

## INTRODUCING CLUSTER FOUR

### ACHIEVEMENTS AND CHALLENGES (1931–1982)

#### CLUSTER FOUR AT A GLANCE

Cluster four focuses on: the causes and consequences of the Great Depression; the Canadian government’s growing responsibilities for the well-being of Canadian citizens; the causes of the Second World War; Canada’s participation in the Second World War; Canada’s growth as a middle power; the protection of Canadian culture and growth of national institutions; Québec’s challenges and concerns over its place in Confederation; the growth of multiculturalism through immigration; and the growing commitment to social justice for First Nations, Métis, and Inuit peoples, minorities, women, and other segments of society.

Students’ exploration, analysis, and evaluation of Achievements and Challenges (1931–1982) will touch on a variety of issues, and will approach many topics using the Historical Thinking Concepts of historical significance, using primary-source evidence, continuity and change, cause and consequence, taking a historical perspective, and considering the ethical dimensions of history.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the chapter Essential Questions, they will also be working toward developing their own response to the overall course question: How has Canada’s history shaped the Canada of today?

At the end of the cluster, you may wish to help students pull together the information they have learned by asking them to relate their learning back to the title of the student resource, *Shaping Canada*. This will help students to focus on the importance of history and how knowledge of history informs our understanding of the world today.

Ask the question, “This book is titled *Shaping Canada*. What knowledge did you gain from this cluster that helps you to understand how events from the past have shaped Canada today?” Collaborate with students to decide on what format they will respond to this question, or you may wish to complete this as a whole class activity at the end of each cluster.

#### QUICK LESSON PLANNER – CLUSTER FOUR

##### Notes

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school, and the needs, interests, abilities, and learning styles of the students in your class.
2. The overall Enduring Understandings emphasized in each chapter are listed in the curriculum congruence chart (pp. 13–15).
3. Strategies for differentiating instruction are listed at the end of each lesson.

Introducing Cluster Four and Cluster Four Challenge		
Lesson	Lesson Focus	Estimated Time
1. Cluster Four Challenge	Introduces students to Cluster Four and the Cluster Four Challenge.	45 minutes

<b>Chapter 11: Finding Social Justice</b>		
<b>Essential Question: How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1. Canada in the Great Depression</b>	Students will explore the significance of the Great Depression and its powerful influence on the political, social, and economic characteristics of Canada.	140 minutes
<b>2. Growth of the Welfare State</b>	Students will focus on the changes that moved Canada to become a welfare state.	140 minutes
<b>3. Canadian Society and Industry after the Second World War</b>	Students will explore the shifts in Canadian society after the Second World War by examining changes in population, transportation, immigration, rural life, urbanization, and the discovery of resources in the West.	140 minutes
<b>4. Human Rights</b>	Students will examine the period of change in Canada following the Second World War that marked a shift in the way Canadians viewed human rights. Students will explore civil legislation for human rights, the growth of feminism, and the political resurgence of First Nations, Métis, and Inuit peoples.	70 minutes

<b>Chapter 12: Canadian Identity</b>		
<b>Essential Question: How did the establishment of national institutions contribute to defining Canadian identity?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1. Forging a Nation</b>	Students will learn about factors shaping Canadian citizenship and identity, from changing boundaries, world war and depression, to the impact of Canada's economic relationship with the United States.	70 minutes
<b>2. Citizenship and Identity</b>	Students will examine the impact of important legislation and events in the years between the Second World War and the early 1970s upon Canadian identity.	140 minutes
<b>3. Promoting Canadian Culture</b>	Students will focus on government policies that have been designed to protect and promote Canadian culture.	70 minutes

<b>Chapter 13: The Second World War and Beyond</b>		
<b>Essential Question: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1. The Second World War</b>	Students will learn about the causes of the Second World War, how Canada became involved, Canada's participation in major battles, and the changing face of the Canadian forces.	210 minutes
<b>2. The Impact of the War on Canada</b>	Students will examine how the Second World War impacted Canada and Canadians.	105 minutes
<b>3. Canada in the Post-War World</b>	Students will explore the national and international developments that took place following 1945. They will examine the positive and negative attributes of this period of time. They will end with an examination of the optimism held by some in the face of challenge and adversity.	210 minutes

<b>Chapter 14: Québec and Canada</b>		
<b>Essential Question: How was Canadian federalism challenged by federal–provincial tensions and the debate over the status of Québec?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1. Québec's View of Federalism</b>	Students will learn about the factors that spurred the growth of nationalism in Québec, as well as the changing face of Québécois nationalism.	70 minutes
<b>2. Sovereignty and Separation</b>	Students will examine increasing nationalism in Québec that culminated in the 1980 referendum on sovereignty-association, as well as federalist attempts to resolve tensions with the 1982 patriation of the constitution.	140 minutes
<b>3. Other Challenges to Canadian Federalism</b>	Students will explore important milestones in the evolving relationship between First Nations, Métis, and Inuit peoples and the federal government, as well as events that have caused tension in the relationship between the federal government and the western provinces.	70 minutes

## CLUSTER FOUR OPENER LESSON

### INTRODUCING CLUSTER FOUR AND THE CLUSTER FOUR CHALLENGE

Overall course question: How has Canada's history shaped the Canada of today?

#### LESSON FOCUS:

This lesson introduces students to Cluster Four and its cluster challenge—to create a photo essay on Canada's achievements and challenges from 1931 to 1982. Students will select a topic and prepare a guiding statement that provides a clear focus for the subject of their essay.

To focus students' ideas about how to select and represent events from this cluster, you may wish to post this question on the board: "How did events between 1931 and 1982 represent times of achievement and times of challenge for Canada and Canadians?"

#### **Essential Question**

This cluster is divided into four Essential Questions by chapter:

- Chapter 11: How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?
- Chapter 12: How did the establishment of national institutions contribute to defining Canadian identity?
- Chapter 13: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?
- Chapter 14: How was Canadian federalism challenged by federal–provincial tensions and the debate over the status of Québec?

ESTIMATED TIME: 45 minutes

#### GETTING READY

Photocopy blackline masters.

