be done at home.

**Step 6: Sharing/Discussing/Teaching (15-30 minutes)**

As a conclusion to historical perspectives, discuss the following questions with students:
- Ultimately, what can we say about the history of newcomers to Canada?
- Do all these perspectives help us to better understand the past?
- How should we read these perspectives? Should we read them at face value? What might be the disadvantage to working with these sources to interpret history?
- What can we prove happened for sure, and what should we question further?

**f) Assessment:**

Historical Perspectives Assignment and Rubric

This assessment assignment can be used as a formative tool to assess whether or not students understand the concept of historical assessment. This is an assessment that can be used for “assessment of” and “assessment as” learning purposes to see whether or not students understand the importance of perspective within historical study and can interact with a variety of perspectives and sources in order to create a historical perspective of their own.

They will be assessed on: their ability to make connections between historical content found in outside sources to support a perspective as well as to format their text and whether or not it is appropriate to the text, and add to the historical perspective they chose.

This assignment focuses on the following overall expectations:
A.1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.
D.1 Social Economic, and Political Context: describe some key social, economic and political events, trends and developments in Canada, between 1945 and 1982, and assess their significance for different groups in Canada.
D.3 Identity, Citizenship and Heritage: analyze how significant events, individuals and groups, including Aboriginal peoples, Quebecois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada, between 1945 and 1982.

Specific Expectations:
D.1.1 analyze historical statistics and other primary sources to identify some key demographic trends and developments in Canada during this period.
D.3.6 describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for Canadian heritage and identity.

I have included in this plan the designation of one period dedicated to working on this assignment. They are to do this individually, and if they do not get it done in class, they must complete it at home.

As to the lesson, questions and discussion about historical perspective is a good diagnostic tool to see if students can learn to use historical perspective to better understand history and people in the past. It is important that they see that historical perspective includes many different lenses to history and that one perspective is not considered “history” over another.
Lesson #4: Looking at Continuity and Change Through the History of Women Within the Home and in the Workforce

*Broad Expectation:* examine the social and political climate of the Post WWII period and analyze how individuals, events, communities, trends and developments affected Canadian society and the Canadian people, both as individuals and within groups.

**Time Length:** ~178 minutes

**a) Overview**

*What does this lesson entail?*

The purpose of this lesson is to gain a sense of how history is composed of both continuity and change, and it’s just as important to study how things stayed the same as much as how things changed in order to see the complex flows of history. For this lesson, students will examine women during this time period and see the patterns and connections between women from an earlier period and women's progression into present day, with a focus on their roles within the workforce and within the home.

*How does it relate to the broader aim of the unit?*

This lesson is intended to demonstrate how a group of people affected Canadian society based on the factors that created change or lack of change within their lives, and how this continuity and change had broader implications on the rest of Canada and its history leading into the present.

**b) Learning Goals**

*What knowledge/skills/habits of mind will students learn/practice or understand?*

Students will get the opportunity to see how the lives of Canadian women during the post WWII period experienced both continuity and change as the years progressed, and how using continuity and change, connections can be made to women’s lives today. Through this, students learn how historical events and process shape not only the time they occur in, but also the present, marking a flow of history.

**c) Curriculum Expectations**

*Overall Expectation:*

D. 2 Communities, Conflict and Cooperation: analyze key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community between 1945 and 1982, and the changes that resulted from them.
Specific Expectation:

D.2.3 analyze key aspects of life for Canadian women, with a focus on what changed during this period and what remained the same.
D.2.2 describe some significant examples of social and/or political cooperation in Canada during this period, including a variety of social movements and analyze them from multiple perspectives.

Historical Thinking Concepts

This lesson works to examine the concept of Continuity and Change, allowing students to examine primary sources relating to the lives of women from 1945-1982 and how their lives can be used to show the flow of history, connecting one decade to the next through themes of continuity and change. Students will learn to see that continuity and change are interwoven together and exist together and can be used to examine the present in relation to the past.

d) Materials

i) Primary Source Documents

Quotes from Women’s Magazines about society’s expectations for women in the 1950s, showing continuity and change. These quotes from real women during the time period are an easily accessible primary source, since they are in the textbook (Appendix 4.4)

- The Canadian Challenge, by Don Quinlan, Doug Baldwin, Rick Mahoney, Kevin Reed, published 2008, Oxford University Press
- Radio Clips under CBC Archives series, A Woman’s Place: Programing for the Modern Homemaker

ii) Instructions for Teacher

Board space and chalk/markers- to write the warm-up activity question on the board, to write any of the questioning prompts for students to see so they know where to focus their attention.

Youtube video set up, loaded and ready. If you find another video that has the same message of continuity and change within women’s lives, feel free to use that instead. ([http://www.youtube.com/watch?v=s686vF2gksE”](http://www.youtube.com/watch?v=s686vF2gksE))
Instruct students on their task by posting the instructions up on the screen, having a handout for each debate group or some other appropriate method of choice suitable to the class.

iii) Prompts For Students

Warm-up prompt- What was your life like when you were 5 years old? What is/was your life like at 15 years old? What will your life be like at 30 years old? What caused these changes in your life, and what caused things to stay the same? This gets students thinking about continuity and change and how it plays a role in their own lives, so they can more easily see the same kinds of patterns in history.

Video clip, which gets students looking at continuity and change from a particular source (and also looking at sources and the validity of sources)

- How were women portrayed in each clip?
- What were the perspectives of women in the workplace? Of women in the home?
- Can you compare women in these clips to the lives of women that you learned about in the previous unit (women in WWII)? What changed? What stayed the same?
- How did the portrayal of women in these clips change from 1950 to the present day? What caused this change?
- How did the portrayal of women in these clips stay the same from 1950 to the present? What factors created this continuity?
- Is there truth to this portrayal of women? What are these clips missing?

Debates: Did women’s lives in the workforce and in the home change during this period or did it stay the same? Did the history of women’s lives in the workforce and in the home change into the present day or did it stay the same?

Exit Card reflection: how did the continuities and changes within the history of Canadian women within the workplace and within the home affect Canadian society as a whole?

e) Plan of Instruction:

This lesson should take a little over 2 classes to do, however many discussions/tasks/resources used can be altered in order to reduce time and meet all students’ needs effectively.

Step 1: Warm up (10 minutes)

Ask the class to think of their own lives. What was your life like when you were 5 years old? What is/was your life like at 15 years old? What will your life be like at 30 years old? Give the class five minutes to talk about this with their seating partner, and then ask students to share their responses.

Step 2: Discussion (15-20 minutes)
Have students respond to the previous questions. Narrow in on what their life would be like in terms of work and school, and what it might be like at home. Ask the class how these aspects of their lives changed, and have them respond. Ask the class how these aspects of their lives stayed the same, and have them respond.

Inform the class that history is all about continuity and change, and that you had them think about how their own lives experienced continuity and change over the years. Then, ask the questions, “what caused these changes in your life, and what caused things to stay the same?” Ultimately, all aspects of continuity and change make up your history and who you are today.

This discussion can demonstrate to students that history is made up of flows caused by continuity and change. Each aspect will be connected to each other and will have broader implications on society. (eg. Because you loved history, you chose to go to university and ended up doing a masters in history and wrote a history textbook that ended up being used in universities across Canada- the continuity of you loving history created all these choices you made that caused change in your own life that ultimately had an effect on history education within Canadian universities).

**Step 3: Modelling (13 minutes)**

Explain to the class that they are going to examine the themes of continuity and change further by looking at women and their roles in the workplace and at home and make connections from women in the post-WWII period to women today by looking at their experiences as continuity and change.

As a modeling activity to the next guided activity, students are to watch a series of television clips that portray women in the home and in the workforce and how they are portrayed over time in the media. This is quite a lengthy clip so you could screen beforehand and figure out where to skip ahead or what to leave out.

Youtube vide: Working Women in the Media- 1950s to Today [http://www.youtube.com/watch?v=s686vF2gksE](http://www.youtube.com/watch?v=s686vF2gksE)

They will be asked to discuss the following questions (these questions you can choose to write on the board to have them look at in advance, put on a handout or on the screen or just talk about orally.

- How were women portrayed in each clip?
- What were the perspectives of women in the workplace? Of women in the home?
- Can you compare women in these clips to the lives of women that you learned about in the previous unit (women in WWII)? What changed? What stayed the same?
- How did the portrayal of women in these clips change from 1950 to the present day? What caused this change?
- How did the portrayal of women in these clips stay the same from 1950 to the present? What factors created this continuity?
- Is there truth to this portrayal of women? What are these clips missing?

It is evident that women experienced degrees of continuity and change.

**Step 4: Guided Practice (75 minutes)**

Students will get their assignment/task, which is as follows: Students will have to debate with each other using the following questions as guidance: Did women’s lives in the workforce and in the home change during this period or did it stay the same? Did the history of women’s lives in the workforce and in the home change into the present day or did it stay the same? One half of the class will represent change, while the other will be continuity, looking at both within that time period and into the present day. They will research their side of the argument by using content from the textbook, and examining primary sources shown in class- a radio clips, quotes from women during the time period- as well as research one primary source and two secondary sources on their own. They will then argue for their side in a formal class debate.

Each group must have an opening statement in the debate, at least three points they are arguing, and a list of questions they expect the other group to ask, and counter arguments for them. Each group will also have a closing statement. After the debate is done, they will hand in one copy per group of their statement, their arguments, their counter questions and arguments, their closing statement, and a list of the resources they used, including the two seen in class and at least one primary source found outside class.

The class will split up into two groups, one group representing continuity and one representing change. Their groups will be formed by numbering them off, 1-2, with one group going out into the hall to work and one staying in class. Give the group out in the hall the textbook primary source to use, so that they can make notes on their argument, and put on the primary source video for the other group in the class.


When the media clips are done, have the groups switch, and look at the primary source they did not see.

When they are done, everyone can talk in their groups about their arguments and how they intend to argue their side. Sixty minutes can be designated in the library for time to work on this assignment and finding sources to use in their debate.

**Step 5: Sharing/Discussing/ Teaching (30-40 minutes)**
The class will have their formal debate with the two groups representing continuity and change (see Guided practice for the components of the debate). This assignment is not graded. The instructions can be posted up on the screen for the students to follow or given to students in a way you prefer.

**Step 5: Independent Activity (15-20 minutes)**
Based on the debate, students will work independently on a reflection/exit card to answer the question, *how did the continuities and changes within the history of Canadian women within the workplace and within the home affect Canadian society as a whole?* They are to hand this in when they are done.

