

# CHAPTER 13

## THE SECOND WORLD WAR AND BEYOND

### CHAPTER 13 OVERVIEW

#### Chapter Focus

Students will

- examine how Canada became involved in the Second World War
- investigate Canada's contributions to the Allied war effort
- explore the impact of the Second World War on life in Canada
- discover Canada's role in the post-war world as a member of several international organizations
- investigate Canada's involvement in post-war international conflicts, peace, and development
- examine Canada's role as a middle power on the world stage

#### 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?

#### Enduring Understandings

1. Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
2. Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada's development.
3. Since the beginning of the twentieth century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.
4. Global interdependence challenges Canadians to examine and redefine the responsibilities of citizenship.

#### 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 choose relevant lessons and activities for your class 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 13 questions can be found following the last lesson for this chapter on page 360.

**HISTORICAL BACKGROUND**

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

In the years following the First World War and the passage of the *Statute of Westminster*, Canada played an increasingly independent role in international affairs and was no longer seen as a colony of Britain. Canada made its own decision to enter the Second World War, with important contributions to the war effort both at home and in the European and Pacific theatres. Canada also signed a number of military agreements with the United States. Mobilization in support of the war effort at home resulted in economic growth and a strong sense of pride and independence among Canadians. At the same time, however, there were disagreements about conscription, restrictions on Asian and Jewish immigration, and the internment of Japanese Canadians. Canada played important roles in the Korean War, as well as in the Cold War—in particular, through the establishment of the Distant Early Warning (DEW) line in the North, and through membership in the North Atlantic Treaty Organization and the North American Aerospace Defence Command.

Canada was supportive of the United Nations, took part in many UN peacekeeping operations, and contributed to many international development projects. In addition, Canada became a member of many international organizations, including the Commonwealth and La Francophonie. From 1939 onwards, Canada forged increasingly closer links with the United States in areas such as defence, trade, investment, and culture. This relationship became a subject of continuing debate in this country. Canada also became more active in world trade. Canada's economy and standard of living was becoming increasingly dependent on its success as a trading nation. As in previous periods of its history, Canadians were also increasingly linked to the rest of the world through growing immigration. Between 1931 and 1982, Canada became a well-known and respected member of the international community, and came to be described as a *middle power* with growing influence in world affairs.

## LESSON 1

### THE SECOND WORLD WAR

In this lesson, 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.

**ESTIMATED TIME:** 210 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 13.1.1, Causes of the Second World War
- BLM 13.1.2, Canadian Forces in the Second World War

Create a transparency or slide of:

- BLM 13.1.1, Causes of the Second World War
- BLM 13.1.2, Canadian Forces in the Second World War
- Figure 13–6, German Expansion in Europe, 1935–1941 (page 374) (optional)

Book a projector if necessary.

Review procedures for a jigsaw activity (see page 19).

### RESOURCES

*Shaping Canada*, pages 370–384

### 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://www3.nfb.ca/ww2/>

The NFB maintains a web site called *On All Fronts: World War II and the NFB*. The web site introduces a number of films from the period and includes a glossary and a section for teachers.

[http://www.warmuseum.ca/cwm/exhibitions/newspapers/intro\\_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/newspapers/intro_e.shtml)

Canadian War Museum—Democracy at War

<http://www.canadianletters.ca/collections.php?warid=4>

Canadian Letters & Images Project

<http://www.collectionscanada.gc.ca/dieppe/index-e.html>

Library and Archives Canada—Through a Lens: Dieppe in Photographs and Film

<http://www.collectionscanada.gc.ca/aboriginal-heritage/index-e.html>

Library and Archives Canada offers a web site about Aboriginal soldiers.

<http://www.collectionscanada.gc.ca/education/cenotaph/index-e.html>

Library and Archives Canada—Lest We Forget Project: Cenotaph Research. There are links to over one hundred digitized service records for men and women of the Second World War who gave their lives.

<http://umanitoba.ca/libraries/units/archives/collections/rad/shack.html>

University of Manitoba Archives and Special Collections: Sybil Shack fonds. A collection of primary source materials relating to Sybil Shack which includes correspondence pertaining to Sybil Shack's adoption of a German refugee child, incoming correspondence to the Shack family from soldiers serving in the Second World War, and a guest book of soldiers who stayed with the Shack family. The fonds also includes correspondence with Alan Rutherford, a prisoner of war, and with Freda Shack, Sybil's sister, who served in the Second World War.

<http://www.junobeach.org/centre/index.html>

The Juno Beach Centre is a museum and cultural centre in Courseulles-sur-Mer, France. The Centre presents the war effort made by all Canadians, both civilian and military alike, at home and on the various fronts during the Second World War.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 13.1.1, Causes of the Second World War; and BLM 13.1.2, Canadian Forces in the Second World War
- Participating in class discussions and activities

## PRIOR LEARNING

Students will have studied the First World War and the Great Depression, and the rise of Canada as a welfare state. They may have other knowledge of Canada's role in the Second World War from television and what they have learned during Remembrance Day ceremonies. They will not necessarily have any specific factual knowledge of the Second World War at this stage in their education.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I:

1. Have students open *Shaping Canada* to pages 370 and 371. Ask a volunteer to read the Essential Question out loud and continue with the bulleted points of what will be explored in the chapter.
2. Continue by having another volunteer read the "Getting Started" section. Analyze the photos on page 370 and answer the questions that follow using group discussion.
3. Point out the Key Terms located on page 371. 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 in the student book.
4. Read over the Enduring Understandings that students will focus on for Chapter 13.
5. Ask students to work with a partner and review the terms of the Treaty of Versailles that ended the First World War. Students may use their notebooks or *Shaping Canada* to refresh their memory. Ask volunteers to outline the terms of the Treaty of Versailles.