- BLM CO4.1.1, Cluster Four Challenge: Checklist for Success
- BLM CO4.1.2, Steps to My Challenge (Note: You will use this sheet once per chapter in this cluster, so each student will need four copies.)
- BLM CO4.1.3, Student Reflection: Progress Update (Note: You will use this sheet more than once: make enough copies to use one per student per class work period that you plan to allot.)
- BLM CO4.1.4, Cluster Four Challenge: Project Rubric

## RESOURCES

*Shaping Canada*, pages 312–315

## ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completion of BLM CO4.1.2, Steps to My Challenge; and BLM CO4.1.3, Student Reflection: Progress Update
- Completion of the photo essay

## PRIOR LEARNING

Students will draw on their familiarity with different genres and forms of communication, as well as their understanding of historical thinking concepts to produce their photo essay.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students turn to page 312 of *Shaping Canada* and ask them to look at the title of Cluster Four: Achievements and Challenges (1931–1982). Ask students to speculate on some possible instances where Canada may have faced social, political, or economic challenges in the twentieth century. If students find this task challenging, encourage them to think back to their learning from the Grade 9 Social Studies course they studied a few years ago. Write their responses on the board and develop ideas for clarity.
2. Have student volunteers read page 312. Stop at the end of each paragraph and ask another volunteer to paraphrase the information.
3. Discuss with students that during the period from 1931 to 1982, Canada further developed many aspects of its modern (social, political, and economic) identity. Explain that the motivation for development was related to national and international images.
4. After reading page 312, ask students to relate any new ideas they have about the nature of the challenges faced by Canada between 1931 and 1982. Add any new points to the list on the board.
5. Draw students' attention to the Cluster Four organizer on page 313. Have a volunteer read the topic and Essential Question for each chapter. Discuss the Essential Questions and ask students to share any prior knowledge and ideas. Ask students try to predict how each chapter might reveal or relate to achievements and challenges faced by Canada during this period.
6. Have students examine the timeline on page 314 and discuss the idea that the timeline provides a preview of important events to be explored in this cluster. Remind students that the timelines are a useful place to start when they are ready to review at the end of the cluster.

7. Instruct students to turn to page 315 to read the description of the cluster challenge.
8. Distribute BLM CO4.1.1, Cluster Four Challenge: Checklist for Success; BLM CO4.1.2, Steps to My Challenge; BLM CO4.1.3, Student Reflection: Progress Update; and BLM CO4.1.4, Cluster Four Challenge: Project Rubric.

With students, briefly review the blackline masters and instruct them to store these sheets where they can find and complete them as they work through the steps of the challenge.

### **DIFFERENTIATING INSTRUCTION**

1. Some students may benefit from working with a partner or from one-on-one assistance.
2. Have students present their photo essay to the class. You may wish to have a sign-up sheet so that a broad range of events or topics are reflected in these presentations.

# CHAPTER 11

## FINDING SOCIAL JUSTICE

### CHAPTER 11 OVERVIEW

#### Chapter Focus

Students will

- examine the causes of the Great Depression and its consequences for Canada's economic and social policies
- explore the development of Canada's social welfare policies from the Great Depression to 1982
- investigate changes to human rights legislation in Canada, including the women's movement, and the political resurgence of First Nations, Métis, and Inuit peoples

#### Essential Question

How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?

#### Enduring Understandings

1. First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada along with recognition and affirmation of their existing Aboriginal and treaty rights.
2. The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.
3. The history of Canadian citizenship is characterised by an ongoing struggle to achieve equality and social justice for all.

#### TEACHING AND LEARNING STRATEGIES

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you and your class choose relevant lessons and activities and ensure the Enduring Understandings of each chapter are met.

#### APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

**CHAPTER QUESTIONS AND POSSIBLE RESPONSES**

Possible answers to all Chapter 11 questions can be found following the last lesson for this chapter on page 312.

**HISTORICAL BACKGROUND**

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

Canada experienced profound political, economic, and social changes between 1931 and 1982. The *Statute of Westminster* granted Canada the right to exercise its independence in domestic and foreign affairs. The Great Depression of the 1930s led to the creation of political parties with new ideas as to how Canada should be reformed.

During and after the Depression and the Second World War, governments took on increased responsibilities for the well-being of citizens, such as the provision of Family Allowances, Old Age Security, and Medicare. The Quiet Revolution in Québec in the 1960s led to demands for a new status for Québec within Confederation and even for independence. The women's movement drew renewed attention to the need to improve the status of women in Canadian society, leading to the establishment of the Royal Commission on the Status of Women in 1970. The labour movement sought better protection for workers' rights through the trade union movement and support of a government unemployment insurance program. First Nations pressed their case for fair treatment and equity through the establishment of provincial and national organizations, such as the Assembly of First Nations, which worked in support for the right to vote, self-government, and protection of treaty and Aboriginal rights.

Sustained economic growth after the Second World War resulted in a higher standard of living for many Canadians, while changing immigration patterns made Canada an increasingly diverse society. The economic, social, and political challenges of this period led to changing relationships between the federal and provincial governments. Canada became officially bilingual, endorsed multiculturalism, and entrenched human rights in the new 1982 Constitution. With the patriation of the Constitution, Canada finally realized its independence from Great Britain. These events brought about the emergence of a new (although much contested) sense of Canadian identity. It was an identity no longer rooted in Canada's connection to Britain. By 1982, Canada had become much like the Canada we know today.



## LESSON 1

### CANADA IN THE GREAT DEPRESSION

This lesson focusses on the significance of the Great Depression and its powerful influence on the political, social, and economic characteristics of Canada.

**ESTIMATED TIME:** 140 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 11.1.1, Canada in the Great Depression
- BLM 11.1.2, Images of the Great Depression

Create a transparency or slide of:

- BLM 11.1.1, Canada in the Great Depression
- BLM 11.1.2, Images of the Great Depression

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 316–330

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.civilization.ca/cmc/exhibitions/cpm/catalog/cat1002e.shtml>

Canadian Museum of Civilization—Online Exhibitions. *Before E-commerce—A History of Canadian Mail-order Catalogues*. This web site contains resources to integrate over forty historical mail-order catalogues into the curriculum, resources for both elementary and secondary teachers, a “Memories of Mail Order” section, as well as other items.

<http://www.civilization.ca/cmc/exhibitions/hist/progrese.shtml>

Canadian Museum of Civilization—Online Exhibitions. *Social Progress Gallery: Making Medicare—The History of Health Care in Canada, 1914–2007; Canadian Labour History, 1850–1999; A History of the Vote in Canada; and The History of Canada’s Public Pensions*. This web site contains resources on the history, people, politics and programs that have contributed to making distinctive threads in the web of social progress in Canada. There are various links to lesson plans, Webquests, learning activities, and primary and secondary sources.

<http://www.archivescanada.ca/english/virtual/search.asp?todo=display&id=183>

Archives Canada—Virtual Exhibits. *Brother, Can you Spare a Dime?* Association for Manitoba Archives. An interactive exhibit documenting life in Manitoba during the Great Depression. Included are segments on leisure and fads, schools, rural Manitoba, and being single and unemployed.

<http://142.244.252.16/prairiepopulism/>  
Prairie Populist—A Window on a Nation Building Experience

<http://www.nfb.ca/film/drylanders>  
*Drylanders* (DVD), National Film Board of Canada, 1962.