**f) Assessment:**
Each discussion within this lesson can be used as a scaffold checkpoint to see if students understand the concept of continuity and change and its importance to historical study. The debate is a great assessment as learning tool to see if they can use primary sources and content to make connections between women’s history, and these themes of continuity and change, and then apply that to a final question of how continuity and change has broader implications within society. It could be altered to be an assessment as learning as well and be marked formatively (or summative). This last question can be used as a final diagnostic tool (assessment for learning) to tie in the lesson together and see if students have made all these connections by the end.
Lesson #5: Determining Historical Significance by Questioning, ‘Who is the Greatest Canadian?’

*Broad Expectation:* examine the social and political climate of the Post WWII period and analyze how individuals, events, communities, trends and developments affected Canadian society and the Canadian people, both as individuals and within groups.

**Time Length:** ~235 minutes

**a) Overview**

*What does this lesson entail?*

The purpose of this lesson is to look at the contributions of various individuals to Canadian society, and to examine their significance both within their own societies, and to our societies today. For this lesson, students will run a program in their class called, “Who is the Greatest Canadian?” where they will have to learn about a person chosen by them from a list of individuals, research them using primary sources (some provided, some not) and present this to the class to convince people that their person is the greatest Canadian. This lesson gives the class opportunity to examine great individuals within Canadian history from 1945-1982 using primary sources, come to conclusions about the place they have within history and determine what their historical significance is within Canadian society.

*How does it relate to the broader aim of the unit?*

This lesson is a chance for students to explore the question of how we decide what is important to learn about in the past and what is not based on how individuals and events within this post-WWII time period affected Canadian society and the Canadian people.

**b) Learning Goals**

*What knowledge/skills/habits of mind will students learn/practice or understand?*

This lesson allows students to examine the contributions of Canadians during the post WWII period in order to analyze their historical significance, and what made them important then, and why they are still considered to be important to history today. Students will experience that historical significance is a construction that varies over time and from group to group, person to person. Knowing this can help students in their historical study, since much of history places significance on certain things and not on others. Students can use historical significance to ask questions on what history is leaving out.

**c) Curriculum Expectations**

*Overall Expectations:*
D.3 Identity, Citizenship, and Heritage: analyze how significant events, individuals, and groups, including Aboriginal peoples, Quebecois, and immigrants, contributed to the development of identity, citizenship and heritage in Canada between 1945 and 1982.

Specific Expectations:

D.3.1 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.
D.3.2 explain ways in which various individuals, 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.

Historical Thinking Concepts

This lesson will help students determine Historical Significance many individuals within Canadian history during the post WWII period in order for them to see how importance is placed on certain events within history, affecting how history is studied and what is studied within schools.

d) Materials

iv) Primary Source Documents

This whole lesson is mostly based on student activity, with some discussion to drive their actions in the right direction. The whole purpose of this lesson is for students to determine who is the Greatest Canadian, using primary sources to help make their point.

To model this assignment, I showed a video clip from a program this activity is based off of, The Greatest Canadian run by CBC. This video clip is on Wayne Gretzky, and outlines a primary source of him playing hockey.

For help, I have offered some sites where students can get started on finding their own primary sources for this assignment and can model some primary source images they could use to help guide questions and use in their research/presentation.
- Pictures of Maurice Richard and Lester B. Pearson from Library and Archives Canada, www.collectionscanada.gc.ca

v) Instructions for Teacher

Blank pieces of paper and pencils or pens: needed for students to complete the warm-up activity. Credit for this assignment is given to: The Big Six Historical Thinking Concepts by Dr. Peter Seixas and Tom Morton (2013), and to Theodore Christou who used a modified version in CURR 335 class at The Faculty of Education at Queen’s University.
Board space and chalk/markers: needed to write down student ideas on the board.

Photocopies of assignment (Appendix 3.3)

Video Clip of *The Greatest Canadian* to model to the students how they should be thinking of presenting their Greatest Canadian. 
http://www.youtube.com/watch?v=zRDISg_YXYA

Allow students to have time in the library, in a computer lab, or have access to class sets of tablets if that is an option.

**vi) Prompts For Students**

Warm-Up Activity: What is the most significant moment in Canadian history? Why did you choose that? What factors did you use to make this decision? This is used to get thinking from a lens and why an event might be considered important to some people, but not to others.

In order to get students thinking about their task, discuss: what makes a person “great?” Does a “great” Canadian automatically mean that they are historically significant? What determines historical significance?

**e) Plan of Instruction:**

This lesson is intended to take up about 3 classes, however it can be modified to take up a smaller part of another lesson, or allow students to spend more time on it at home, and can be altered to fit with students’ needs (eg. Students could choose their own historical figure to study).

**Step 1: Warm up (25 minutes)**

Activity inspired by The Big Six Historical Thinking Concepts by Dr. Peter Seixas and Tom Morton (2013) and Theodore Christou who used it in CURR 335 class at The Faculty of Education at Queen’s University.

Ask students to take out a blank piece of paper and draw the most significant moment in Canadian history on it. Tell them they may use pictures, icons and/or words and that they will have to explain to the class. They may choose an event that is in the distant past or they may choose something contemporary. They have 15 minutes to think and draw. When they are done, go around the classroom and have students say what they chose and why they chose it, if they are willing to do so.

**Step 2: Discussion (5-10 minutes)**
As a class, ask students what they used to determine that event’s significance. Write their ideas on the board.

This activity is a way for students to see that every person is going to think differently and use a different lens when looking at history in order to determine if something is significant or not and ask questions as to why.

**Step 3: Modelling (15-20 minutes)**

Give students the assignment. *(Appendix 3.3)* They are going to run a program called “Who is the Greatest Canadian?” This activity was inspired by a CBC series, where people all over Canada nominated who they believed was the greatest Canadian, and CBC complied a list of the Top 10. Then they showed episodes focusing on each individual, outlining their lives and their contributions to Canadian society and to history, and after each week, people could vote on the finalists, with a person or two being eliminated every time. In the end, Tommy Douglas was elected The Greatest Canadian, with Terry Fox as the runner up. Explain to students that they are going to do a similar program in the classroom. A list of ten Canadians during the post-WWII period will be given to them, and they are to create a way to present this Canadian to the rest of the class in a way that convinces others their individual is the greatest Canadian. Because there are only 10 people to choose from, this will be done in groups of no more than three people. To model this, a video will be shown of the CBC program, *The Greatest Canadian*, as to what the episode looked like and what students can do in their own presentations. This is a clip on Wayne Gretzky. [http://www.youtube.com/watch?v=zRDISg_YXYA](http://www.youtube.com/watch?v=zRDISg_YXYA)

After showing this clip, ask the class, what makes a person “great?” Does a “great” Canadian automatically mean that they are historically significant? Tell them they have to think about these questions throughout their activity.

Let the students know that this whole program, The Greatest Canadian, wouldn’t have been as successful within video clips of Wayne Gretzky himself, playing hockey. Inform the students the importance of using primary sources in this way, to emphasize greatness in Canadian History, and that for their assignment, they are to incorporate whatever primary sources they can, as well.

Write a few websites they can look at to find primary sources on the board for them.
- CBC Digital Archives
- Library and Archives Canada
- Canadiana.org Discovery Portal

Model as well an example (eg. A picture of Lester B. Pearson- does his picture accurately display that he is great? You can ask some questions to focus on research, do some research and see if you can answer your questions- same with Maurice Richard; *Appendix 4.5* for pictures of Lester B. Pearson and Maurice Richard)
Step 4: Guided Practice (150 minutes)

Students will work on the entire assignment within class. At the end, each group will present their individual to the class, arguing for why their person should be voted the Greatest Canadian. Each person in the class will then vote, writing down the name of the individual they vote for on a piece of paper, which will then be collected and tallied and announced.

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

As a class, ask the questions:
- is this “great” Canadian historically significant? Why or why not?
Compile a list of what makes this Canadian historically significant on a piece of chart paper. Have students come up one by one if they have an idea of a trait that makes them historically significant. See if everyone agrees. If they don’t, provide reasons.

Step 5: Independent Activity (15 minutes)

Students will then be asked to reflect on what this event taught them. They are to write an exit card/response to the following question, How do we decide what is important to learn about the past (what is historically significant) and what is not?

f) Assessment:

The Greatest Canadian Assignment

This Greatest Canadian Assignment is a fun activity to do in a class to determine assessment for learning, as learning and could be translated into a mark for assessment of learning as well. It has various checkpoints to see if students are thinking historically and using their own criteria to determine how an individual within Canadian history is significant or if they are not. It also helps them see their own process for determining historical significance through their research right up until they vote for the Greatest Canadian.

The assignment itself assesses: research skills, their ability to interpret and use primary sources, their written communication skills, their creativity, ability to translate information into a media format and finally to communicate orally information and ideas to their peers.

This assignment meets the following expectations:
Overall Expectations:

A.1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.
D.3 Identity, Citizenship, and Heritage: analyze how significant events, individuals, and
groups, including Aboriginal peoples, Quebecois, and immigrants, contributed to the
development of identity, citizenship and heritage in Canada between 1945 and 1982.

Specific Expectations:

D.3.1 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.
D.3.2 explain ways in which various individuals, 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.
Lesson #6: Examining Cause and Consequence by Looking At The Quiet Revolution in Quebec

Broad Expectation: examine the social and political climate of the Post WWII period and analyze how individuals, events, communities, trends and developments affected Canadian society and the Canadian people, both as individuals and within groups.

Time Length: ~185 minutes

a) Overview

What does this lesson entail?

The purpose of this lesson is to examine how the change that occurs within history is caused by many causes and result in many consequences that have lasting effects. For this lesson, students will learn about the Quiet Revolution and how the interplay of historical actors and cultural conditions allowed this event to happen, and also what the consequences were in the short and the long run.

How does it relate to the broader aim of the unit?

This lesson is intended to teach students how events and people within history are connected together, setting the conditions for future events, which in turn influence other events, and ultimately influence how society looks up until the present day. This shows that history is made up of historical traces, and each event occurred from a number of conditions that were established from an event or situation occurring before it.

b) Learning Goal

What knowledge/skills/habits of mind will students learn/practice or understand?

Students will apply the concept of cause and consequence to one particular event in history, The Quiet Revolution, looking at what conditions caused the event to occur and how it impacted Quebec and the Quebec identity within Canada. In this way, students will gain a better understanding of history as connecting together, with events and people impacting each other.

c) Curriculum Expectations

Overall Expectations:

D.3 Identity, Citizenship, and Heritage: analyze how significant events, individuals, and groups, including Aboriginal peoples, Quebecois, and immigrants, contributed to the development of identity, citizenship and heritage in Canada between 1945 and 1982.