6. Ask pairs to then review the purpose of the League of Nations that was formed after the First World War. Have volunteers share their answers with the class.
7. Ask students to turn to page 372 in *Shaping Canada* and have a volunteer read the first paragraph under the heading, “Causes of the Second World War.”
8. Distribute BLM 13.1.1, Causes of the Second World War, to students. Working with a partner, have students read pages 372 and 373 and complete the BLM by writing down the main details from each section.
9. When pairs are finished, ask volunteers to share the details they selected for each section and record these on a transparency or slide of the BLM. Allow students time to record any details they missed.
10. Ask students to form into groups of four and discuss the HTC Cause and Consequence question at the bottom of page 373. Groups may wish to refer to their notes or to Chapter 10 in *Shaping Canada* to work through the question. After groups have had time to reflect on the question, ask volunteers to share their answers, and lead a discussion on differences of opinion between groups.

## Part II

11. Ask students to turn to page 374 in *Shaping Canada*. Have a volunteer read the two paragraphs under the heading “Canadian Forces in the Early Years of the War.” After reading, you may wish to show a presentation slide of Figure 13–6, German Expansion in Europe 1935–1941, and show the Axis expansion of power during these years.
12. Distribute BLM 13.1.2, Canadian Forces in the Second World War, to students. Ask students to form into home groups of five people for a jigsaw activity.
13. Ask students to number themselves off from one to five. Their number will determine what expert group they will belong to. On the board, write down the designation of the expert groups:
  - 1’s will be an expert group on Canada in the Early Years of War (pages 374–375)
  - 2’s will be an expert group on Canada and the War in the Pacific (page 378)
  - 3’s will be an expert group on Canada and the War in Europe (pages 379, 381)
  - 4’s will be an expert group on The Liberation of France and the Netherlands, and the Holocaust (pages 382–383)
  - 5’s will be an expert group on The War Continues in the Pacific (page 384)
14. Ask students to form into their expert groups. As a group, they should read over their assigned sections and then decide on what major details and events should be recorded on the BLM. You may wish to note that expert groups 1 and 3 may need more time than other groups to complete their task.
15. When expert groups have completed their sections, have students form back into their home groups. Ask each student to share his or her information with the rest of the group and allow them to take notes. After all students have shared their information, each student should have a completed BLM.
16. To ensure that all students have the correct and necessary details, ask volunteers to share the information from the BLMs and record their responses on a transparency or slide of

BLM 13.1.2, Canadian Forces in the Second World War. As you progress through the BLM, you may wish to draw students' attention to the particular maps to ensure student understanding of the different campaigns in the war (Figure 13–14, Canadians in Italy, 1943–1944; Figure 13–16, The D-Day Invasion, June 6, 1944; and Figure 13–19, Campaign to Liberate Europe, 1944–1945).

As you move through the sections, pause to discuss the HTC question on page 378 with the class.

17. Assign the “Recall...Reflect...Respond” questions on page 384. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

### Part III:

18. Discuss with students that now that they have an understanding of the battles that Canadian forces participated in during the Second World War, they are going to examine the Canadian Forces itself and the challenges that some groups faced in the war effort.
19. Have students turn to the HTC Identifying Continuity and Change feature “The Changing Face of the Canadian Military” on pages 376–377. Ask volunteers to read one section each in the feature, and pause after each section to have another volunteer summarize the main points to ensure understanding.

At this point in the lesson, you may wish to lead a discussion on the use of the term *Black Canadian*. In Canada, the terms *Black Canadian* and *African Canadian* are both commonly used, and generally refer to a broad range of people who are descended, at least in part, from people born in Africa, and therefore have a historical or biological connection to Africa. While *Shaping Canada* uses the term *Black Canadian*, students should be encouraged to respect that individuals and organizations across Canada may prefer to use one term instead of another.

20. Ask students to form into groups of four to complete question 1 at the end of the HTC feature. They may wish to refer to their notebooks or to *Shaping Canada* to review their understanding of the Canadian Forces during the First World War before completing the Venn diagram. When groups are finished, record their responses on the board or projector. At this time you may wish to assign question 2 for homework, or reserve time in the resource centre or computer lab to allow groups time to answer this research question.
21. Have students read the Profile feature “Tommy Prince” on page 380. As a class, discuss Explorations question 1. You may wish to assign question 2 for homework.
22. Discuss with students that they are going to take a historical perspective of a member of the Canadian Forces that is from one of the groups discussed in the feature on pages 376–377. Using this historical perspective, ask students to write a letter home to their family, discussing some of the challenges and discrimination they face as a minority member of the Canadian Forces during the Second World War. Students should incorporate the facts they have learned, as well as their own creative details, to make the letter authentic to that person and to the time period in which it is being written. You may wish to collect their letters at the end of class, or collect them the next day for assessment.

**DIFFERENTIATING INSTRUCTION**

1. There is a wealth of primary source material available to students on the Internet. You may ask students to locate one or more primary sources relating to the Canadian experience on the home front or in Europe during the Second World War. One resource could be the documents found in the Sybil Shack fonds from the University of Manitoba Archives Digital Collection (see Additional Resources). Students can create a mini-presentation of a single primary source, or a poster or scrapbook of multiple pieces of evidence.
2. You may wish to have students complete activities in this lesson individually instead of collaboratively, or as a whole-class activity.
3. Encourage interested students to conduct further research into the roles of the Canadian Forces for both Dieppe and the Normandy Campaign. Students may wish to visit the Juno Beach Centre web site (see Additional Resources) for information.