This epic drama looks at the opening of the Canadian West and the drought that led to the Depression in the Thirties. It is the saga of a family who left Eastern Canada to stake their future in the Prairies. Principle roles are played by Frances Hyland and James Douglas.

*Canada: A People's History* (DVD), Canadian Broadcasting Corporation, 2003.  
Episode 13: *Hard Times 1929 to 1940*

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 11.1.1, Canada in the Great Depression; and BLM 1.1.2, Images of the Great Depression
- Participating in class discussions and activities

## PRIOR LEARNING

Students should refer to earlier studies from Chapter 8 on how life changed after Confederation with the modernization and industrialization of Canadian society. They should also draw from information from Chapter 10 about the changes caused by the First World War.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I

1. Have students make a T-chart in their notebooks. At the top of the chart place the following headings: *Economic Security* and *Social Justice*. Ask student volunteers to explain the meaning of each heading. Draw a T-chart on the board or projector and record student responses that help to correctly define the terms. If defining the terms proves difficult, then provide definitions that incorporate the essential ideas as provided below.

**Economic Security:** the condition of having a stable income or other resources to support a standard of living from a point in the present to a point in the future. Have students give examples that represent this idea. They may provide such responses as: consistent employment, stable flow of cash into a household, consistent and affordable food supply, clothing, and shelter.

**Social Justice:** A concern and desire for equal opportunity, fairness, equal rights, and full participation and representation in all aspects of society. Examples of this ideal could include: the right to vote, fair pay, gender equality, employment equity, and same sex rights.

Once these central terms have been reviewed, students will be better prepared to move forward in this lesson.

2. Have students reinforce their understanding of the concepts of economic security and social justice by directing students to turn to page 317 of *Shaping Canada*. Read aloud the Essential Question, “How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?” Explain to students that there was a period in history called the Great Depression. Point out to students that this first lesson will examine how the Great Depression affected Canadians in many different ways and they will study the events as they are related to economic security and social justice.
3. Next, with students, read through the bulleted points on page 317. Draw their attention to the Enduring Understandings listed on the same page.
4. Ask for a student volunteer to read the section “Getting Started” and have all students respond in their notebooks to the questions about the figures on page 316. After a few minutes, discuss the questions and the images together.
5. Point out the Key Terms located on page 317. Make this a classroom activity in vocabulary building by continuing to build upon the word wall (see page 31). You may also wish to ask students to continue compiling the point-form glossary of definitions in their notebooks, or you may wish to note the glossary on page 560 of the student book.
6. Ask student volunteers to read page 318 under the heading “Canada in the Great Depression.” At the end of each paragraph, have another volunteer paraphrase the main ideas presented in the section. Ask students to join with a partner to answer the HTC Continuity and Change question at the bottom of page 318. When partners have had time to discuss, ask volunteers to share their answers with the class.
7. As a class, read the Analyzing Cause and Consequence feature “Causes of the Depression” on page 319. To help students summarize this feature and the information on page 318, ask students to complete question 1 at the bottom of the feature. You may wish students to work with their partner on this activity. To answer question 2, you may wish to allocate some class time in the resource centre or library for research.
8. Distribute BLM 11.1.1, Canada in the Great Depression, to students. Have students read pages 320–330 individually or in pairs. Explain that students do not have to read the Viewpoints on History feature “Letters to Bennett” (on page 323) or the Considering the Ethical Dimensions of History feature “Closing Canada’s Door” (on page 327) at this time as they will be reading these later. As students read, they should make point-form notes on the BLM. Explain that they are also to complete each of the HTC questions on pages 322, 324, 325, and 326. After they have completed this work, have volunteer pairs share question responses with the class for review, discussion, and correction.
9. To ensure that students have recorded the necessary information, have volunteers share what they wrote down for each section of the BLM, and record these on a transparency or slide of BLM 11.1.1.

10. If time permits, ask students to turn to the Viewpoints on History feature “Letters to Bennett” on page 323. Ask a volunteer to read the introduction and the letter to Bennett. Assign the Explorations questions for homework, and ask students, “Read this letter as if you were Prime Minister Bennett. Keep his historical perspective in mind as you read. How would you feel about the need for social justice and economic security for the people of your country after reading the letter?” You can assign this question for homework or have students submit a written answer to be handed in for assessment.

## Part II

11. Ask students what some of the immediate effects of the Depression were for Canadians. Students may offer answers such as: poverty, unemployment, work camps, and protests. Ask, “How do you think the Depression might have affected Canada’s immigration policy at the time?” Allow students to join with a partner to share their responses before opening up for discussion. Students may respond that Canada might have limited immigration as there weren’t enough jobs for those who already lived here.
12. Ask students to turn to the Considering the Ethical Dimensions of History feature “Closing Canada’s Door” on page 327. Have volunteers read the feature aloud. After each paragraph, have another volunteer summarize the main points.
13. Ask students to form into groups of four to discuss question 1 at the bottom of the feature. After groups have had sufficient time, ask volunteers to share their groups’ viewpoints. For question 2, you may wish to hold a horseshoe debate (see page 24) to allow for an expanded discussion where students can change their position around the horseshoe as their opinion changes.
14. Distribute BLM 11.1.2, Images of the Great Depression. Discuss with students that they will be closely examining figures from *Shaping Canada*. Explain that in completing this assignment they will draw from their knowledge having already read, answered questions, and discussed ideas within the section. They will describe topics, and work with historical images to achieve a higher level understanding of the events in this section.
15. Show a transparency or slide of BLM 11.1.2, and present students with the first sample response for the Roaring Twenties. Make note of the level of information in the topic description. Discuss that they are to write concise and informative descriptions. Explain and discuss how ideas of significance and interpretations can be made from examining the item and relating what is shown in the image to the context of the topic.
16. Have students work in pairs if they choose. This way they can share their topic descriptions and other ideas with a peer. Encourage students to discuss choices they make when building significance from the image and the historic topic.
17. When students have completed BLM 11.1.2, Images of the Great Depression, ask volunteers to provide responses for each topic and associated images or text. You may have students do this orally, or record the information on the projector. Allow students time to record any notes they may have missed.
18. Have students complete the “Recall...Reflect...Respond” questions on page 330. They should be prepared to discuss their responses in the next class.