Specific Expectations:
D.3.4 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, and explain the significance of these events for the development of identities in Canada.

**Historical Thinking Concept**

This lesson examines the concept of **causes and consequences** within Canadian History. Students will examine primary sources surrounding the Quiet Revolution in order to get a sense of the conditions that existed to cause the event to happen, and use this information to make conclusions as to what their impacts were, focusing specifically on Quebec and the Quebec identity. Ultimately, students will get the opportunity to question what might have happened if an action or condition and an event had turned out differently, and that history is not inevitable.

**g) Materials**

**vii) Primary Source Documents**

CBC Clip- FLQ Backgrounder

Images, Political Cartoons taken from Primary Documents Collection
*Canadian Heritage Collection: Nationalism and French Canada*, by Charles Leskun and Tim Tobin.

**viii) Instructions for Teacher**

Have content about the Quiet Revolution printed out and separated onto different sheets of paper for students to rearrange on a timeline on the wall.

Make sure to have wall space (maybe the hall can be utilized with permission)

Make a line with construction paper spanning the desired length of the timeline for students to stick events and dates to chronologically.

Have the true order of events available for students to see somehow (on screen, notes on board, handout, etc)


Have bristol board available within the classroom or within the school for students to purchase.
Primary source video loaded and ready to go (see Primary Sources)

Powerpoint with primary source images (Appendix 4.6)

ix) Prompts For Students
What about reading historical content causes you to infer that one event happened before another? Are the events connected?
After revealing the content order: Does the true order of events surprise them? Ask students how the events of the Quiet Revolution affected each other?

h) Plan of Instruction:

This lesson is meant to take 3 classes, however, you may wish to make changes to it in order to better manage time, assess effectively, and meet the needs of a diverse range of learners.

Step 1: Warm up (15-20 minutes depending on amount of content used)

As a warm-up activity, have the content on the Quiet Revolution typed up in big lettering (this will be done up to the discretion of the teacher, from whatever source he/she wishes- every textbook, resource is different. You may want to include images or leave out certain information you feel is not useful).
There will also be a “line” up on the wall already, made out of construction paper, making up the timeline.
Tell students they are going to look at how events that occur in history are connected together, using the Quiet Revolution as an example. Let the students know that the Quiet Revolution occurred beyond the 1945-1967 period as well, but right now we are focusing on events that led up to a big, culminated event later. This shows that many events in history are complex and one thing that happens might be as a result of a change or circumstance. This emphasizes too that identity within Canadian history can change based on events that occur within it, especially, in this class, with the French population.

Students’ first activity is to tape the events of the Quiet Revolution on the timeline on the wall. They are to work together as a class to read through the content and figure out in what order events occurred based on what makes the most sense to them given the information that is given to them.
When they are done, ask the class why they put the events in the order that they did. See what kind of connections students made to events informing their belief that one event happened before another.

Step 2: Discussion (15-20 minutes)

Then, bring out the textbooks for the students to find the event and read to themselves. (Or, if you’d rather, put a summary up on the screen, or write notes on the board or overhead, depending on preference). If there was an error on the timeline, ask students
what they think about it. Does the true order of events surprise them? Ask students how the events of the Quiet Revolution affected each other?

**Step 3: Modelling (10 minutes)**

Demonstrate to the class that history is made up of many changes that are driven by many causes and result in multiple consequences that impact later events and conditions in society. The Quebec Revolution is only an example of an event in Canadian History that resulted from previous conditions in society at the time, and had consequences that caused lasting effects even into the future, especially on perceptions of Quebec and the Quebec identity.

Give students a piece of Bristol board (or, have students purchase them from the library for 40 cents). Go over their task and write it on the board. Their instructions are as follows.

Students are to create a poster about the causes and consequences of the Quiet Revolution. Using the two primary sources produced in class, as well as the textbook, students are to make notes on what causes led to or helped set the conditions for the Quiet Revolution. They are to choose three causes/conditions to present to the class. Based on what they know about the event and the causes they came up with, they are to make two predictions or conclusions as to what the consequences of the Quiet Revolution were on Quebec or the Quebec identity. This is to be included in their presentation to the class. Their poster board will be shown to the class in their presentation and must include pictures as well as text. Students will work in groups of 3-4 for this task. After their presentation, the poster boards will be placed on the wall around their timeline.

Inform students this is not going to be marked. They are just demonstrating their ideas on causes within a historical event and think critically about what the consequences would be. They are reinforcing the content on this assignment as well.

**Step 4: Guided Practice (60-75 minutes)**

Watch the video primary source first and tell students to make notes from the video, about what they believe caused or set the conditions for The Quiet Revolution.


Then, allow students to examine the primary source pictures/political cartoons. *(Appendix 4.6)*

Students are allowed to use their textbooks and may go to the library to find books or information online if they need more resource support.

**Step 5: Sharing/Discussing/ Teaching (30-45 minutes)**

Have students share their presentations with the class, outlining some causes of the Quiet Revolution, and the consequences this event had on Quebec and the Quebec identity.
You may have a discussion, after everyone is done their presentation on the importance of looking at a historical event in terms of its causes and consequences.

**Step 6: Independent Activity (15 minutes)**

Look at another event or a person that you have learned about within Canadian history. Outline what you see as the causes to that event, and the consequences of that event on Canada and Canadian society. Write it on a piece of paper and hand it in.

1) **Assessment:**

There is no formal assessment occurring in this lesson. The presentation assignment can be used to examine student's presentation skills and determine if they are looking at the event in relation to cause and consequence within history. The independent activity is a diagnostic assessment (assessment for learning) to determine if they can use what they learned about cause and consequence and apply that to another even within history. This will get them thinking about history in terms of the concept of cause and consequence in future historical studies as well.
Lesson #7 Looking at History Through Ethical Dimensions, Using Cold War Topics as a Framework

Time Length: ~217 minutes

Broad Expectation: examine the social and political climate of the Post WWII period and analyze how individuals, events, communities, trends and developments affected Canadian society and the Canadian people, both as individuals and within groups.

a) Overview

What does this lesson entail?

The purpose of this lesson is designed to examine a topic within history from an ethical viewpoint. Students will be able to examine the Cold War, and political responses within the Cold War, and question what we can learn about this event to help us live in the present.

How does it relate to the broader aim of the unit?

This lesson emphasizes that history is not just about relating facts. History can prompt moral debate, and interpretations, which affect how Canadians think of history today and inspire how Canadians live their lives within this country. It can also affect people’s views on each other and their own identities.

b) Learning Goals

What knowledge/skills/habits of mind will students learn/practice or understand?

Students will get the opportunity to look at The Cold War and political responses to Cold War events from an ethical standpoint. Students will be able to make their own implicit or explicit judgments of past actions based on historical context, and think critically about how this event could be used to explain how people live their lives in the present.

c) Curriculum Expectations

Overall Expectations:

D. 1. Social, Economic and Political Context- describe some key social, economic and political events, trends and developments in Canada, between 1945-1982, and assess their significance for different groups in Canada.

Specific Expectations:

D. 1.4 describe some key political developments and/or government policies in Canada during this period, and assess their significance for different groups in Canada.
D.2.4 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 War, and assess whether the developments marked a change in Canada’s approach to or role in international relations.

**Historical Thinking Concept**

This lesson focuses on the Ethical Dimensions of history. It allows students to examine primary documents surrounding this topic in order to make ethical judgments based on historical context.

**g) Materials**

iv) **Primary Source Documents**

- Images and Information Gotten From:
  - Igor Gouzenko, The Canadian Encyclopedia
  - Encyclopedia Britannica
  - Maps 101
  - Veterans Affairs Canada
    http://www.veterans.gc.ca/eng/remembrance/history/korean-war/gallery
  -

v) **Instructions for Teachers**

Photocopies of activity (*Appendix 2.4*)

Get permission in advance to use the library for a scavenger hunt.

Make sure students have materials for a presentation. Touch base with them to see if there is anything you can do for them.

Have primary source pictures to show students (*Appendix 4.7*)

vi) **Prompts for Students**

Can we make judgments on what is right and wrong within history?
What different angles can we examine history? What about the writing of history? Can we make judgments when we are writing a history textbook? An essay? A novel? An opinion piece?
What about in our own understandings of history? Should we make judgments the minute we read a historical text? How should we think (what is our thought process?)
What kinds of questions should we ask? Do we take into consideration other lenses? How?
How is an ethical judgment read in a historical text? What does it look like if it is explicit and when it’s implicit?
How should we approach looking at a historical text?

How can we connect history to the present day, using an ethical mindset? What does it teach us about society, about people, what message is it sending?
How can we avoid putting a presentist bias on history? What does that mean?

h) Plan of Instruction
This lesson takes up about three classes, however it can be modified to reduce time commitments, some ideas could be expanded on a little more, and little details can be accommodated to fit students' needs specifically.

Step 1: Warm up (7 minutes)
Can we make judgments on what is right or what is wrong in history?
Have students do a four corners activity. Students will be asked the above question and will go to one corner if they answer yes, one corner if they answer no, one if they answer sometimes yes, sometimes no, and the last corner if they answer I have no idea.
Give students five minutes to think about it, find a partner and share their ideas before moving to a corner.

Step 2: Discussion (15-30 minutes)
Ask a student from each group why they came up with that answer and how they approached that question in the first place. Talk about the different angles you could look at a question. What about the writing of history? Can we make judgments when we are writing a history textbook? An essay? A novel? An opinion piece?
What about in our own understandings of history? Should we make judgments the minute we read a historical text? How should we think (what is our thought process?)
What kinds of questions should we ask?
Do we take into consideration other lenses? How?
How is an ethical judgment read in a historical text? What does it look like if it is explicit and when it's implicit?
(It might be useful to scan and photocopy the description of what the ethical dimensions historical thinking concept is from The Big Six by Seixas and Morton, just because it is the most complex historical thinking concept and it can be kind of confusing)

Step 3: Modeling (5-10 minutes)
How should we approach looking at a historical text? Let's come up with our own class set of rules.
Make a list on a chart paper. Keep this up in the classroom for future use.
Make it known we are going to examine events that occurred during the Cold War from an ethical standpoint.

Step 4: Guided Practice (60-75 minutes)
Students are going to take part in a scavenger hunt in the library. *(See Appendix 2.4)* Each student is going to choose ONE primary source picture provided and without reading more detail on it, students are going to form an opinion on it. They will write their opinion in the chart. They are responsible for finding another primary source that has a DIFFERENT opinion than them, a secondary source that supports their opinion and a secondary source that does not support their opinion.

The trick is: Each source should be a different type of source. For example, since I am showing a picture, the other three sources could be an interview, a textbook (not the one used in class!) and an academic article.