## LESSON 2

### THE IMPACT OF THE WAR ON CANADA

In this lesson, students will examine how the Second World War impacted Canada and Canadians.

**ESTIMATED TIME:** 105 minutes

### GETTING READY

Photocopy blackline masters.

- BLM 13.2.1, Government Controls in War-time Canada
- BLM 13.2.2, Canada-United States Co-operation During the Second World War

Create a transparency or slide of:

- BLM 13.2.1, Government Controls in War-time Canada
- BLM 13.2.2, Canada-United States Co-operation During the Second World War

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 385–389

### 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.warmuseum.ca/cwm/exhibitions/newspapers/intro\\_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/newspapers/intro_e.shtml)  
Canadian War Museum—Democracy at War

<http://www.canadianletters.ca/collections.php?warid=4>  
Canadian Letters & Images Project

[http://epe.lac-bac.gc.ca/100/206/301/lac-bac/victory\\_bonding-ef/www.lac-bac.gc.ca/victory-bonding/index-e.html](http://epe.lac-bac.gc.ca/100/206/301/lac-bac/victory_bonding-ef/www.lac-bac.gc.ca/victory-bonding/index-e.html)  
Library and Archives Canada—Victory Bonding—wartime messages from Canada's Government, 1939–1945

<http://www.collectionscanada.gc.ca/education/cenotaph/index-e.html>  
Library and Archives Canada—Lest We Forget Project: Cenotaph Research. There are links to over one hundred digitized service records for men and women of the Second World War who gave their lives.

[http://www.veterans.gc.ca/clients/sub.cfm?source=teach\\_resources/tguide/posters](http://www.veterans.gc.ca/clients/sub.cfm?source=teach_resources/tguide/posters)  
Veterans Affairs Canada provides a collection of Canadian Second World War propaganda posters.



## ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 13.2.1, Government Controls in War-time Canada; and BLM 13.2.2, Canada-United States Co-operation During the Second World War
- Participating in class discussions and activities

## PRIOR LEARNING

Students will draw upon the previous lesson regarding the Canadian military contribution to the Second World War, but may not have prior knowledge of the impact of the war on Canada. They will also be able to draw upon their understanding of how the First World War affected Canada.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I:

1. Discuss with students that the demands of the Second World War had a strong impact on Canadians and many aspects of Canadian life, and that this topic will be the focus of this lesson.
2. Ask students to turn to page 371 of the chapter opener, and review the concept of *total war*. Allow students time to discuss their response with a partner before volunteering answers. Examine Figure 13–24 (page 385) and have a volunteer read the caption to the class. Again, ask students to relate the information from the caption and image to the concept of *total war*.
3. Distribute BLM 13.2.1, Government Controls in War-time Canada, to students. As a class, read pages 385–387 and 389. As volunteers read, pause after each section to review the material, and as a class, discuss details that should be recorded on the handout.
4. Students will note that the sections “Support for the War on the Home Front,” and “The British Commonwealth Air Training Plan” (page 386), do not necessarily fit into the chart on the handout. You may wish to have students make separate notes in their notebooks about these sections.
5. Draw students' attention to the HTC Considering the Ethical Dimensions of History feature “The Japanese Internment” on page 388. Have volunteers read the feature, and ask students to add to their notes on the BLM. Have students form groups of four to discuss the feature questions, and then ask volunteers to share their responses. You may wish to hold a horseshoe debate (see page 24) for question 2.
6. Write the following question on the board, “Does waging war entitle a government to take unlimited control of people's lives and businesses?” Allow students several minutes to think about this question before guiding a class discussion.

### Part II:

7. Begin the class by asking, “How might the Second World War have impacted the relationship between Canada and the United States?” Students may volunteer such ideas that because they were allies after 1941, this may have strengthened their relationship, as they were both

fighting for a common goal. Other suggestions may include that their relationship may have been made stronger, as there might have been concern about the protection of North America as a whole from Germany or Japan.

8. Discuss with the class that they are going to be examining the relationship between Canada and the United States during the Second World War in this lesson.
9. Distribute BLM 13.2.2, *Canada-United States Co-operation During the Second World War*, to students. Ask students to work with a partner to read over page 389 in *Shaping Canada* and fill in the relevant details on the handout.
10. When students have finished, ask volunteers to share the information they recorded and write the details down on a transparency or slide of the BLM.
11. Assign the “Recall...Reflect...Respond” questions on page 389 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## **DIFFERENTIATING INSTRUCTION**

1. Have students create a project poster that depicts changes in Canadian society as a result of events surrounding the Second World War.
2. You may wish students to further explore the internment policies of the Canadian government during the Second World War by examining internment camps for Italian-, German-, Ukrainian-, and Japanese Canadians. Students may present their findings to the class using a computer presentation or other means.

## LESSON 3

### CANADA IN THE POST-WAR WORLD, 1945–1982

In this lesson, students will learn about the national and international developments that took place following 1945.

**ESTIMATED TIME:** 210 minutes

#### GETTING READY

Photocopy blackline masters.