## DIFFERENTIATING INSTRUCTION

1. This activity could be set up using a gallery style approach where images could be presented with topic descriptions already completed on large format pages. Small groups of students could rotate through each topic area where they would record a description of the artifact and a significant connection between the artifact and the topic. The results could be discussed in a large group following the gallery walk.
2. This lesson could also be introduced by selecting eight to ten images of the Great Depression and displaying them around the classroom. Students record what they believe is happening in each photo, and then they can attempt to link images together. For example, students could compare Figure 11-6 of men at a work camp with Figure 11-16 of a Bennett buggy. Students may make the connection that without employment, families would not have money for luxuries such as gas for their car.
3. Rather than using images from *Shaping Canada*, groups of students could research archival items using online archives. Students could prepare a three-slide computer presentation for their image that follows the format of BLM 11.1.2, Images of the Great Depression.

## LESSON 2

### GROWTH OF THE WELFARE STATE

This lesson will focus on the changes that influenced Canada to become a welfare state.

**ESTIMATED TIME:** 140 minutes

### GETTING READY

Photocopy blackline master.

- BLM 11.2.1, The Development of the Welfare State (You may wish to copy the BLM double-sided to 11 x 17" paper.)

Create a transparency or slide of:

- BLM 11.2.1, The Development of the Welfare State

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 331–334

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.civilization.ca/cmc/exhibitions/hist/progrese.shtml>

Canadian Museum of Civilization—Online Exhibitions. *Social Progress Gallery: Making Medicare—The History of Health Care in Canada, 1914–2007*; *Canadian Labour History, 1850–1999*; *A History of the Vote in Canada*; and *The History of Canada's Public Pensions*. This web site contains resources on the history, people, politics and programs that have contributed to making distinctive threads in the web of social progress in Canada. There are various links to lesson plans, Webquests, learning activities, and primary and secondary sources.

*Canada: A People's History* (DVD), Canadian Broadcasting Corporation, 2003.  
Episode 13: *Hard Times 1929 to 1940*

*Canada: A People's History* (DVD), Canadian Broadcasting Corporation, 2003.  
Episode 14: *The Crucible 1940 to 1946*

*Canada: A People's History* (DVD), Canadian Broadcasting Corporation, 2003.  
Episode 15: *Comfort and Fear 1946 to 1964*

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 11.2.1, The Development of the Welfare State
- Participating in class discussions and activities

## PRIOR LEARNING

Students should refer to earlier studies from Chapter 11 about the Great Depression and efforts tied to movements underlying social progress.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to write the following terms into their notebooks, leaving room for notes beside each term: *social progress* and *welfare state*. Ask students to create definitions for the terms based upon what they think they might mean and prior knowledge they may have. Encourage students to look at the meanings of the words separately, and then join the meanings together.
2. Have student volunteers share their ideas with the class. Present any missing details or dispel any misconceptions about the terms. If needed, explain to students that social progress is the idea that societies can improve in terms of social, political, and economic structures. Also explain that in a welfare state the government undertakes responsibility for the welfare of its citizens through programs in public health, public housing, pensions, unemployment and other areas.
3. Write the following quotation on the board or projector: “Courage, my friends; `tis not too late to build a better world.” (Tommy Douglas) Have students write this quote into their notebooks and ask them to write what they think this quotation might mean in relation to social justice and a welfare state. Ask volunteers to share their ideas and record these on the board or projector under the quotation. Explain to students that they will be learning about Tommy Douglas later in this chapter.
4. Discuss with students that this lesson will focus on the historic influences, recommendations, and developments of social progress that influenced Canada to become a welfare state. Have students contemplate what this means. Ask them to draw upon their knowledge about Canada before it was a welfare state. Who helped the unemployed? Who paid for doctor and hospital visits? How did seniors survive economically once they retired?
5. Instruct students to independently read the section “Growth of the Welfare State” from pages 331 to 334. Have them complete the HTC questions on pages 331 and 332. Invite volunteers to share responses once students have had time to finish.
6. Distribute BLM 11.2.1, The Development of the Welfare State, to students. Read through the instructions on the sheet and discuss the meaning of the terms: *Influences*, *Recommendations*, and *Developments* as presented on the handout.
7. On a transparency or slide of the BLM review the sample response for the Great Depression. Guide students through a mock inquiry process so they can see how to find out whether it was an influence, a recommendation, or a development. If needed, complete the next topic together.

8. Have students work independently to complete BLM 11.2.1, The Development of the Welfare State. Next, ask students to place themselves into groups of three or four. Ask each group to work toward consensus in their responses for each topic.
9. When groups have finished, ask a representative from each group to present their findings. Discuss any differences between the groups. If applicable, examine different perspectives of which labels were chosen and how these decisions were justified. Groups may have the following answers:
  1. *Marsh Report* – Recommendation. Some groups may also argue it is an influence.
  2. Old Age Income – Influence
  3. Medicare – Development
  4. Unemployment – Development
  5. Family Allowance Program – Development
10. To close the lesson, ask students to turn to the Establishing Historical Significance feature “The Development of Medicare” on page 333. Have a volunteer read the feature and the caption that accompanies Figure 11–23. Ask students to return to their previous groups to discuss question 1 at the bottom of the page. After groups have had time to discuss, ask representatives to share whether or not their group could agree on Tommy Douglas being the “Greatest Canadian.” If they could not agree, ask groups to explain why. To answer question 2 of the feature, you may wish to use a horseshoe debate approach (see page 24) or a four corners debate (see page 24) if time permits.
11. Assign the “Recall...Reflect...Respond” questions on page 334 for homework. Remind students to be prepared to discuss their responses in the next class.

## **DIFFERENTIATING INSTRUCTION**

1. Have students construct a poster that exemplifies characteristics of the welfare state, and aspects tied to historical influences, recommendations, and developments from Canada’s history of social progress.



## LESSON 3

### CANADIAN SOCIETY AND INDUSTRY AFTER THE SECOND WORLD WAR

In this lesson students will explore the shifts in Canadian society after the Second World War. Students will examine the changes in population, transportation, immigration, rural life, urbanization, and the discovery of resources in the West.

**ESTIMATED TIME:** 140 minutes

#### GETTING READY

Photocopy blackline masters.

- BLM 11.3.1, Factors of Change (You may wish to copy the BLM double-sided to 11 x 17" paper.)
- BLM 11.3.2, A Changing Society

Create a transparency or slide of:

- BLM 11.3.1, Factors of Change
- BLM 11.3.2, A Changing Society

Book a projector if necessary.

#### RESOURCES

*Shaping Canada*, pages 335–339

#### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.civilization.ca/cmc/exhibitions/hist/progress.shtml>

Canadian Museum of Civilization—Online Exhibitions. *Social Progress Gallery: Making Medicare—The History of Health Care in Canada, 1914–2007*; *Canadian Labour History, 1850–1999*; *A History of the Vote in Canada*; and *The History of Canada's Public Pensions*. This web site contains resources on the history, people, politics and programs that have contributed to making distinctive threads in the web of social progress in Canada. There are various links to lesson plans, Webquests, learning activities, and primary and secondary sources.