**Step 6: Independent Activity (75 minutes)**

Students are to get into groups with those who had the same topic as them, and work individually to create some kind of presentation and activity to teach the class about:

- a) Content/facts of their event
- b) Primary sources they have found to study their event
- c) At least two different judgments on the event/two different ways to study the event
- d) How can we connect this history to the present day, using an ethical mindset?
  What does it teach us about society, about people, what message is it sending?

These groups need some format for presentation: Powerpoint, notes on board, overhead, posterboard, etc. and also one activity for their classmates to do.

You may want to put up these instructions somewhere or give a handout.

All the groups will present to the class when they are done.

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

Discuss what was learned during the presentations and the different viewpoints. What can be the danger to studying history from an ethical dimension? Have students reflect on this. Emphasize that you do not want to put a presentist view on history (judge history based on present day beliefs and values). How can we avoid this?

Use this time to answer any questions as well.

- **g) Assessment:**

There is no formal assessment in this lesson. The presentation and scavenger hunt is not to be marked.

The activity is just a fun way to see if they can work with sources, can read into biased narratives of history and pick out the judgments and what they tell us. Students will also get an opportunity to make their own judgments on events and figure out how to think about the present in this way.

**Lesson #8 Test Review and Test**

- **a) Overview**

This lesson provides a summary and conclusion to the unit we have studied, going over the historical thinking concepts and applying that to the content we have studied.

- **b) Learning Goals**
The aim of this lesson is to review what has been done in class, and allows students to apply the content they have learned to the historical thinking concepts we have investigated, to see if they have developed those skills needed in order to study history successfully. This lesson will begin with review and end with a summative assessment.

c) Curriculum Expectations
This lesson covers all of the curriculum expectations we have talked about, and reviews all of the historical thinking concepts as well.

d) Materials
vii) Primary Source Documents
Any primary documents used will just be a reshowing of documents already used in previous lessons.

viii) Instructions for Teachers
Review with students the content studied, as well as the historical thinking concepts and how to apply them together as a way to study Canadian history and Canadian people.

Photocopies of tests (Appendix 3.4)

ix) Prompts for Students
What are the historical thinking concepts used in historical study? Why is each important to historical study? How can we use these concepts when studying history in this class? How have we applied these concepts to the content?

e) Plan of Instruction
This lesson is meant to last two classes: one for review, one to work on the summative. If desired, a couple days of review could be effective to make sure students understand format.

Step 1: Warm up (7-10 minutes)
The warm-up activity is an altered version of a game I played in highschool, taken by my French teacher Tiffiny Donnan.
It is a little game where students are split into two teams and have an order that they play based on where they are sitting in their desks, and this order is established beforehand. The teacher asks the two students that are next in line to play a question based on content, where they are required to hurry up to the chalkboard/whiteboard as quickly as possible and write down the answer before returning to their seats. These students have played this game before in previous classes so they have already gone over the rules of the game and proper conduct. The first question that is asked is for the first six people in line to write down the six historical concepts (as quickly as possible). This just determines content, and if they remember these concepts.
More content can be used in these quizzes, but it’s up to how the teacher best wants to review, and what content is to be reviewed.

**Step 2: Discussion (20-30 minutes)**
A break can be taken in between each type of question in order to discuss what that content is or why it is important to study.
In this discussion, ask students to review what each historical concept means, and how we have used it to look at the topics within this unit.
- Advertising/Science/Technology for Evidence
- Newcomers to Canada for Historical Perspectives
- Women’s roles in house and work for Continuity and Change
- Great Canadians for Historical Significance
- The Quiet Revolution for Cause and Consequence
- The Cold War for Ethical Dimensions

**Step 3: Modeling (5-10 minutes)**
Discuss with the class the other ways that we can study for the class (you may want to run more activities for review. I personally believe in independent studying or peer studying done by the students in class with questions asked to the teacher for clarification that could guide review activities.

Model to the students the kinds of ways they could be studying the concepts/material and what resources to use. Bring out all the primary sources that were used in class (see Appendix). Point to the timeline and any charts posted around the classroom.

**Step 4: Guided Practice (during Independent Activity)**
For those students needing extra support, go around and ask questions and run mini-lessons if groups of students are having trouble with the same concepts.

**Step 5: Independent Activity (15-20 minutes)**
Allow students to study together or on their own in whatever way that helps them best. Be there to answer questions.

**Step 6: Sharing/Discussing/Teaching (5-10 minutes)**
Quickly go over the format for the test.

**h) Assessment:**

**Review:**
Assessment for learning in a way for me to see if students are at the level they need to be to do this test and with success. Provide more assistance to the students who may be having some trouble with certain ideas.

**Test:**
Assessment of learning (see Appendix 3.4)
Appendix: Blackline Masters

1.0 Powerpoints in Pdf (Teacher Resource)
2.0 Handouts
3.0 Assessments
4.0 Primary Sources
Appendix (Powerpoints) 1.0
Unit 4: Post-WWII Canada
1945-1967

What did we study in the previous unit?

• Military Technologies (sonar, radar, atomic bomb)
• The Wartime Economy- women, farmers
• Wartime Propaganda
• Discrimination- Japanese Canadians, internment camps, “enemy aliens”
• Canadian Contribution to the War Effort- The Battle of the Atlantic, The Battle of Hong Kong, Italy Campaign, D-Day, Liberation of the Netherlands, liberation of concentration camps, British Commonwealth Air Training Plan, Canadian women and contributions of individuals
• Economic Recovery
• Rationing
• The Holocaust

Post-WWII Topics of Study

• I. Science and Technology and Consumerism
  - Technology developed during the war effort led to the creation of modern consumer products that helped boost the post war economy
  - Advertisements in the late 1940s created a demand for cars, houses and new labor-saving appliances- by 1950s, this life was glorified
  -Advertisements attempted to ease the transition from soldier to civilian
  - Post-war Canada experienced a rise in birth rate (baby boom), a booming economy, and urban development (suburbia) changing how advertising and consumerism looked
  - Consumerist power
  - New cultural reality for Canadians

II. Newcomers to Canada
-Immigration, War Brides and Refugees
- Many Europeans desperate to escape devastation of their homeland and build new, peaceful, prosperous lives in Canada
- Canada encouraged immigration from Europe - immigration policies discriminated against African, Arab and Asian heritage
- War Brides: newly married Canadian soldiers brought wives from Britain, Netherlands, Belgium, France, Italy and Germany
- Newcomers experienced many difficulties adjusting to Canada and their new lifestyle

III. Women’s Roles in the Workforce and at Home
- Pressure to leave the workplace to make way for returning soldiers
- Many women enjoyed opportunities in the labor force
- Worked to buy new consumer goods available to middle-class Canadians
- Rise of suburbs emphasized home and family
- Social values kept most married women at home to raise their children and manage the household
- Nuclear family
- Women treated unequal to men in all aspects of life- social, political, legal and cultural
- Women began to challenge this in the mid-1960s

iv. The Contributions of Great Canadians
- Viola Desmond
- Elsie MacGill
- Maurice Richard
- Jean Lesage
- Tommy Prince
- Lester B. Pierson
- John Diefenbaker
- Marshall McCluhan
- Leonard Cohen
- Joseph Smallwood
Who is the Greatest Canadian?
v. The Quiet Revolution
- Dissatisfaction over Quebec’s place in Canada
- Liberal Party won in Quebec, 1960- La Revolution tranquille
- Take control of Quebec destiny- stronger presence in economy, set up businesses in Quebec, language offices, restrict role of Catholic Church, improve social services, education
- Demand for more powers and money from federal government
- Quebec nationalism
- Some wanted Quebec to separate from the rest of Canada
- 1963, FLQ launched campaign of terror- bombings, bank robberies, 200 violent acts killing several people, targeting symbols of English business and federal government

vi. The Cold War
- Communism: government controlled most of property and businesses, restricted individual freedom
- Communist paranoia (Igor Gouzenko), 19 Canadians arrested and charged with treason, 11 sentenced to prison
- Civil service and military attempt to get rid of potential security threats (communists, homosexuals)
- Secret experiments, brainwashing and mind-control
- The Nuclear Threat
- Human Rights, The UN
- NATO
- The Korean War
- The Cuban Missile Crisis
- The Vietnam War
Appendix (Handouts) 2.0
2.1- The Big Six Historical Thinking Concepts

HISTORICAL SIGNIFICANCE
*How do we decide what is important to learn about the past?*
- Events, people or developments have historical significance if they a) resulted in change, impacting many people over a long period of time, b) are revealing, or shed light on issues in history or present day life.
- Historical significance is constructed (or determined only when people, events and developments are shown to have a meaningful place in a narrative), and varies over time and from group to group.

EVIDENCE
*How do we know what we know about the past?*
- History is interpretation based on primary sources.
- Asking good questions about a source can turn it into evidence.
- Asking questions about who created the source, when it was created, and inferring purposes, values and worldview of the author or creator.
- A source is analyzed in relation to the historical context.
- Inferences made from a source can never stand alone (they should be checked against other sources).

CONTINUITY AND CHANGE
*How can we make sense of the complex flows of history?*
- Continuity and change exist together.
- Change is a process (eg. Progress, and decline).
- Continuity examines what has remained unchanged or stable.

CAUSE AND CONSEQUENCE
*Why do events happen, and what are their impacts?*
- Change is driven by multiple causes and results in multiple consequences. These create a complex web of interrelated short-term and long-term causes and consequences that vary in importance.
- Events occur based on who was involved and the conditions in which they acted.
- Actions can have unintended consequences.
- Events in history are not inevitable.

HISTORICAL PERSPECTIVES
*How can we better understand the people of the past?*
- There are many differences between beliefs, values, and motivations between history and the present, and between contexts of different people or groups of people.
- Taking perspectives infers how people felt and thought- valid inferences are based on evidence.

THE ETHICAL DIMENSION
How can history help us to live in the present?

- Ethical judgments are made in writing historical narratives— an author today cannot impose contemporary standards of right and wrong on the past.
- Reasonable ethical judgment take into account the historical context.
- Assessments of ethical judgments inform us of our responsibilities to remember and respond to contributions, sacrifices and injustices of the past.
- We can learn from the past.
2.2- The Big Six Historical Thinking Concepts

Why is this time period important for historical study? In order to answer this question, you will ask questions and make predictions using the “Big Six” Historical Thinking Concepts, which you have seen before.

Instructions:

i) I will number you off, 1-6, to form six groups.

ii) Each group will be given a historical thinking concept. (ie. Historical Significance, Evidence, Continuity and Change, Cause and Consequence, Historical Perspectives, Ethical Dimensions).

iii) In your groups, think about and discuss how this historical thinking concept can be used to study this time period (1945-1967). Think of examples.