- BLM 13.3.1, The Universal Declaration of Human Rights
- BLM 13.3.2, The Early Years of the Cold War
- BLM 13.3.3, Canada as a Middle Power

Create a transparency or slide of:

- BLM 13.3.1, The Universal Declaration of Human Rights
- BLM 13.3.2, The Early Years of the Cold War
- BLM 13.3.3, Canada as a Middle Power

Book a projector if necessary.

Locate the Heritage Minute “Avro Arrow” on the Internet (see Additional Resources).

Prepare a class set of chart paper and markers.

#### RESOURCES

*Shaping Canada*, pages 390–397

#### 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.un.org/en/documents/udhr/>

The Universal Declaration of Human Rights (proclaimed by the United Nations)

[http://archives.cbc.ca/politics/national\\_security/topics/72/](http://archives.cbc.ca/politics/national_security/topics/72/)

CBC Digital Archives—“The Gouzenko Affair.” This web site provides nine television and four radio clips, including Igor Gouzenko’s appearance on *Front Page Challenge* on February 18, 1958.

[http://archives.cbc.ca/war\\_conflict/defence/topics/1538/](http://archives.cbc.ca/war_conflict/defence/topics/1538/)

CBC Digital Archives—“North Atlantic Treaty Organization.” This web site provides ten television and seven radio clips on NATO.

[http://archives.cbc.ca/war\\_conflict/defence/topics/1552/](http://archives.cbc.ca/war_conflict/defence/topics/1552/)

CBC Digital Archives—“NORAD: Watching the Skies.” This web site provides eleven television and five radio clips on NORAD.

[http://www.kvacanada.com/canadians\\_in\\_the\\_korean\\_war.htm](http://www.kvacanada.com/canadians_in_the_korean_war.htm)

The web site of the Korean Veterans Association of Canada provides a detailed summary of the main battles in which Canadians took part.

<http://www.cbc.ca/news/background/northkorea/koreanwar.html>

A CBC News in Depth story on North Korea and the legacy of the Korean War.

[http://archives.cbc.ca/science\\_technology/aeronautics/topics/275/](http://archives.cbc.ca/science_technology/aeronautics/topics/275/)

CBC Digital Archives—“The Avro Arrow: Canada’s Broken Dream.” This web site contains twelve television and nine radio clips about the Avro Arrow.

[www.histori.ca/minutes/minute.do?id=10220](http://www.histori.ca/minutes/minute.do?id=10220)

A Historica Minute dramatizes the flight of the Avro Arrow.

[http://www.diefenbunker.ca/en\\_index.shtml](http://www.diefenbunker.ca/en_index.shtml)

Canadian Heritage—The Diefenbunker—Canada’s Cold War Museum

<http://www.suezcrisis.ca>

Lester Pearson & the Suez Crisis

[http://archives.cbc.ca/war\\_conflict/peacekeeping/topics/1290](http://archives.cbc.ca/war_conflict/peacekeeping/topics/1290)

CBC Digital Archives—“Peacekeeper to the World, 1956–2003.” This web site provides nine television and ten radio clips.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 13.3.2, The Early Years of the Cold War; and BLM 13.3.3, Canada as a Middle Power
- Participating in class discussions and activities

## PRIOR LEARNING

Students may have heard of the Cold War, but may not necessarily have any factual knowledge of the events surrounding the period following the Second World War.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I

1. Ask students what the term *human rights* means to them. To help focus their discussion, you may wish to ask the following questions:
  - What are the most important human rights to which an individual is entitled in Canada?
  - Why is it important to promote respect for human rights around the world?

Students may suggest that the most important human rights are the rights to a free education and to free health care. They may also suggest the rights to vote, to practice religion, and to express their opinions. Students may indicate that it is important to promote respect

for human rights around the world because people's rights are denied or restricted in some countries.

2. Ask the question, "Why do you think many people around the world were concerned about human rights at the end of the Second World War?" Students may offer responses such as that the full horrors of the Holocaust were being discovered, as well as the human rights that were denied to Japanese Canadians and those of other ethnicities who had their rights taken away during the war.
3. Discuss with students that after the war, Canada became a member of a new organization called the United Nations (UN). The UN's goal of universal human rights will be the focus of this lesson.
4. Ask students to turn to page 390 in *Shaping Canada*. Have a volunteer read page 390, pausing after each paragraph to review the information. Draw attention to the HTC question at the bottom of the page and discuss as a class. Examine Figure 13–31, the United Nations flag, and ask students what they believe the image symbolizes. Draw their attention to the Voices feature and ask why John Peters Humphrey believed that only once the rights of all people are respected will there be peace in the world.
5. Distribute BLM 13.3.1, The Universal Declaration of Human Rights, to students. Alternatively, you may wish to have students work in a computer lab to view the document (see Additional Resources) to save photocopying costs and paper.
6. Ask students to form groups of five or six. Have one member of each group collect chart paper and a marker. Assign each group six articles from the Universal Declaration of Human Rights:
  - Group 1 – Articles 1–6
  - Group 2 – Articles 7–12
  - Group 3 – Articles 13–18
  - Group 4 – Articles 19–24
  - Group 5 – Articles 25–30
7. Have each group discuss the meaning of their assigned articles. Next, ask each group to put their assigned articles into their own words and then write these versions on chart paper. You may wish to circulate to each group to confirm they have the correct concept for each article.
8. As each group is finished have them place their chart paper on the wall with tape. Ask each group to present their six articles.
9. Ask students to pick what three articles they believe are the most important to them and on a sheet of paper explain why they chose them. You may wish to have them hand in their responses as an exit slip for assessment.