*Canada: A People's History* (DVD), Canadian Broadcasting Corporation, 2003.  
Episode 14: *The Crucible 1940 to 1946*

*Canada: A People's History* (DVD), Canadian Broadcasting Corporation, 2003.  
Episode 15: *Comfort and Fear 1946 to 1964*

## ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 11.3.1, Factors of Change, and BLM 11.3.2, A Changing Society
- Participating in class discussions and activities

## PRIOR LEARNING

Students may draw upon their knowledge of the industrialization and modernization of Canadian society. They may recall how people lived after the First World War and during the Great Depression.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I

1. Ask students to think about ways in which society may have changed since their grandparents were teenagers. Ask students to think about such aspects as gender roles, opportunities for education, jobs, incomes, cost of living, and so on. Have students volunteer their observations and examples to show their understanding of societal change. Write their responses on the board. Ask students what they think may have been some of the big pushes that led to the changes they provided. Add some examples, if necessary, for clarification and elaboration. Explain that society undergoes change with each subsequent generation of people, and that Canadian society is no exception to this pattern.
2. Have students individually read page 335 of *Shaping Canada* and respond to the HTC Historical Significance question. Ask for volunteers to share their responses.
3. Distribute BLM 11.3.1, Factors of Change, and have students read pages 335 to 339 from the book. As they read, have them select information for placement on the herringbone chart in the correct areas. This will allow them to gather and record details from the reading, and at the same time construct a reference sheet.
4. Once students have completed BLM 11.3.1, ask volunteers to share their points of information and record them on the transparency or slide of the BLM to ensure all students have the correct information.
5. Ask students to join with a partner to discuss the HTC Continuity and Change questions on pages 336 and 338. After students have had time to respond, open the discussion to the whole class.

### Part II

6. Ask students to recall from the lesson in Part I that society will often undergo various changes. Remind them of the examples of changes they provided at the beginning of the previous class. Have students review their herringbone organizer, BLM 11.3.1, Factors of Change.

7. Guide them through a quick review process. First, have them quickly reread the information on page 335. Ask a student to summarize the main ideas. Next, view the Population Pyramid in Figure 11–25 on the same page. Ask volunteers to share what information they can learn from this graph. Then read aloud the Shaping Canada Today margin feature on the same page. Ask students to draw their responses from the HTC Historical Significance question (on the same page) that they discussed in the previous lesson.
8. Distribute BLM 11.3.2, A Changing Society, to students and have them read the characteristics of society in the centre column.
9. In the first column, record characteristics about the birth rate before the Second World War. Students may indicate that before the Second World War people postponed having children due to the economic hardship of the Great Depression. During the Second World War, many men were away so people had to postpone having children.
10. In the third column, have students record trends and observations from the post-war period following the Second World War. Students may indicate that the birthrate increased in this period. The post-war economic success, the rise of consumerism, and social optimism prompted many people to have families. This led to the baby boom, and the social, political, and economic changes associated with this shift in demographics.
11. Have students work in small groups to complete BLM 11.3.2. Have one or two members of each group share their responses about the observations they made about the differences in the characteristics of society before and after the Second World War.
12. Engage the class in a discussion regarding the relationship between the present and how we live today and the developments and changes to society that happened after the Second World War. Ask students to reflect on how they think the changes in population, transportation, immigration, and urbanization that happened after the Second World War continue to influence our lives today. Encourage students to share their observations, and write these on the board. This could also be done as an exit slip response (see page 36) if desired.
13. Assign the “Recall...Reflect...Respond” questions from page 339 as homework. Remind students to be prepared to discuss their responses in the next class.

## **DIFFERENTIATING INSTRUCTION**

1. For a greater challenge students could use their charts from BLM 11.3.2, A Changing Society, to develop a five-point response about the nature of social change in Canada following the Second World War. Information taken from the BLMs could be used as research prompts to develop argument points in the responses.

## LESSON 4

### HUMAN RIGHTS

In this lesson students will explore the period of change in Canada after the Second World War that marked a shift in the way Canadians viewed human rights. Students will explore civil legislation for human rights, the growth of feminism, and the political resurgence of First Nations, Métis, and Inuit peoples.

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline master.

- BLM 11.4.1 Human Rights in Canada, 1945–1982. (You may wish to copy the BLM double-sided to 11 x 17" paper.)

Create a transparency or slide of:

- BLM 11.4.1, Human Rights in Canada, 1945–1982

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 340–343

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 11.4.1, Human Rights in Canada, 1945–1982
- Participating in class discussions and activities

### PRIOR LEARNING

Students will draw upon their knowledge of the concepts of economic security and social justice, and the experiences of people living before the Second World War.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Read aloud the Voices quotation in the margin on page 341. Call on volunteers to respond to the quotation. Ask students to define the term *feminist*. Have students consider the concept of *human rights*. In their notebooks, instruct them to write definitions of the terms. Ask students to reflect on the relationship between being a feminist and human rights. Have them identify aspects of their lives that are tied to human rights or human rights issues.
2. When they have had a few minutes to do this, ask for volunteers to share responses. Students may identify that a feminist is someone who works within political, social, or economic movements aimed to establish greater equality between women and men. They should identify that human rights are the rights of all people to life, liberty, freedom of thought and expression, and equality before the law. Help students arrive at this understanding if they seem to be having difficulty. Have them share examples tied to their own experiences and discuss the examples as necessary.
3. Ask for a student volunteer to read page 340 under the heading “Human Rights.” Have students respond to the HTC Historical Significance question in their notebooks. Discuss responses together as a class.
4. Hand out BLM 11.4.1, Human Rights in Canada, 1945–1982, and discuss with students that they will be completing it as they read pages 340–343 in *Shaping Canada*, individually or in pairs. As they read, remind students to examine the actions, reactions, and outcomes that took place following the Second World War, as society moved towards greater human rights. Remind students that some events and issues affected more than one group.
5. When students have completed BLM 11.4.1, Human Rights in Canada, 1945–1982, ask volunteers to provide answers for each topic and record their answers on a transparency or slide. Allow students time to record any information they may have missed.
6. You may wish to ask students to complete an exit slip with the following statement:  
 “I think the most significant change during the human rights movement was \_\_\_\_\_.  
 I believe this because \_\_\_\_\_.”
7. Assign the “Recall...Reflect...Respond” questions from page 343 as homework. Remind students to be prepared to discuss their responses in the next class.