Eg. Women had an important role in the house during the Post WWII period. The historical perspective of what a home should be like for a woman might be different than the historical perspective of a man. You could use diary entries, advertisements or newspaper articles as evidence to show how the home was perceived differently, and make comparisons to today’s society, as to how perceptions of the home changed or stayed the same for men and women.

iv) With your group, answer the questions in relation to that concept.

v) Write down your thoughts and predictions.

vi) When you are done, you will be given a piece of chart paper. Write your historical thinking concept on the top of the chart paper. Write down the ideas you came up and your answers to the questions, in point form, on the chart paper.

I will put up your chart papers around the room for the remainder of the unit for you to look back on. Over the course of the unit, you will be able to see if your thoughts and predictions were correct.

- **Historical Significance**: How do we determine if a historical event is significant? How do we determine if a particular event is historically significant to this time period? How might we study this time period to determine if it is significant within Canadian history?

- **Evidence**: What kind of evidence can we use to study this period? What evidence can we use to study a particular event within this time period? Is it important to
use evidence in historical study? Why is it important to use evidence in order to study this period?

• **Continuity and Change:** Can we see some aspects of continuity and change from the previous period (WWII)? How does society between 1945-1967 compare to today's society? What is different and what is the same? How can an event occurring in the past impact us today?

• **Cause and Consequence:** Are historical events from different time periods connected to each other? How did events from the WWII period affect the post-WWII period? How did events from either WWII or post WWII affect today's society? What could be a cause and consequence of certain events within this time period?

• **Historical Perspectives:** What different perspectives could you take when studying this time period? How might one perspective be different from another? Does taking one perspective over another change the meaning of history? Why is it important to look at history from multiple perspectives?

• **Ethical Dimension:** Are all events within history morally good or correct? What would make an event morally wrong, incorrect or unethical? How does historical context affect whether an event is ethical or unethical? What can looking at history from an ethical standpoint do for us living in the present?
2.3- **Historical Perspectives of Newcomers to Canada, 1945-1967**

Using the perspectives of information from the textbook, the primary sources provided from the perspective of Canadians or the government, and perspectives from newcomers themselves, gain a better understanding of what the history of movement to Canada was like for certain groups of people.

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<thead>
<tr>
<th></th>
<th>Textbook Perspective</th>
<th>Political/Canadian Perspective (examine 2-3)</th>
<th>Newcomer Perspective (examine 2-3)</th>
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<tbody>
<tr>
<td>War Brides</td>
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<tr>
<td>(Pg. 178 “Canadian Citizenship”-scan paragraph, 203-205 read “Baby Boomers,”)</td>
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<td>Refugees</td>
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<td>(Pg. 156-57)</td>
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</table>
Immigration
(Pg. 203,
215-216)
2.4- Ethical Dimensions: The Cold War

My topic is___________________________________.

My opinion is________________________________________________________________________________.

<table>
<thead>
<tr>
<th>Primary Source (Counters your Opinion)</th>
<th>Secondary Source (Supports your Opinion)</th>
<th>Secondary Source (Counters your Opinion)</th>
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Appendix (Assessments) 3.0
3.1-Using Primary Sources Assignment

You will work with primary sources and make conclusions about them, to research and present to the class how the lives of Canadians were affected by technologies and consumerism.

Your instructions are:

1. Group yourselves into groups of 4.
2. Use the Internet or the library to find primary source advertisements from 1945-1967.
3. Choose 3-5 advertisements related to one theme/technology/consumer need (ie. Washing clothes, fashion, child-raising, cooking)
4. As a group, analyze the advertisements, and answer the following questions.
   j) What is this advertisement for?
   vi) Who is this advertisement directed at?
   vii) What advertising strategies are evident in this advertisement?
   viii) What about this advertisement would entice you to buy the product? Give reasons.
   ix) What does this advertising tell you about society at the time? (ie. Think of what the picture portrays, who it portrays, the language that is used, what is being sold, how it would make life easier)
   x) How does this advertisement compare to an advertisement today?
5. Taking question v), your group is to then research one aspect of society that your advertisement is showing, using 3-5 secondary sources to further investigate what your primary source is showing (for eg. An advertisement promoting a beauty product to women by portraying them as soft, and delicate beings within the home, could research the position of women within the home, the power they had, the views of men towards women at the time, etc). Provide at least a page worth of information that discusses the facts around your issue.
6. Were your interpretations towards the primary source correct? How did your use of both primary and secondary sources help or hinder your knowledge of the time period? Answer these questions.
7. Using evidence from primary and secondary sources, answer the question: Did the lives of Canadians change with your technological innovation or the advertisements surrounding them? How did they change?
8. Present your research and answers to the rest of the class, within your groups.
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Sources</td>
<td>Researchers locate at least 3 reliable primary sources to interpret, and at least 3 valid secondary sources that provide insight to their interpretations.</td>
<td>Researchers locate at least 2 reliable primary sources to interpret and at least 2 valid secondary sources to support their interpretations.</td>
<td>Researchers locate at least 1 reliable primary source and at least 1 valid secondary source that provide some support for their interpretation.</td>
<td>Researchers locate primary and/or secondary sources that are invalid, or do not support interpretations and ideas.</td>
</tr>
<tr>
<td>Plan for Organizing Information</td>
<td>Students developed a clear plan for organizing information as it is gathered and in the final product.</td>
<td>Students have developed a clear plan for organizing information in the final product.</td>
<td>Students have developed a clear plan for organizing information as it is gathered.</td>
<td>Students have no clear plan for organizing information.</td>
</tr>
<tr>
<td>Delegation of Responsibility</td>
<td>Each student can clearly explain what information is needed, what information s/he is responsible for locating, and when the information is needed.</td>
<td>Each student can clearly explain what information s/he is responsible for locating.</td>
<td>Each student can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.</td>
<td>One or more students in cannot clearly explain what information they are responsible for locating.</td>
</tr>
<tr>
<td>Ideas/Research Questions</td>
<td>Researchers provide reasonable, creative and clear ideas/questions when doing research and in the final product.</td>
<td>Researchers provide reasonable ideas/questions to pursue when doing research and in the final product.</td>
<td>Researchers provide some reasonable ideas/questions to pursue when doing research and in the final product.</td>
<td>Researchers provide, with assistance, some ideas/questions to pursue when doing research.</td>
</tr>
</tbody>
</table>
3.2- Historical Perspectives Assignment

Historical perspectives are important to look at when studying past events because they help us to better understand the people who experienced them.

You are to write your own text from a historical perspective that you have done research on in order to make your perspective more accurate. You are to use two primary sources and three secondary sources that back up your narrative.

Choose ONE historical perspective from the list below:

→ A war bride coming to Canada after the war ended with two children to join her husband. Write a letter from the war bride to the Canadian Wives Bureau in England about her time spent in Canada so far.

→ The foster mother or father of a British evacuee male child sent to Canada during the war to find a safe haven. Write a diary entry about the child, how you feel about the child, and what you have learned about his experience.

→ An immigrant from Prague trying to find a job in Ontario. Write a letter to a Canadian company describing your abilities, the job for which you think you are suited for and why you need a job in the first place.

→ A Displaced Persons who refused to return to Germany after the war ended because of the horrific experiences you had during the war. Write a letter to the Prime Minister of Canada about why you shouldn’t have to return to your home country, and why you want to remain in Canada.

→ A government official who witnessed Hungarian Refugees attempting to seek safety within Canada in 1957. Write a letter to a Hungarian refugee family about why Canada could not accept more refugees, and why you have to refuse their entry into Canada and give them advice on what they should do now.

→ The Prime Minister in Charge of enacting an Immigration Act in 1954. Write a speech given to members of government about why you had to create this new act and how it compares to earlier acts.

→ A manager at The Essex Canning and Preservation Co. who blatantly discriminates against newcomers to Canada, and lists groups of people that are not to be hired in very public places. Write a newspaper editorial in response to a friendly article about hiring immigrants within companies. Give your reasons for why you feel that immigrants should not fill your jobs and how you feel about the immigration policy in Canada.
An immigration official in charge of convincing new immigrants to come to Canada. Write a short presentation you would give to citizens of other countries about Canada and why they should considering immigrating.

You must hand in a booklet that contains:
- Your historical perspective narrative
- Your primary sources with a one-page reflection on how you interpreted these sources and how you used them to write your own text.
- A summary of the information they found in each secondary source.
- A bibliography.

Students will get a period in the library to do this assignment- anything unfinished has to be done at home.

This assignment is due _________________________________
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Format is creative and relatable, providing an understanding of the time period and the historical perspective.</td>
<td>Format is appropriate and provides understanding of the time period and the historical perspective.</td>
<td>Format is somewhat appropriate and provides little understanding to the time period and historical perspective.</td>
<td>Format is confusing and does not add to the understanding of the time period or historical perspective.</td>
</tr>
<tr>
<td><strong>Content Information</strong></td>
<td>Assignment is informative and insightful about the topic, providing extensive detail on the time period and the people involved.</td>
<td>Assignment is informative about the topic, the time period and the people involved.</td>
<td>Assignment is somewhat informative about the topic, with some attention given to the time period and the people involved.</td>
<td>Assignment provides little detail about the topic, without much consideration for the time period and the people involved.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Primary and secondary sources are valid, used appropriately, and creatively integrated into student work.</td>
<td>Primary and secondary sources are valid, used appropriately and relate to student work.</td>
<td>Primary and secondary sources are valid, used somewhat appropriately, with some connection to student work.</td>
<td>Primary and secondary sources have questionable validity and are not incorporated correctly, with little connection to student work.</td>
</tr>
<tr>
<td><strong>Historical Perspective</strong></td>
<td>Historical perspective is interpreted with creativity with attention paid to the personal experience as well as to connection with historical content.</td>
<td>Historical perspective is interpreted appropriately with connection made back to historical content.</td>
<td>There is some attempt to interpret historical perspective with some connection back to historical content.</td>
<td>There is little attempt to interpret historical perspective with more attention given to stating content than connecting back to it.</td>
</tr>
<tr>
<td><strong>Assignment Components</strong></td>
<td>All components are included in their entirety, structured appropriately, and include more than what the instructions ask for in order to add creativity and depth to the assignment.</td>
<td>All components are included in their entirety and are structured appropriately as indicated in the instructions.</td>
<td>Most components are included in their entirety and structured with some attention paid to the instructions.</td>
<td>Few components are included in their entirety with little attention paid to the structure indicated in the instructions.</td>
</tr>
</tbody>
</table>
3.3- Who is the Greatest Canadian?