## Part II:

10. Write the term *cold war* on the board. Ask students to speculate about what a *cold war* means. To help them, you may want students to think about it against the term *hot war*. Work through responses with students and give feedback and prompts to help them. If they are having difficulty, explain that a *cold war* is a state of military, political, economic, and technological

conflict between nations that stops short of overt armed conflict. Cold wars often use propaganda, threats, and economic sanctions against each other. A *hot war*, on the other hand, refers to a situation of active combat between two powers.

11. Ask students to think back to the end of the Second World War, and ask, “What countries do you think came out as the major powers after the end of the war?” Students will likely speculate that the United States, Britain, and the Soviet Union emerged as the dominant powers. Pose another question to the class, “Of these countries, can you think of any two that might be at odds with each other?” As students provide responses, direct discussions to explore *why* these countries might be at odds with each other. Discuss with the class the concept that although the United States and the Soviet Union worked together as allies during the war, it did not necessarily mean the two superpowers agreed on how a post-war world should look. This disagreement would evolve into the Cold War, which is the focus of this lesson.
12. Ask students to turn to page 391 in *Shaping Canada*. Have volunteers read the paragraph under “The Cold War” and pause after to ensure understanding. Ask volunteers to continue reading the sections on “The Gouzenko Affair” and the “North Atlantic Treaty Organization.” At this time, you may wish to show one of the clips about Igor Gouzenko (see Additional Resources). Draw student’s attention to Figure 13–33, NATO and the Warsaw Pact, 1955, to examine how countries came to be aligned with either the United States or the Soviet Union.
13. Ask volunteers to continue reading about the Cold War on page 392 with the sections “Korean War,” and “Nuclear Arms Race.” When finished, distribute BLM 13.3.2, The Early Years of the Cold War, to students. Ask students to work with a partner to record details from the information they just read on the handout.
14. Discuss with students that in the arms race, countries were continuously trying to become technologically more advanced, and that Canada was also involved in this race. Show the Heritage Minute “Avro Arrow” (see Additional Resources) to the class.
15. Ask students to turn to page 393 and read the Viewpoints on History feature “The Avro Arrow.” Read the introduction and background information on the Avro Arrow. Then ask volunteers to read the three viewpoints on the cancellation of the Avro Arrow. After each viewpoint, ask another volunteer to summarize that viewpoint in their own words and discuss. You may wish to hold a short class debate in reference to the last paragraph of the feature:

“The Avro Arrow continues to provoke debate among Canadians today. To some it symbolizes clear thinking by the Canadian government. To others it symbolizes the collapse of Canadian willingness to pursue the best.”

Ask students to choose which side of the debate they stand on, and why.
16. Have students read the section “Canada-U.S. Relations” on page 394. When they are finished, draw their attention to the Let’s Discuss question on the same page and have a class discussion.

### Part III

17. Draw students’ attention to the Voices feature on page 392. Ask volunteers to paraphrase what Lester B. Pearson meant in his statement. With a partner, ask students to speculate about the following question, “Since Lester B. Pearson was the prime minister of Canada from 1963 to

1968, how do you think his statement might reflect the role he believed Canada should play in the world during the Cold War?” Students may offer the response that since Pearson was advocating for countries to respect each other and work together, perhaps he was suggesting that Canada’s role would be one of a neutral nation, or one that advocated for peace.

18. Have students look in their notebooks or in *Shaping Canada* to review the term *middle power*. Students should be familiar with the term, meaning a country that is not a superpower but is still strong enough to influence world affairs.
19. Ask students to turn to pages 396–397 to read the Establishing Historical Significance feature, “Canada as a Middle Power.” Pause after each paragraph to have a volunteer summarize the information in one or two points.
20. Have students form into groups of four or five and discuss the Historical Significance questions at the end of the feature. When groups have had time to discuss their responses, allow each group to present their answers to the class and facilitate discussion where needed if there are differences of opinion.
21. Distribute BLM 13.3.3, Canada as a Middle Power, to students and instruct them to take notes on how the three prime ministers of Canada asserted Canada’s independence on the world stage as a middle power.
22. When students have finished, ask them to compare their handout with a partner to ensure they have recorded all relevant details.
23. Have students read the section “Canadian Involvement in International Organizations” on page 395 and make point-form notes in their notebooks. Assign the “Recall...Reflect...Respond” questions on the same page for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

## DIFFERENTIATING LEARNING

1. Encourage students to conduct further research on Igor Gouzenko, NATO, the Warsaw Pact, or NORAD, and present a brief oral report or prepare a visual display.
2. Have students create a visual timeline of the Cold War to help reinforce the chronological sequence of events.
3. You may wish to use a jigsaw activity (see page 19) to examine the information in the Establishing Historical Significance feature “Canada as a Middle Power” on pages 396–397 instead of completing it as a whole-class activity.

## CHAPTER 13 QUESTIONS AND ACTIVITIES (PAGES 398 AND 399)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and 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 399)**

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 to the class the Steps To Your Challenge from page 399. Have students complete the necessary work to fulfill this stage of the challenge.