## DIFFERENTIATING INSTRUCTION

1. Have students research a particular person associated with human rights. Students may choose from the following list: Maude Barlow, Harold Cardinal, Prime Minister John Diefenbaker, Muriel Duckworth, Peggy Hope-Simpson, Elizabeth Parker (journalist), Gail Asper, David Matas, and Prime Minister Pierre Elliott Trudeau. Alternatively, encourage students to select another individual associated with human rights movements. Ensure they share their selection with you prior to beginning their research.
2. Encourage students to research and write a short biography on Harold Cardinal. They may wish to specifically examine his work *Citizen’s Plus*, also known as the Red Paper, which was his response to the Canadian government’s *White Paper on Indian Policy*. The Red Paper was instrumental in getting the Canadian government to retract many of the proposals in the White Paper.

## CHAPTER 11 QUESTIONS AND ACTIVITIES (PAGES 344 AND 345)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and the Enduring Understandings of this course.

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

### **STEPS TO YOUR CHALLENGE (page 345)**

Direct students' attention back to the Cluster Four Challenge they were introduced to on page 315 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. Students will work independently in this challenge. Read aloud the Steps To Your Challenge from page 345. Have students complete the necessary work to fulfill this stage of the challenge.

## POSSIBLE RESPONSES TO CHAPTER 11 QUESTIONS

### Page 318

#### **HTC Continuity and Change**

Student responses will vary, but they should present information that explains that in the 1920s the economy was booming, consumerism was growing, and industrialization allowed for the greater production of goods for less money. The demographics changed, with people moving from rural locations to urban locations to work in the manufacturing and service sectors. The nature and use of credit was extended throughout society—from household credit to investment credit. Some examples of continuity were that Canada continued to export natural resources and that immigration continued to play a major part in population growth.

## Page 319

## Analyzing Cause and Consequence: Causes of the Depression

1. Student responses will vary but may include some of the following ideas:

Causes of the Depression	Consequences of the Depression Direct and Indirect
<ul style="list-style-type: none"> <li>• <i>Canadians buying on credit (household and investment)</i></li> <li>• <i>European countries struggling with war debts (unable to afford the same level of imports from Canada, eventually demanding less)</i></li> <li>• <i>With a drop in economic levels, banks and companies that had extended credit to clients began to demand repayment of debts by debt holders and investors</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>People lost jobs and suffered economically</i></li> <li>• <i>Business and industry slowed and many closed</i></li> <li>• <i>Protectionism to support the markets within nations closed doors to foreign trade. This hurt nations with industries that depended upon foreign markets (such as Canada).</i></li> <li>• <i>Stricter immigration policies</i></li> <li>• <i>Highlighted regional disparities</i></li> <li>• <i>Creation of relief projects and work camps</i></li> <li>• <i>Rise in worker unions</i></li> <li>• <i>Demand for increased government intervention and aid</i></li> <li>• <i>New political parties formed</i></li> <li>• <i>Creation of a welfare state</i></li> </ul>

2. Student research will present different causes and consequences for the 2008 economic decline. There will be a variety of similarities and differences between the 2008 economic decline and the Great Depression. Students will likely discuss a commonality of economic factors leading to the 2008 decline. There will also be social and political commonality between the two events (make-work projects; political parties vying for power based on their response to the economic crisis). Students may also note that during the 2008 economic downturn, many Canadians could turn to social aid programs such as Employment Insurance and welfare, which didn't exist during the Great Depression.

## Page 322

## HTC Evidence

Students may arrive at a variety of interpretations of the cartoon. They should indicate some impression that Prime Minister King's response to the provinces was politically problematic and indulgent to his own party to the point of favouritism. Many may have disagreed with this point. People that remained supportive of the Liberal government in spite of the economic times may have disagreed with the view presented in this cartoon.

**Page 323****Viewpoints on History: Letters to Bennett**

1. The letter provides information about the many hardships endured by people during the Depression such as lack of access to the basic necessities of life, including food, clothing, and the ability to obtain employment.
2. The tone of the potential employer indicated insolence, as the woman states in her letter. His casual disrespect might have been characteristic of those who found fault with unemployed people, and made their judgments about people based on their state of employment.

**Page 324****HTC Continuity and Change**

At the time of the Great Depression, the attitudes of people regarding relief efforts ranged from frustration to humiliation. The nature of acquiring relief brought public shame to those who needed it. Relief itself was minimal at best, and barely allowed basic needs to be met, if they were at all. Student responses to the second part of the question will relate to their perception of social assistance programs today, and of those who participate in such programs. Some students may state that there is a similar stigma attached to receiving social assistance today. It should be noted that unfair judgments can be made about people who receive assistance.

**Page 325****HTC Historical Perspective**

Answers will vary, but could include ideas such as people fearing being portrayed as communists while asserting the rights of workers. Some of the fear may have been driven by the laws at the time (such as the Padlock Law). Students may argue that fear, whether it is justified or unjustified, is a fact of human nature in hard economic times.

**Page 326****HTC Historical Perspective**

Student responses should take into account the perspectives, political nature, and prejudice of people across society regarding the work camps. Some would see the camps as a solution to unemployment, political agitation, and crime. Others might perceive the camps as a solution of limited power and effectiveness. Young men might have viewed the work camps as a type of jail.

**Page 327****Considering the Ethical Dimensions of History: Closing Canada's Door**

1. Student responses will vary, and care should be given in leading a class discussion on this question. Students may discuss that during the Great Depression, it became "every person for themselves" in terms of employment, and that when this happens, the uglier side of human nature, such as prejudice or racism, can often erupt. Students may argue that this could still happen today, although it would be more difficult because of Canada's multicultural society and human rights laws.
2. Student responses will vary dependent on their views. They may feel that Canada does have an obligation to accept refugees from other countries when they are being prosecuted, provided that they do not have the potential to be politically or socially harmful to Canada's society or its citizens.



**Recall...Reflect...Respond**

1. Understanding the social, economic, and political context of the time is important when examining the government responses to the Depression. To critically interpret the events and decisions of the government of that time, we must acknowledge first that we in the present are a sum of all the events that happened before us. Those in the past were bound by their own experiences, learnings, and interpretations, which were a result of forces from their own past, which were not the same as those that influence us.
2. Student responses will vary but may include the following:

<b>Major Change Witnessed By Canadians as a Result of the Depression</b>	<b>Description of Change</b>
<i>Introduction of new political ideologies and the creation of new political parties</i>	<ul style="list-style-type: none"> <li>• Communism</li> <li>• Various forms and interpretations of Socialism</li> <li>• Democratic Socialism</li> <li>• Union Nationale Party, Social Credit Party (Socreds), the Cooperative Commonwealth Federation (CCF)</li> <li>• Open acts of racism and discrimination against minorities and immigrants, common use of the term <i>real Canadians</i></li> </ul>
<i>Greater awareness of regional disparities</i>	<ul style="list-style-type: none"> <li>• Disparity was noted in the variations between unemployment rates in different provinces, and the levels of poverty experienced in certain regions</li> </ul>
<i>New forms of relief efforts</i>	<ul style="list-style-type: none"> <li>• The <i>Unemployment Relief Act, 1931</i></li> <li>• Various forms of public works (make-work) projects</li> <li>• Bennett's New Deal</li> <li>• The <i>Canadian Wheat Board Act, 1935</i></li> <li>• The creation of the Bank of Canada in 1935</li> </ul>
<i>Demands for workers' rights</i>	<ul style="list-style-type: none"> <li>• Formation of entities in the Union Movement, i.e., Workers Union League, Congress of Industrial Organizations (CIO)</li> <li>• On-to-Ottawa trek</li> </ul>
<i>Suppression of radical political activity</i>	<ul style="list-style-type: none"> <li>• Padlock Law</li> <li>• Work Camps</li> <li>• <i>Dominions Election Act, 1934</i>, which suspended the right to vote of camp workers</li> </ul>
<i>Social safety net (growth of the welfare state)</i>	<ul style="list-style-type: none"> <li>• Increase in the number of government programs and interventions developed in the decades after the Depression</li> </ul>

In spite of many of these changes, Canadian life remained the same in some respects. Canada's economy remained intricately tied to the global economy. The government continued to define its role in the lives of Canadians.

**Page 331**

**HTC Historical Perspective**

At the time of Confederation, the federal government was concerned with the expansion of the nation, economic stability and national security. Large funds would be needed for infrastructure and economic development. Social programs such as education were designated a provincial responsibility that would not be a draw on federal funds. By the 1930s, the need for social programs became a major priority for most Canadians.

**Page 332**

**HTC Historical Perspective**

Student responses will vary, but suggestions may include that the government had developed the “means test” to justify spending its monies on those who were in most dire need.

**Page 333**

**Establishing Historical Significance: The Development of Medicare**

1. a) Students’ opinions will vary regarding their agreement or disagreement with Tommy Douglas being voted “Greatest Canadian” in 2006.
- b) Universal health care represents the nature of democratic socialism in Canada. Those who agree that this program is an essential characteristic of Canada may base their opinion on the fact that it sets Canada apart from many other countries. It helps to identify Canada as a place of equality. Those who disagree that universal health care is an essential characteristic of Canada may base their opinion on the long wait times for specialty care and procedures, and that it leads to abuse of the system. They may suggest that a healthcare system does not define a country.

**Page 334**

**Recall...Reflect...Respond**

1. The development of Canada’s social security programs has historical significance for a number of reasons which may include: some developments required constitutional changes, some required the passing of legislation in parliament, and others represented progressive changes for labour rights. Also, greater care and concern for equal rights became a consideration, as many programs were universal. It also represents a changing role of the federal government in the lives of Canadians.
2. Student responses will vary, but some may argue that the Depression acted as a catalyst for the development of a welfare state in Canada.

**Page 335**

**HTC Historical Significance**

Baby boomers are historically significant for many reasons. The birth of baby boomers caused a swelling in the population curve that changed demographics and the needs of people within society. As stated in the text, more resources were necessary to satisfy the needs of the baby boomer

generation, leading to growth in infrastructure, economics, and education. Statistics indicate that until 2031 society will experience large increases in the numbers of people of retirement age. Some students may be aware that as these baby boomers age, it is causing a significant strain on funds for old age pensions and other social programs meant to help seniors.

### Page 336

#### HTC Continuity and Change

Responses will vary but may include: Canada has continued to rely on immigration as a means of population growth, and that Canada continued to remain a place of opportunity for immigrants.

### Page 338

#### HTC Continuity and Change

The idea of change rests on the development of greater and more expansive transportation networks and services. The continuity of transportation development as a means of strengthening Canada is a trend that began with discussions of a national railway. Even in the early days of the fur trade, transportation routes for canoes and carts were of vital importance. Challenges related to transportation are ongoing through Canadian history. Issues surrounding the economics of transportation and its impact on social unity are ever present in the history of Canada.

### Page 339

#### Recall...Reflect...Respond

1. Student responses will vary but may include some of the following:

Elements of Change in Canada Following the Second World War	Elements that Remained Constant Throughout Canada's History
<p><u>Birth Rate</u></p> <ul style="list-style-type: none"> <li>• Significant increase in birthrate following the war (more than 400 000 per annum)</li> <li>• Gave way to the "baby boomer" generation</li> </ul>	<ul style="list-style-type: none"> <li>• Natural population growth was always a significant contributor to the numbers of people in Canada (even back to the time of <i>les Filles du Roi</i>)</li> </ul>
<p><u>Immigration and Diversity</u></p> <ul style="list-style-type: none"> <li>• Immigration increased after the war, as war-stricken Europeans looked for new opportunities elsewhere</li> <li>• Many southern European immigrants came to Canada</li> <li>• Many Italians would come to Canada in the post-war period</li> <li>• By 1971, for the first time in Canada's history, most immigrants had non-European ancestry</li> </ul>	<ul style="list-style-type: none"> <li>• The diversity of people in Canada has always been evident:               <ul style="list-style-type: none"> <li>- The diversity of Indigenous peoples related to spirituality, cultural traditions, history and language</li> <li>- French influences</li> <li>- English influences</li> <li>- Multicultural immigration from the nineteenth century onward</li> </ul> </li> </ul>