Each person in the class is to choose ONE individual from the list below to research on.

- Viola Desmond
- Elsie MacGill
- Maurice Richard
- Charlotte Whitton
- Tommy Prince
- Lester B. Pierson
- John Diefenbaker
- Marshall McCluhan
- Leonard Cohen
- Joseph Smallwood

You are to present this individual to the rest of the class to convince them to vote for your person as the Greatest Canadian.

Step 1. You are provided ONE primary source for your person to start you off on your research. Write a one page reflection on what your primary source is about, and how you can use it to determine if your individual is the Greatest Canadian. You are to use this primary source in some way in your final presentation in front of the class.

Step 2. Research your individual and collect notes. Your notes will be handed in when you are done the assignment/presentation.
You MUST use at least ONE (1) more primary source in your research, and FIVE (5) secondary sources.

Step 3. Write a 3-5 page explanation for why your Canadian is the Greatest Canadian. You must use examples/quotes from your research. Include a bibliography at the end of your explanation. Your sources should be sourced as follows:

- Author last name, first name. Title. Publisher: Location, Year.

Step 4. Create a media representation (video, poster, powerpoint, etc…) about your individual and why they should be voted the Greatest Canadian.

Step 5. Present your individual to the class, using your media representation, and making sure to include the primary source given to you in class, along with any other sources you wish to use. Argue why your person deserves to be the Greatest Canadian.

Step 6. The class votes on who should be the Greatest Canadian!
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources</td>
<td>Sources are valid, and number more than needed Sources inspire numerous questions, ideas, and arguments in students</td>
<td>Sources are valid and meet the number requirement Questions, ideas and arguments from sources are utilized and expanded on</td>
<td>Sources are valid and almost meet the number requirement. Some questions, ideas and arguments from sources are utilized</td>
<td>Sources are questionable, and lacking. No questions, ideas or arguments from sources are utilized</td>
</tr>
<tr>
<td>Research</td>
<td>Excellent research skills. Content utilized is creative, engaging, meaningful and varied.</td>
<td>Good research skills. Content is meaningful and varied.</td>
<td>Suitable research skills. Content is a little varied, but sometimes confusing in focus and meaning.</td>
<td>Little research skills evident. Content is not varied, and confusing in focus and meaning.</td>
</tr>
<tr>
<td>Argument</td>
<td>Argument is well planned out using sources to ask questions and think critically. Argument is convincing and creative.</td>
<td>Argument is well planned out using sources to back up points. Argument is convincing.</td>
<td>Argument is planned out with some thought, with some support from sources. Argument is confusing or passive.</td>
<td>Argument is planned out with little though, with little or no support from sources. Argument is unconvincing or unrealistic.</td>
</tr>
<tr>
<td>Communication</td>
<td>Ideas are persuasive, clear, organized and creative in oral, visual and written formats.</td>
<td>Ideas are persuasive and clear in oral, visual and written formats.</td>
<td>Ideas are a little persuasive and somewhat unclear in most formats.</td>
<td>Ideas are passive and unclear in all formats.</td>
</tr>
</tbody>
</table>
3.4- Unit 4 Test

1. List the five (5) historical concepts (5 marks)
   a) 
   b) 
   c) 
   d) 
   e) 

2. Choose ONE (1) of the three images. Write a paragraph explaining how you could use at least TWO (2) historical thinking concepts to study that image. List TWO (2) questions you can research or think about during the study of that image using those historical concepts. (6 marks)
2. Essay (16 marks)
How does studying the 1945-1967 periods in Canadian history help us to better understand present day society? Discuss this by outlining what these concepts are and what they tell us about studying history (2 marks X 6= 12), and use at least TWO (2) examples from 1945-1967 that you can connect with TWO (2) examples from present day society to apply these concepts and make connections.

Total: /27
Appendix (Primary Sources) 4.0
4.1 1930s Advertisement

“And now to bed... so sweet and clean!”

“Dr. Allan Roy Dafoe Says, “At the time of the birth of the Dionne Quintuplets, and for some time after, they were bathed in Olive Oil...” When the time arrived for soap and water baths, we selected Palmolive Soap exclusively for daily use in bathing these worldfamous babies.”
4.2 Pile of Advertisements for students to sort through and look at (Not in any order)

1950-1959

THE ART OF BETTERING

Yesterday...Today...Tomorrow...it's Electrical Living by Westinghouse.

Let's hope it's not too far away...that bright new day when you'll again know the lift of living electrically. And, when it does come, Westinghouse will be a name to remember. Westinghouse stands for the know-how and experience acquired by 30 million pre-war electrical home appliances.

More than that...it stands for years of tried and true background in making not just one or two appliances, but twenty-two different types of electrical servants for your home.

At the moment, we're head over heels building essential material. And we'll stick to that job until it is done. But we're looking ahead, too. When the go-ahead signal flashes, you can count on Westinghouse Electric Home Appliances. Your promise of still finer ones to come.

30 MILLION PRE-WAR

Westinghouse

ELECTRIC HOME APPLIANCES

YOUR PROMISE OF STILL FINER ONES TO COME
Now... Have "Skin Like a baby's" in just 7 days

with pure mild Ivory! (There's magic in its mildness)

Wouldn't you like to look in your mirror and see
a complexion as satiny-smooth as little Cathy's? Then
why not borrow her beauty secret—pure, mild Ivory!
You can be sure that what Ivory does for her skin, it
will do for yours!

You see, Ivory is 100% pure . . . the mildest
possible beauty soap. And that Ivory mildness is
complexion magic. For it protects the important
inner oils that all skin needs for beauty.

Don't wait to discover what Ivory's magic mildness
can do for your complexion! It's so easy. Just
change to thorough cleansing with baby-gentle Ivory
Soap. And you'll have a softer, lovelier complexion
. . . yes, "skin like a baby's" . . . in just 7 days!

4 for the price of 3!

Yes, 4 cakes of Personal Size
Ivory cost about the same as
3 cakes of other well-known
bath soaps!

More doctors advise Ivory
than any other soap
1950-1959

“The Sociables prefer Pepsi”
“Be a Sociable, Have a Pepsi”
1960s
A Brand Name is a maker's reputation

Practical folks buy Brand Name products

CONFIDENCE
BRAND NAMES
SATISFACTION

This year catch all the action
with the KODAK 8 Movie Camera

New from Kodak
LESS $40
Hot Pink here. A True Blue there. And Avocado Flips for Old Gold. Kleenex Boutique Facial Tissues add a sassy ash of deep colour everywhere you want them. The sumptuous puffs of bold colour pop out of name-dropping miny-mini boxes. Wild! Match them with Kleenex Boutique Bathroom Tissues and you've got a pretty wild Kleenex Boutique Collection.

Kleenex Boutique Collection

Kimberly-Clark of Canada Limited

now it's Pepsi—For those who think young

Thinking young is a wholesome attitude, an enthusiastic outlook. It means getting the most out of life, and everyone can join in. This is the life for Pepsi—light, bracing, clean-tasting Pepsi. Think young. Say "Pepsi, please!"
Don’t worry, mom, I’ll get a job when this boy’s father died, many young men and women entered the labor market. Some became nurses, others became waitresses. A boy must enter a world now occupied by a world of women. What about your family? If you were alone, would there be adequate life insurance, or tragic readjustment? Call the Royal Bank today and the answer will be a simple solution.

Now you can do approximately 95% of your personal banking, and get cash whenever you want it, day or night, weekday or holiday.
BE RIGHT WHEN YOU WRITE

The address on each letter and parcel should show:

- the full name of the person who is to get it.
- the correct apartment number, street address, rural route number, or post office box number.
- city, town or village, and postal zone number, where necessary.
- your name and complete return address in the upper left-hand corner.

A correct postal address speeds accurate delivery.

1960s
INTRODUCING THE 1962 DODGE

a new lean breed of Dodge that’ll out-run,
out-corner and out-economize most any car around. It’s undoubtedly the quickest, toughest most depend-
able car Dodge ever built. It’s a low price, full size car . . . a thoroughbred that doesn’t need pampering. It
drives twice as far between oil changes, 32,000 miles between grease jobs. Its brakes adjust themselves aut-
matically. It accelerates quicker, yet gets five per cent more miles per gallon than the ‘61 Dodge. The body is
rustproofed . . . gives you years of high trade-in value. Want more? Dodge gives you more! Things like an
improved gearshift for smoother, crisper shifts; a smaller transmission hump that gives the man in the
middle more legroom; easier, more responsive steering; deep-sprung chair-high seats; to name just a few.

There’s never been a Dodge like this one. There’s never been any car like this one. Drive it. You’ll find it’s a
very, very hot automobile indeed.

DRIVE THE NEW LEAN BREED OF DODGE

ON DISPLAY NOW AT YOUR DEPENDABLE DODGE-VALIANT DEALER
Here's a TV dinner that isn't a TV dinner.

Serves a family of six for less than two dollars.

Canned Salmon:
The best-tasting buy on your grocery's food shelf.
1945-1949
1950s

Coleman saves you money on trips!

FAMILY OF SIX
SAVED $11.00 A DAY
... had better food and more fun eating outdoors.

"On our recent coast-to-coast trip, we cooked most of our meals on a Coleman. We are when and where we wanted—and all for a fraction of the cost and time of crowded restaurants. The meals we cooked ourselves averaged less than $5 per day, while those we had to buy averaged $16 per day. Our Coleman makes possible trips we otherwise couldn't afford. We would not be without it.

(Signed) Mrs. H. E. R. Culver
Chilliwack, B.C.

Coleman Folding Camp Stove
So easy to set-up and operate anywhere! Lights instantly, cooks like a stove gas range (makes its own gas from liquid fuel). Windproof, safe. Folds up and carries in suitcase. See it at your favorite hardware or sporting goods store.

Look at the fun you can have with a Coleman.

Camping Trips
At the Cottage
Backyard Picnics
Beach Parties

For free illustrated folder write to Coleman Lamp & Stove Co. Ltd., Dept. 70, Toronto 1, Canada.

The Star Weekly, Durham, June 27, 1950
“Let’s Have a Pajama Party”

1950s
The "Crave for Candy"
so often is a call for energy

In a great office, in your kitchen or on the job, you run up energy. Then don't you often have the urge to dig into a candy bag or box, bite into a candy bar?

You've used up energy. Candy puts it back. For work or play, there's "Can Do" in candy.

Isn't it a break that the candy we all like to eat has so many of the good things our bodies call for?