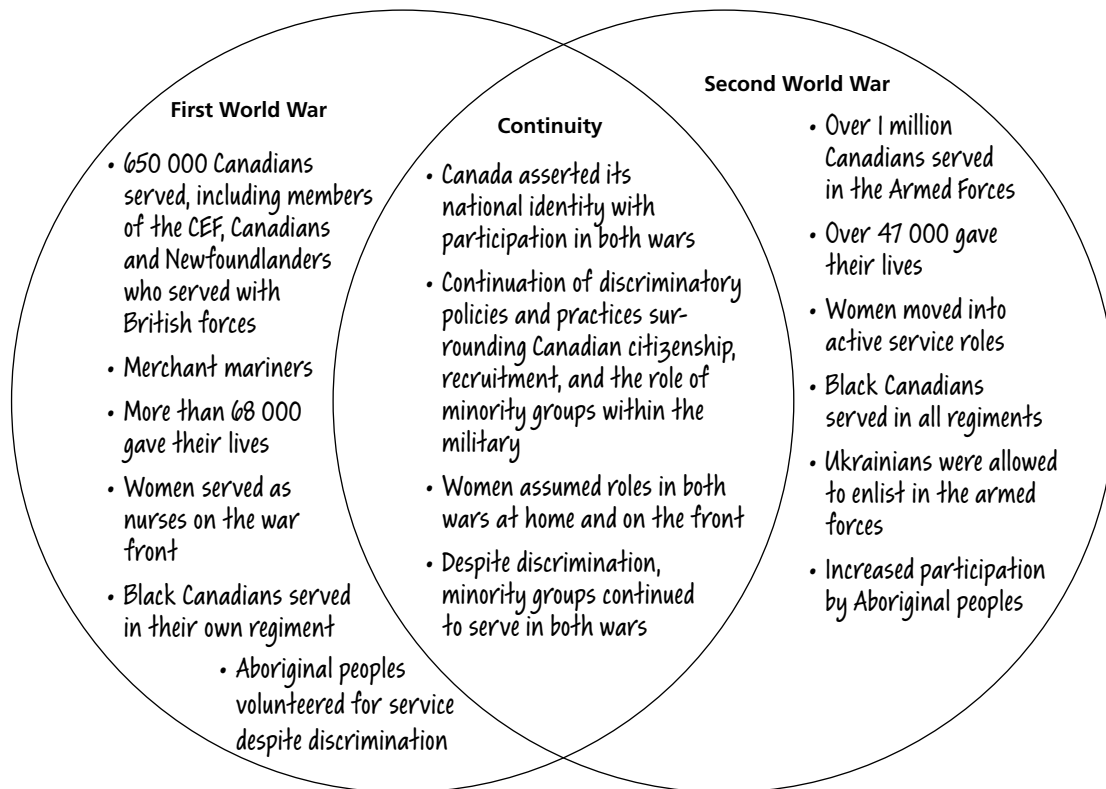
**POSSIBLE RESPONSES TO CHAPTER 13 QUESTIONS****Page 373****HTC Cause and Consequence**

Student responses will vary, but may discuss unresolved issues from the First World War. An example of this is the impact of the Treaty of Versailles that left Germany destitute. With crippling economic problems, and a desire for Germany's greatness to return, some Germans were easily swayed to support Adolf Hitler.

Students who disagree may focus on the issues that were more tied to situational aspects of the period following the First World War. The proper safeguards were not in place and allowed Germany the opportunity for rearming. Also, the far-reaching effects of the Great Depression made many countries in the League of Nations eager to focus on their own economic issues rather than engage in stopping Hitler's growing demands for power and territory.

**Pages 376–377****Identifying Continuity and Change: The Changing Face of the Canadian Military**

1.





2. Student responses will vary, but may focus on women being allowed to assume combat positions. Students may also examine the Canadian Forces' non-exclusion policies for minorities, as well as specialty recruitment programs for women and Aboriginal peoples.

**Page 378****HTC Ethical Dimensions**

Answers to this question will vary depending if students choose to support or refute the stance. Students who argue in favour of compensation for Second World War veterans who were prisoners of war may argue that they should be compensated for their suffering as they may have had a harder time adapting to life back home due to mental and physical trauma. Students may present an overarching ethical obligation to provide and care for such individuals. Those who argue against this may state that this is an inherent risk associated with soldiery. Some may also state that this harsh treatment at the hands of an enemy is not the culpability of the soldier's own government, and therefore does not require compensation.

**Page 380****Profile: Tommy Prince**

1. Students may discuss that while Tommy Prince's work to stop discrimination did not meet with immediate results, it may have played a key role in the long-term non-exclusion policies of the Canadian Forces. Prince's bravery may have inspired more First Nations, Métis, and Inuit peoples to enlist with the Canadian Forces and thus given them a louder voice in demanding change against discrimination.
2. Student research will vary, but may include such individuals as: Charles Byce, Brigadier Oliver Milton Martin, and David Greyeyes. (Based on information taken from the web site of the Saskatchewan First Nations Veterans Memorial.)

**Page 384****Recall...Reflect...Respond**

1. Student responses will vary, but may include the following ideas: Canada was not militarily ready to fight in another world war; during the Great Depression, Canada was following the popular isolationist policy of the times, abstaining from political and economic entanglements with other nations; Canada was following Britain's lead in the policy of appeasement.
2. Criteria developed by students will vary, but could include such domains as the effectiveness of military efforts, or of the level of public support tied to a specific contribution. Students should be encouraged to build an appropriate and meaningful scale of measure. It may be useful to set criteria with students using one or two examples generated in a large-group setting. Once information is prepared and tied to specific contributions, students could then defend their decision as to which was the most significant contribution.
3. Student responses will vary, but could examine the ways in which losses at Dieppe helped to build more effective strategies for Operation Overlord (D-Day). A journalistic report at the end of the war might report Dieppe as a colossal blunder or as a tragedy, while it is quite probable that others would evaluate Dieppe as a necessary step in the process leading to the victory of the Allies in the Second World War. Assessment in the present-day may differ because historical objectivity will carry a larger weight than the high emotion that would likely have been present in writing produced during the war.