Elements of Change in Canada Following the Second World War	Elements that Remained Constant Throughout Canada's History
<p><u>Urbanization, Employment, and Rural Life</u></p> <ul style="list-style-type: none"> <li>• With better technological development and the expansion of urban-based employment opportunities, many people chose to live in cities</li> <li>• New opportunities offered better means to make money and generate prosperity</li> <li>• People became more able to afford housing in newly emerging modern suburbs</li> <li>• Rural settings experienced degrees of modernization such as: access to electrical power, changing technology for the farm (mechanical, chemical, biological), and the size of farms (as consolidation of smaller farms took place)</li> <li>• Better government interventions and programs would better support farmers</li> </ul>	<ul style="list-style-type: none"> <li>• Historically, villages and settlements have always played an important role with Indigenous peoples and later with the arrival of Europeans</li> <li>• Gainful employment has been reasonably constant in Canada</li> <li>• Agriculture has always been of constant importance to life before and after the arrival of Europeans</li> <li>• Innovations in agriculture have prompted gains in knowledge surrounding farming practices throughout the history of Canada</li> </ul>
<p><u>Consumerism</u></p> <ul style="list-style-type: none"> <li>• The economic boom, the urbanization boom, and the baby boom helped set the stage for a shift towards even greater consumerism</li> <li>• Markets expanded out of need and opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• The consumption of goods has always been important to the history of Canada: <ul style="list-style-type: none"> <li>- throughout Canada's time as a colony</li> <li>- through the fur trade, Macdonald's National Policy, to the present day economy and trade with other countries</li> </ul> </li> </ul>
<p><u>Transportation</u></p> <ul style="list-style-type: none"> <li>• With the development of the automobile industry following the war, the need rose for a highway infrastructure to be built <ul style="list-style-type: none"> <li>- The 7821 km Trans-Canada Highway was officially completed in 1970</li> <li>- Rural road development throughout the period</li> <li>- The 3790 km St. Lawrence Seaway opened in 1954</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• From the time before Europeans, to the fur trade, and from Confederation onward, this nation, with its enormous landmass and small population, has grappled with its large geographic distances</li> </ul>
<p><u>Resource Development in the West</u></p> <ul style="list-style-type: none"> <li>• 1947 discovery of oil in Leduc, Alberta, opened the West to even greater economic interest</li> <li>• 1943 discovery of potash in Saskatchewan</li> </ul>	<ul style="list-style-type: none"> <li>• Resource extraction has always been a part of Canada's history (furs, fish, minerals, lumber, wheat)</li> </ul>
<p><u>Increased Activism for Social Justice</u></p> <ul style="list-style-type: none"> <li>• Because of their contributions and sacrifices during the war, women, First Nations, Inuit, and Métis peoples demanded equality and the benefits of full citizenship, such as voting rights, veterans' pensions, workplace equality, and social security</li> </ul>	<ul style="list-style-type: none"> <li>• Women, and First Nations, Métis, and Inuit peoples have consistently advocated for their rights as citizens of Canada</li> </ul>

2. Responses will vary based upon the information in their organizers.

**Page 340****HTC Historical Significance**

The fact that the Universal Declaration of Human Rights is universal means that it applies to everyone on Earth. This declaration is historically significant in the way that it defines human rights for all people, regardless of race, gender, or country. It applies to all humans on the planet. The historic events that students may point to that led to its adoption include:

- The First World War
- The Holocaust
- The Second World War

**Page 343****Recall...Reflect...Respond**

1. The continuity and change within the political organizations representing First Nations, Métis and Inuit peoples is evident. Indigenous peoples have continuously formed their own groups or alliances to affirm their rights for the best interests of their people. The change that has occurred over time can be seen in the size and scope of the organizations, and their increasing success at advocating for more rights, better education, better standards of living, and appropriate access to services.
2. Having the right to vote and participate directly within the process of democracy gave each individual power as an enfranchised citizen, and thus made the government more responsible to their demands for equality.
3. Student responses will vary, but could include the following ideas: the 1960 *Bill of Rights* guaranteed human rights in Canada, but did not protect human rights, and was ineffective because it was not made part of the constitution and it did not apply to provincial law. As a historical underpinning of the movement towards a fair and just Canada, the document is historically significant.

**Pages 344–345****Chapter 11 Questions and Responses**

1. Student responses will vary, but the following elements may be presented in their organizers:

<b>Steps Toward Economic Security</b>	<b>Steps Toward Social Justice</b>
Supporting farmer reclamation and stabilization	Changes that moved Canada towards developments that would make it a welfare state
Creation of the Bank of Canada	Development of better workers' rights
Creation of the Canadian Wheat Board	Involvement in the UN; Universal Declaration of Human Rights
Progress of labour movements and unions	Quiet Revolution in Québec

Steps Toward Economic Security	Steps Toward Social Justice
<i>Rowell-Sirois Report and the establishment of equalization payments</i>	Political movements towards recognition of rights of women, and First Nations, Métis, and Inuit peoples
<i>Report on Social Security for Canada (Leonard Marshall) led to the enacting of policy such as programs to assist the unemployed</i>	Regional development programs
Increases to immigration led to a larger population, which increased the size and capacity of a consumer society	Universal health care
Development of Crown Corporations	Greater access to educational opportunities
Greater development of national infrastructure (power, transportation)	<i>Bill of Rights</i>
Increased access to education led to the creation of a more educated industrial workforce	New organizations develop: National Indian Council, National Indian Brotherhood, Native Council of Canada, Inuit Brotherhood, Assembly of First Nations
The development of pension programs and retirement savings programs	Ideological actualization: self-determination of Indigenous peoples, feminism, French sovereignty
Innovation in technological capacity, promoting advances in science and industry	Royal Commission on the Status of Women
	<i>Bilingualism Act, Multiculturalism Act, and new directions within the Immigration Act</i>
	<i>Patriation of the constitution in 1982 and inclusion of the Canadian Charter of Rights and Freedoms</i>

- Causes of the Great Depression that may be described by students could include: investing with credit, the effects of the First World War on European economies, hyperinflation, changes in the flow of goods and services, and instability in the stock market. The consequences of the Great Depression that may be described by students could include: changes in societal expectations of governments, better social programs, better working conditions, and the emergence of new political parties.
- In becoming a welfare state, Canadians may have seen themselves as a prosperous and humanitarian nation. Students may identify several persisting areas of economic and social inequality including: regional economic disparities, disparities between levels of society, urban and rural disparities, ethnic and cultural bias, racism and discrimination, and rights issues in terms of access to proper medical care, food, shelter and education.

4. Student lists will vary, but may include items outlined in question 1. As students choose changes they believe to be the most significant, be certain that their choices are based on rational criteria.
5. Interpretations of the cartoon will vary with levels of understanding and articulation. Student responses should explain who the people in the cartoon represent (the employed taxpayer and the unemployed relief camp worker). Both are wondering how much more they can take of the government's attempts to offer relief by creating make-work projects. The taxpayer feels that he is providing the money to fund these camps and workers, and the unemployed man feels trapped as there is nothing else he can turn to.
6. Student responses will vary depending on the issue they choose.
7. Answers will vary according to the social activist they research. Be certain to set criteria with the students for what is expected when they conduct their research.
8. See question 1 for responses that relate to this question.
9. Answers will vary according to the aspect of Canadian history they research. Be certain to set criteria with the students for what is expected when they conduct research. Discuss the criteria for historical significance to ensure student understanding for this task.
10.
  - a) The man in the centre likely represents a taxpayer. "J. PUBLIC" appears on the bottom pocket area of his jacket.
  - b) Social programs of various kinds are being offered to him.
  - c) His concern likely rests on the fact that it will be himself, the taxpayer, who pays for the programs being offered to Canadian society.
  - d) It is evident the cartoon was made in opposition to the social programs outlined in the *Marsh Report*. The programs are made to look like assistive devices (crutches and canes). This cartoon may be showing that these programs will only help people come to rely on social assistance, instead of earning their own way.