COUNCIL ON CANDY
of the NATIONAL CONFECTIONERS' ASSOCIATION
Headquarters: One North LaSalle Street
Chicago 7, Illinois

CANDY'S DANDY
KEEP IT HANDY

Early 1940s
Imagine the day you’ll sit at home in front of your first G-E television set! You’ll see a bright, clear picture on the screen. It will be a moving picture, with sound. Maybe it will show you a hockey game. Maybe a musical show. Maybe a drama, or a fashion parade, or an event that is taking place on the other side of the world!

Television will bring a new pageant of entertainment right into your home. Entertainment you’ll see and hear—as easily, as simply as you hear radio today!

For television is an accomplished fact. It was operating in England before the war. Many English people saw the Coronation in 1937, through television. They saw the Derby run. They enjoyed daily newscasts.

On this continent, too, television is in operation. There are television stations in several U.S. cities. 

But scientists, partly as a result of their work with secret devices, are perfecting ways of expanding coverage for the whole country.

In the task of equipping Canada for television, General Electric is playing its part. General Electric with its great resources, stands ready to hasten the day when you can enjoy the miracle of television.

**Canadian General Electric Co. Ltd.**

**Head Office—Toronto**
Early 1940s
You are going to like Canada and Canadians. British brides who have preceded you, both in the last war and this, have made fine friends and helped to pave the way for you.

— Welcome To War Brides, published in Canada by the Department of National Defence and the Wartime Information Board, 1944

You will become intimately acquainted with... while some old friends like Brussels sprouts, winter greens and broad beans, you will meet only occasionally.

— Canadian Cookbook for British Brides
Dear Father and Ida:

This letter comes to you while we are on our way to Toronto. Already I think we have made the right choice in choosing Canada as our homeland. I am impressed by the kindness and friendliness of the Canadian people.

Last night, when we disembarked in Halifax we had to go through customs. We went into a large hall, where long tables had been set up on which we put our suitcases. A Cathollic dressed in her religious robe, was in charge of us. We opened our suitcases, while trying to keep an eye on our 3 children in the ever crowded hall. She looked in the suitcases, looked at us, and instead of going through every article, she smiled, heaved a sigh, closed the list and said “May God bless you.” As we walked away on our legs not yet accustomed to land we felt no greeting could ever surpass those few words.

While we were waiting for our train a Canadian soldier... invited us to a restaurant nearby. There for the first time we ate something which Canadians call a hot-dog. It is a kind of smock sausage in a bun garnished with tomato sauce and ground cucumber. Just before we left the restaurant the soldier gave each of our boys a little square box containing a silver dollar. The picture of a canoe was on it, a symbol that we had arrived in a land once owned by Indians. As he handed the gifts to the children he said, “May these be the start of a productive life for all of you.”

Father, I don’t think you have to worry about us in this new land, as we are getting much encouragement from the Canadian people.

Love from all of us,
your Corrie
“Fleeing Communist Hungary during the 1956 revolution, Cecilia Stift and Jozsef Varga bicycled from their village, Kapuvar, to the Austrian border. They were 18 and 20 years old. In Vienna they first stayed and worked with family friends and later at a refugee camp. They were married there. Planning to emigrate to the United States, because of known relatives there, Cecilia and Jozsef headed to the American Embassy by bus. They got off at the wrong bus stop in pouring rain and ended up at the Canadian Embassy instead. It was here that they decided to make Canada their new home. They arriving in Toronto by plane on 14 December 1956. This photograph shows them in front of their first home in Brantford, January 1957.”
PERSONALIZED ASSISTANCE OF THE CANADIAN GOVERNMENT IMMIGRATION SERVICE

Establish yourself in Canada with the assistance of the Canadian Government Immigration Service, which has offices throughout Canada, staffed with personnel trained to assist newcomers. Before departing for Canada you will be given a card of introduction to the office nearest your destination. That office will also be advised of your coming. On your arrival you can seek their assistance particularly to:

- locate suitable employment
- select living accommodation
- offer advice on any other matter concerned with your establishment in Canada

— Text from back of The Land of Opportunity flyer
HUNGARIAN IMMIGRANTS

During the calendar year 1962, 72,080 persons (British and alien) were granted Canadian citizenship. Of these, approximately half were former citizens of Hungary, the British Commonwealth, and Germany.


“We are emigres, we left our homeland not out of economic reasons but ideological beliefs; as long as the present government is in power we will not return. And as long as we are alive and there is energy within us, we will maintain this view.”

— István Vorosvary, publisher of Kanadai Magyarság, Hungarian-language newspaper

WHITE PAPER ON IMMIGRATION

Mr. Speaker, it is my pleasure to table the White Paper on Immigration. It is bilingual and probably one of the main features of the policy.

First, it is expansionist. It seeks to establish the basis for a steady, active immigration policy, adapted to our manpower needs, that will assure Canada's growth by bringing into our country a good number of people able to adapt to the social and economic interest of Canadians as a whole, which is that immigrants should generally be the well qualified people for employment opportunities.

Second, the policy is non-discriminatory. It establishes principles and procedures that can and will operate entirely without regard to race, colour or creed.

Third, the white paper policy establishes, for the future, a new balance between the claims of family and the economic interest of Canadians as a whole, which is that immigrants should generally be the well qualified people for employment opportunities. House of Commons, 14 October 1966.

Jean Marchand, Minister of Manpower and Immigration, tabling the White Paper on Government Policy, 14 October 1966.

White Paper on Immigration

I was born in Geneva, Switzerland, and was educated there. I came to Canada when I was 18 years old and have been a Canadian citizen for over 40 years. I have been a farmer for most of my life and have been active in the local community. My father was a farmer and my mother was a housewife. I have been married for over 40 years and have three children.

— Serge Babak, Canadian farmer and member of the Saskatchewan Co-operative Union.
Mrs. Puliggi and baby Vittorio were among a group of 290 Yugoslav refugees from camps in Italy, Austria, and western Germany who arrived at the Port of Quebec in April 1960.

For World Refugee Year in Canada – June 1959 to December 1960 – the Department of Citizenship and Immigration issued a brochure on “The Admission of Refugee Year.” It was designed to assist individuals and groups in the sponsorship of refugees, and was supplemented by information about the present requirements to be fulfilled and the procedures to be followed for bringing refugees to Canada under private sponsorship.
…With regard to the selection of immigrants, much has been said about discrimination. I wish to make it quite clear that Canada is perfectly within her rights in selecting the person whom we regard as desirable future citizens. It is not a “fundamental human right” of an alien to enter Canada. It is a privilege.

…There will, I am sure, be general agreement with the view that the people of Canada do not wish, as a result of mass immigration, to make a fundamental alteration in the character of our population. Large-scale immigration from the Orient would change the fundamental composition of the Canadian population. Any considerable Oriental immigration would, moreover, be certain to give rise to social and economic problems of a character that might lead to serious difficulties in the field of international relations.”

— Prime Minister Mackenzie King, May 1947
Mounties Here Not Involved In Probe Of Immigration

The Royal Canadian Mounted Police at Halifax is not involved in the current investigation at Ottawa into alleged "immigration irregularities." A report from Ottawa yesterday said that the R.C.M.P. and a special Department of Immigration prosecutor are piecing together evidence in an attempt to bring to court a group of Mundes alleged over the period of the past two years to have brought 400 Indian immigrants into the country illegally.

An R.C.M.P. spokesman here said that to the knowledge of officials here, Halifax was not involved in the alleged conspiracy.
1 ELIZABETH II.

CHAP. 42.

An Act respecting Immigration

[Assented to 4th July, 1952.]

HER MAJESTY, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

SHORT TITLE.

1. This Act may be cited as The Immigration Act.

INTERPRETATION.

2. In this Act

(a) "admission" includes entry into Canada, landing in Canada, and the return to Canada of a person who has been previously landed in Canada and has not acquired Canadian domicile;

(b) "Canadian citizen" means a person who is a Canadian citizen within the meaning of The Canadian Citizenship Act;

(c) "Canadian domicile" means Canadian domicile acquired and held in accordance with section four;

(d) "deportation" means the removal under this Act of a person from any place in Canada to the place whence he came to Canada or to the country of his nationality or citizenship or to the country of his birth or to such country as may be approved by the Minister under this Act, as the case may be;

(e) "Director" means the Director of the Immigration Branch of the Department of Citizenship and Immigration or a person authorized by the Minister to act for the Director;

(f) "entry" means the lawful admission of a non-immigrant to Canada for a special or temporary purpose and for a limited time;
"family". (g) "family" includes the father and mother and any children who, by reason of age or disability, are, in the opinion of an immigration officer, mainly dependent upon the head of family for support;

"head of family". (h) "head of family" means the person in the family upon whom the other members are mainly dependent for support;

"immigrant". (i) "immigrant" means a person who seeks admission to Canada for permanent residence;

"immigrant station". (j) "immigrant station" means any place designated by the Minister for the examination, treatment or detention of persons for any purpose under this Act, and includes immigration quarters at ports of entry;

"Immigration Appeal Board". (k) "Immigration Appeal Board" means a board constituted under this Act to consider and decide appeals from deportation orders;

"immigration officer". (l) "immigration officer" means a person described in subsection one of section ten;

"immigration officer in charge". (m) "immigration officer in charge" means the immigration officer in immediate charge or control at a port of entry;

"landing". (n) "landing" means the lawful admission of an immigrant to Canada for permanent residence;

"master". (o) "master" means the person in immediate charge or control of a vehicle;

"medical officer". (p) "medical officer" means a person authorized or recognized by the Minister as a medical officer for the purposes of this Act;

"member of a crew". (q) "member of a crew" means any person, including a master, who is employed on board or belongs to the staff or crew of a vehicle;

"Minister". (r) "Minister" means the Minister of Citizenship and Immigration;

"non-immigrant". (s) "non-immigrant" means a person who is a member of any of the classes designated in subsections one and two of section seven;

"owner". (t) "owner" includes the agent of the owner of a vehicle or the charterer or consignee of a vehicle;

"permit". (u) "permit" means a valid and subsisting permit issued under section eight;

"place of domicile". (v) "place of domicile" means the place in which a person has his home or in which he resides or to which he returns as his place of permanent abode and does not mean a place in which he stays for a mere special or temporary purpose;

"port of entry". (w) "port of entry" means any place in Canada designated as such by the Minister for the examination of persons under this Act;

"prohibited class". (x) "prohibited class" means any of the classes of persons designated in section five;
Canadian domicile is lost upon the making of a deportation order against him, unless an appeal against such order is allowed.

Prohibited Classes.