## Page 388

## Considering the Ethical Dimensions of History: The Japanese Internment

1. Students may suggest that ethically, the Canadian government could make decisions that still adhere to the principles, values, and rights found in the *Canadian Charter of Rights and Freedoms*.
2. Student responses will vary as they evaluate and pass judgement on the nature of the Canadian government's restitution and apology to Japanese Canadians interned during the Second World War. Some students may argue that the compensation was of a sufficient measure and amount. They might indicate that funds were provided for the promotion of human rights and for educational, social, and cultural activities to benefit the Japanese Canadian community, and that remediation is complete. Those who say the opposite may base their view on the fact that redressing the Japanese internment does not make up for the historic wrong, and that more needs to be done to ensure that a similar situation never reoccurs.

## Page 389

## Recall...Reflect...Respond

1. Cost-benefit chart to identify and evaluate the ways Canadians contributed to the war effort (answers may vary but may include):

Contribution to War Effort	Associated Costs	Associated Benefit
<p><b>The War Industry:</b></p> <ul style="list-style-type: none"> <li>- the war industry generated a high level of production in a short time. This included: <ul style="list-style-type: none"> <li>- 4047 naval vessels</li> <li>- 16 418 aircraft</li> <li>- 815 729 military vehicles</li> <li>- guns, munitions, and other supplies and materials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- there are estimates of \$10 billion (equivalent to \$100 billion today)</li> <li>- the war industry dictated what businesses would produce</li> </ul>	<ul style="list-style-type: none"> <li>- the war industry brought Canada out from the problems of the Great Depression</li> <li>- women were given opportunities in the work force</li> </ul>
<p><b>Agricultural Production:</b></p> <ul style="list-style-type: none"> <li>- food production and agricultural products were directed to the war effort</li> <li>- changing demographics within the labour force as 800 000 women worked the farms as their sons, fathers, brothers, and husbands enlisted for military service.</li> </ul>	<ul style="list-style-type: none"> <li>- changing traditional roles of men and women</li> <li>- many farms were directed on what to grow</li> </ul>	<ul style="list-style-type: none"> <li>- food, materials, and supplies needed for the war effort</li> <li>- growing diversification of crops</li> </ul>
<p><b>Legislation and Organizations for Economic Control:</b></p> <ul style="list-style-type: none"> <li>- Prime Minister Mackenzie King created the Wartime Prices and Trade Board</li> <li>- this organization had the power to control the economy, level inflation, control supply and demand of goods and services (rationing), and freeze wages and prices</li> </ul>	<ul style="list-style-type: none"> <li>- the control of the market may have, in some cases, lowered the profit margins for some industries</li> </ul>	<ul style="list-style-type: none"> <li>- the government was able to meet the demands created by the war effort with limited scarcity</li> </ul>

Contribution to War Effort	Associated Costs	Associated Benefit
<p><b>British Commonwealth Air Training Plan:</b></p> <ul style="list-style-type: none"> <li>- the development of:               <ul style="list-style-type: none"> <li>-107 flight schools</li> <li>- 184 support sites</li> </ul> </li> <li>- the training of:               <ul style="list-style-type: none"> <li>-544 pilots</li> <li>-340 navigators</li> <li>-580 wireless operators and gunners</li> </ul> </li> </ul> <p>(per four week training cycle)</p>	<p>- extreme high costs of funding the training program</p>	<ul style="list-style-type: none"> <li>- crews represented half of all the crews on British and Commonwealth planes</li> <li>- the BCATP trained 131 553 air crew and about 80 000 ground crew</li> </ul>

2. Student responses may vary, but should address the nature of the quotation and how it presents an attempt to politically temper the conscription issue for Prime Minister Mackenzie King. Mackenzie King likely used the phrase to project an idea to Canadians that he would not be making a prime ministerial decision alone, but that a plebiscite would determine the next course of action, if necessary.

### Page 390

#### HTC Historical Significance

The United Nations' priority of creating the Universal Declaration of Human Rights may have stemmed from the horrors of the Second World War and the human rights violations that happened during the Holocaust. Students may suggest that UN members realized that one of the fundamental building blocks of peace would be to secure human rights around the world.

### Page 392

#### HTC Ethical Dimensions

Student responses will vary but may include that by using innocent-sounding terms such as *arms race* or *mutual deterrence*, governments were preventing citizens from understanding the true severity of global tensions and the possible impact of a nuclear war.

### Page 393

#### Viewpoints on History: The Avro Arrow

1. The Avro Arrow has been called Canada's "national dream" by many. Students may suggest that it represented the fact that Canada could produce a technical product that was the best in the world. The Avro Arrow was the culmination of Canadian science, technology, and ingenuity. Students may suggest that the Avro Arrow was Canada's "coming of age" in terms of the technology and science industry.
2. Student responses will vary, but should provide clear reasoning and recommendations to the Prime Minister about the Avro Arrow project.

**Page 395****Recall...Reflect...Respond**

1. Student answers will vary, but should be based upon facts and logical reasoning.
2. Student responses will vary, but should address the political complexity surrounding any decision by the Canadian government to allow a place of haven for people fleeing military service in their own country of origin. Students may remark on the political diplomacy required for such a decision. There would at the very least be some amount of tension between Canada and the nation in question. Student responses should also examine how a nation might react if Canada provided haven for one of their citizens.

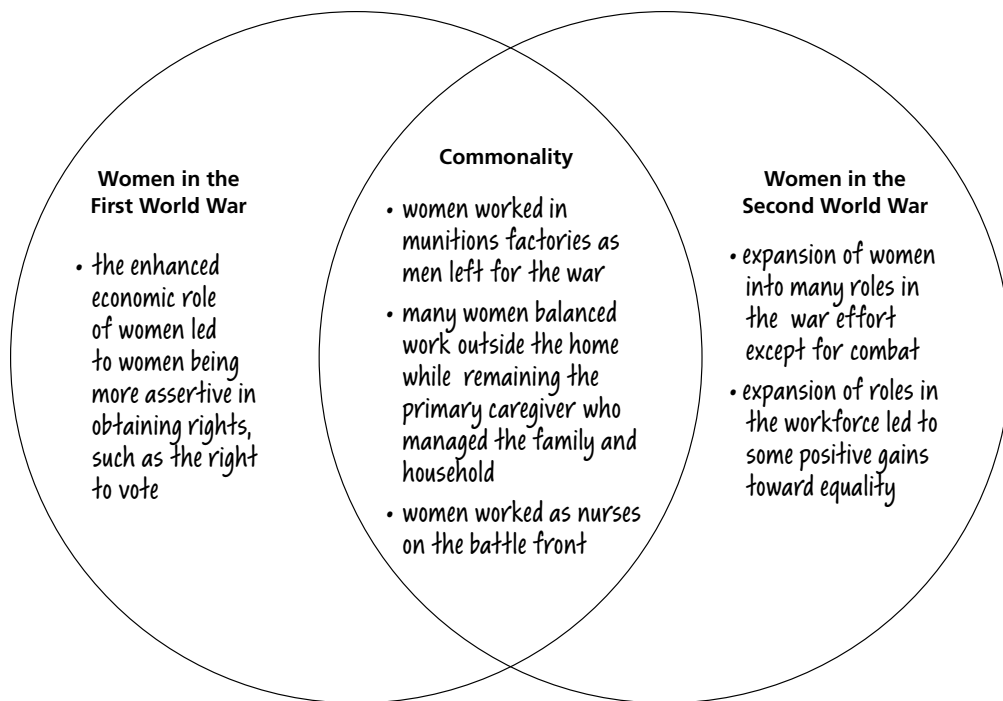
**Page 397****Establishing Historical Significance: Canada as a Middle Power**

1. Students may suggest that the historical significance of Canada defining itself as a middle power during and after the Cold War was that it marked efforts to define its own foreign policy, and was a continuation of Canada's growing autonomy from other nations such as Britain and the United States.
2. Students may identify different points that a veteran of the peacekeeping force that went to the Suez Canal would mention to their grandchildren. Students may suggest that this mission was the start of peacekeeping, and helped Canada to define its national identity.
3. Student responses could draw upon many possible examples to demonstrate how the decisions of Pearson, Diefenbaker, and Trudeau were historically significant for Canada. The evidence presented in the response should show the independent nature of the decisions. Responses should also show that such decisions were made with the best interests of Canada in mind.

**Pages 398–399****Chapter 13 Questions and Activities**

1. There are many possible selections that students may make when developing a reflection on the Essential Question for this chapter, "How was Canada's presence on the world stage shaped by its role in the Second World War?" Student responses will likely vary but could include answers similar to the following:
  - a) There are many issues from the Second World War and afterward that Canada responded to:
    - Politics surrounding human rights violations during the Second World War and the efforts of such individuals as John Humphrey (principal author of the Universal Declaration of Human Rights, 1948) and John Diefenbaker (Prime Minister at the time of the Bill of Rights, 1960).
    - Politics surrounding the proliferation of nuclear weapons. Canada could be seen as a nation that tried to mediate and to diplomatically stabilize the arms race.
    - Politics surrounding the spread of communism. Students may note that Canada contemplated the validity of its relationships with communist nations. Canadian governments carefully manoeuvred through cumbersome Cold War philosophy, and in time, made choices that fostered international relationships with the intention of bridging the gap between ideologies and political systems that subscribed to opposing ideals and values.

- b) The nature of the responses defining the consequences as positive, negative, or mixed, will vary with the interpretations made by students.
- c) Student answers will vary, but should discuss how each response helped Canada forge its own foreign policy and national identity.
2. a) The level of responsibility held by governments, such as Canada, can be argued from several angles. Some students may suggest that nations who allowed policies of appeasement to exist are culpable, or at the very least complicit, in the devastation of the Second World War. Others may argue that given the fear of another Great War, the economic complexities of the time, and the growing military strength of countries such as Germany, Japan, and Italy, appeasement was warranted.
- b) Students may offer the response that these governments may have learned that it is futile to permit the appeasement of tyrannical leaders who have agendas characterised by the acquisition of power.
3. Venn diagrams may include information such as:



4. Student responses will vary, but many may agree that it is fair for people in the twenty-first century to judge the actions the government took during the Second World War.
5. Student responses will vary depending upon which news articles they review and where they note Canada exhibiting, or not exhibiting, international responsibilities.
6. Student responses will vary depending on the veterans group they choose to research.
7. Student responses about the ethics surrounding the use of the first atomic weapons by the United States will vary. Ensure that their questions allow for the further exploration of the ethical dilemma of Truman's decision to use the weapons against Japan.