5. No person, other than a person referred to in subsection two of section seven, shall be admitted to Canada if he is a member of any of the following classes of persons:

(a) persons who

(i) are idiots, imbeciles or morons,

(ii) are insane or, if immigrants, have been insane at any time,

(iii) have constitutional psychopathic personalities, or

(iv) if immigrants, are afflicted with epilepsy;

(b) persons afflicted with tuberculosis in any form, trachoma or any contagious or infectious disease or with any disease that may become dangerous to the public health, but, if such disease is one that is curable within a reasonably short time, the afflicted persons may be allowed, subject to any regulations that may be made in that behalf, to come into Canada for treatment;

(c) immigrants who are dumb, blind or otherwise physically defective, unless

(i) they have sufficient means of support or such profession, trade, occupation, employment or other legitimate mode of earning a living that they are not likely to become public charges, or

(ii) they are members of a family accompanying them or already in Canada and the family gives satisfactory security against such immigrants becoming public charges;

(d) persons who have been convicted of or admit having committed any crime involving moral turpitude, except persons whose admission to Canada is authorized by the Governor in Council upon evidence satisfactory to him that

(i) at least five years, in the case of a person who was convicted of such crime when he was twenty-one or more years of age, or at least two years, in the case of a person who was convicted of such crime when he was under twenty-one years of age, have elapsed since the termination of his period of imprisonment or completion of sentence and, in either case, he has successfully rehabilitated himself, or

(ii) in the case of a person who admits to having committed such crime of which he was not convicted, at least five years, in the case of a person who committed such crime when he was twenty-one
or more years of age, or at least two years, in the case of a person who committed such crime when he was under twenty-one years of age, have elapsed since the date of commission of the crime and, in either case, he has successfully rehabilitated himself;

(e) prostitutes, homosexuals or persons living on the avails of prostitution or homosexualism, pimps, or persons coming to Canada for these or any other immoral purposes;

(f) persons who attempt to bring into Canada or procure prostitutes or other persons for the purpose of prostitution, homosexualism or other immoral purposes;

(g) professional beggars or vagrants;

(h) persons who are public charges or who, in the opinion of a Special Inquiry Officer, are likely to become public charges;

(i) persons who are chronic alcoholics;

(j) persons who are addicted to the use of any substance that is a drug within the meaning of The Opium and Narcotic Drug Act, 1929;

(k) persons who are engaged or are suspected on reasonable grounds of being likely to engage in any unlawful giving, using, inducing other persons to use, distributing, selling, offering or exposing for sale, buying, trading or trafficking in any substance that is a drug within the meaning of The Opium and Narcotic Drug Act, 1929, or persons who at any time have been so engaged unless, in the latter case, at least five years have elapsed since they were so engaged and they are not, in the opinion of the Minister, likely to unlawfully use or deal in any way in such substances or cause other persons to do so;

(l) persons who are or have been, at any time before or after the commencement of this Act, members of or associated with any organization, group or body of any kind concerning which there are reasonable grounds for believing that it promotes or advocates or at the time of such membership or association promoted or advocated subversion by force or other means of democratic government, institutions or processes, as they are understood in Canada, except persons who satisfy the Minister that they have ceased to be members of or associated with such organizations, groups or bodies and whose admission would not be detrimental to the security of Canada;

(m) persons who have engaged in or advocated or concerning whom there are reasonable grounds for believing they are likely to engage in or advocate subversion by force or other means of democratic government, institutions or processes, as they are understood in Canada;
A Address to the Jewish Immigrant Aid Services of Canada, Toronto, on January 20, 1963, by the Minister of Citizenship and Immigration, Mr. R.A. Bell.

Canada has been built and sustained by the strength of immigrant people. Today, some 350 years after the first European adventurers settled on our shores, approximately one-sixth of our population was born in some other land. Indeed, in 1961 Canada had a slightly larger proportion than in 1951 of foreign-born residents - a reflection of the high level of immigration during the decade.

More People Needed

Make no mistake, this country needs a larger population to achieve its full national potential. Our destiny cannot be fulfilled with only 18.7 million people. We simply do not have the population to develop the rich and vast resources of what is territorially one of the giant nations of the world. I would not hazard a guess as to what number of people is the balanced figure for our optimum national development, but we have ample room to grow in - that is certain! The question to be decided is not whether our population should grow - but at what pace it should grow.

Our Canadian birth rate of 27 per thousand of population is one of the highest of the developed nations of the world. But the historic fact is that the normal processes of population growth, taken by themselves, are not enough. Yes, Canada must have a much larger population and immigration must be a major factor in that population growth.

...I am not one of those timorous souls who believes that a balanced intake of well-selected immigrants is an impediment to economic growth in Canada. On the contrary, I believe that the introduction into Canada of properly selected and prepared immigrants provides a positive, direct and immediate stimulus to the economic growth of the country.
conditions were unpleasant for the Customs officers but even more so for the travelers who were not equipped to cope with our cold winters.

On one occasion a Cunard Steamship, possibly the "Scythia" docked at Pier 20 and examinations were conducted at that site. It was a bitterly cold evening and it was shocking to see the little girls and boys with bare legs and quite inadequate clothing as they milled around their parents. (This must not be taken as criticism of anyone; the clothing was their normal attire for this time of year at home.) I will not confess that there were few pieces of baggage examined that night. There was a heated room at the North end of the shed and Phil Boyle approached one family and offered to take the children there until baggage formalities were completed. It was like a scene from "The Pied Piper" as other Customs officers gathered the children and escorted them to this haven from whence they were collected by their grateful parents to board the heated railway coaches. Baggage examinations were conducted at many piers along the waterfront when the sheer number of arriving vessels demanded the use of every available space.

There were no problems encountered with the examination of baggage accompanying the War Brides. Most of these young ladies were arriving from Great Britain and their effects consisted of personal clothing, some bedclothes and table linens, and private mementoes.

The shortages created by the war conditions carried over after the peace, as most goods manufactured in Great Britain were not available for local consumption but were exported to bolster the economy. In addition, the brides were fully aware that they were going to homes that were equipped with the necessities for living. The same conditions affected the brides from European countries. With children accompanying some of the brides it was almost a picnic atmosphere as they sought out their effects. There was laughing and good-natured bantering among these pleasant arrivals. The Custom staff acted more as expediters than examiners as they helped the passengers to locate their goods and direct them to the railway baggage checkers.

The arrival of the Displaced Persons brought scenes in stark contrast to those of the cheerful, chattering war brides. It is difficult to comprehend what those desperate souls had endured through man’s inhumanity to man. They came with almost no items of value; their few belongings were carried in sacks of various kinds and a few battered cardboard suitcases. These people came from many walks in life; farming, industrial trades, merchandising and, in many cases, professional fields. The ravages of war had taken away their homes, their livelihood and, in too many instances, their loved ones. They brought their skills with them and a burning hope for a new life devoid of oppression and deprivation. As may be imagined, there was very little work for the customs staff and we knew that we would be working merely as aides to help them through the required procedures.

A United States troop transport ship had docked at Pier 21 with a large number of the Displaced Persons. This was not a luxury liner but the accommodations were clean and
Subsection 6.—Rejections of Immigrants

Prohibited Immigrants.—The immigration of certain classes of persons to Canada is prohibited. These classes include persons who are physically or mentally unable to earn a living, criminals, beggars, persons who believe in the overthrow of government by revolutionary influence, etc. The particular subsection of the Immigration Act defining this class is worded as follows:

(a) Persons who believe in or advocate the overthrow by force or violence of the Government of Canada or of constituted law and authority, or who disbelieve in or are opposed to organized government, or who advocate the assassination of public officials, or who advocate or teach the unlawful destruction of property.

Section 3 of the Immigration Act (R.S.C. 1927, c. 93), dealing with prohibited immigrants, was quoted in extenso in the editions of the Year Book published between 1934 and 1940.

The Act provides for the rejection and deportation of immigrants belonging to the prohibited classes, and also for the deportation of those who become undesirables within five years after legal entry.

9.—Rejections of Prospective Immigrants upon Arrival at Ocean Ports, by Principal Causes and by Nationalities, 1933-44

Note.—Statistics for the fiscal years 1903-34 will be found at p. 222 of the 1934-35 Year Book.
4.4-Women In the Home? Women In the Workplace?

The following quotes are from articles/editorials within Chatelaine Magazine based on opinions of whether a woman should stay at home and raise her family or if she should join the workforce if she really wants to, and what would happen to her family if she chose that option.

“We are told repeatedly... that a woman ‘owes’ it to her husband, her children, and herself to keep her mind alert and active. The theory is that a woman doing two jobs- at home and at the office- is more alive than a woman doing just one job. I’ve put the theory to the test and I’ve come to the conclusion that the columnists who advocate it are quite mad”
   - Anita A. Birt, January 1960

“Nuts, say I to working wife. She’s a quitter and a Judas. She can’t cope with a budget, nags her husband for things he can’t afford, and hands her kids over to other people to raise. What of the gals who stay at home and make do? There are still a few of us around.”
   - Sheila Stringer Coe, July 7, 1957

“You may work for a while after marriage but when the babies arrive, he’ll want you at home... The young mother who sallies forth to earn luxuries is making two mistakes. She’s hurting her husband’s ego as a breadwinner and she’s neglecting her children when they need her most.”
   - Phyllis Lee Peterson, October 1957

“I think this is a pretty personal decision which every woman who wants to work has to make on the basis of what is good for her family... I think a woman who wants to work and is prepared to plan can end up being a better wife and mother because of the outside activities- not despite it.”
   - Rosemary, May 1954
4.5
A Great Canadian - Lester B Pearson
A Great Canadian- Maurice Richard
4.6- The Quiet Revolution Causes and Consequences
“It’s time for a change.”

In 1960: Jean Lesage campaigned under the slogan, “Masters in our own house.” After winning the election, Lesage plunged into a policy of emancipation, under the name of the “Quiet Revolution.”

- L.B. Pearson (left) greets Quebec Premier Jean Lesage at the Quebec Liberal Convention, 22 February 1963.
- This cartoon spoofs Premier Lesage’s aspiration to a special place for Quebec within Confederation.
May 17th, 1963, FLQ bomb in mailbox exploded in army engineer’s hand
4.7- The Cold War Ethical Dimensions

Igor Gouzenko had details on a Soviet spy ring that had infiltrated the highest levels of intelligence in Canada. He planned to use this information as a bargaining chip for asylum.
Enewetak and Bikini Atoll used as testing grounds for atomic weapons.

NATO goal was to stop further Soviet expansion in Europe, 1949. USSR responded by forming alliance of its own, Warsaw Pact, 1955.
The Korean War was caused by Cold War tensions, 1950s

The Cuban Missile Crisis, CIA map, 1962