

CANADIAN
CIVIL LIBERTIES
ASSOCIATION



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LIBERTES CIVILES

Teacher's Guide to the Learning Unit Civil Liberties in Pre-Charter Canada

Introduction to the Canadian Civil Liberties Association

The CCLA fights for the civil liberties, human rights, and democratic freedoms of all people across Canada. Founded in 1964, we are an independent, national, non-governmental organization, working in the courts, before legislative committees, in the classrooms, and in the streets, protecting the rights and freedoms cherished by Canadians and entrenched in our Constitution.

Each year the CCLA's education arm leads thousands of young Canadians from kindergarten to postgraduate levels through explorations of rights, freedoms, and civil liberties, building students' critical thinking skills, and their ability to engage in hard conversations on the controversial topics that arise in a diverse democracy such as Canada. The CCLA also develops teaching resources suitable for classrooms across Canada, including this Learning Unit.

Overview: Civil Liberties in Pre-Charter Canada

This learning unit is designed to help students engage critically with civil liberties issues in the past in order to develop a more nuanced approach to the rights and freedoms issues of today.

Designed to complement curriculum focusing on post-World War II Canada, the unit is an excellent pre-activity to launch into an exploration of the Charter of Rights and Freedoms. The unit explores three examples of critical importance in the history of civil liberties in pre-Charter Canada:

- *The Gouzenko Affair 1945;*
- *The October Crisis 1970; and*
- *The Toronto Bathhouse Raids 1981.*

The unit also takes a brief look at the 1960 Bill of Rights and the birth of the Canadian Civil Liberties Association (CCLA) within the historical timeline between 1945 and 1982.

Curricular Links

The unit touches on many expectations of the Canadian-wide curriculums such as:

- British Columbia and the Yukon - Law Studies 12
- Alberta - Canadian History 20 and 30, Social Sciences 20 and 30
- Saskatchewan - History 10, 20, 30, Social Studies 10, 20, 30 and Law 30
- Manitoba - Grade 11 History of Canada, Grade 12 Law
- Ontario - Canadian History Grade 10 and 12, Civics Grade 10, Law Grade 11 and 12
- Newfoundland - Social Studies 1202, 2201, 2202
- Nova Scotia - Canadian History 11
- PEI - Canadian Studies CAS 401A, Canadian History HIS621A, Intro to Law LAW521A, and Canadian Law LAW531A
- New Brunswick - Canadian History 122, Law 120, Political Science 120, Social Studies 9 and 10.
- Northwest Territories - Social Studies 10, 20 and 30
- Nunavut - Social Studies 10, 20, and 30

Learning Outcomes

Students should finish the unit with knowledge of the historical development of Canada's rights framework leading up to the entrenchment of the Charter in 1982. Three interesting cases are discussed which highlight rights abuses that occurred in pre-Charter Canada and the resulting response from the public and civil liberties and human rights organizations. Analysis of these cases will support students' critical thinking skills and historical knowledge development.

Unit Components

- Civil Liberties in Pre-Charter Canada Teachers Guide (this document)
- [Civil Liberties in Pre-Charter Canada Prezi slide deck](#)
- [Civil Liberties in Pre-Charter Canada Prezi video with voice over](#) (15 minutes)
- [Civil Liberties in Pre-Charter Canada Prezi guide](#)
- [Civil Liberties in Pre-Charter Canada Student Worksheet](#)

Supplementary Materials

- Ottawa Citizen's 15 Canadian Stories series presents The Gouzenko Defection [[Video](#)]
- Former CCLA Executive Director and General Counsel Alan Borovoy describing the October Crisis and CCLA's response. [[Video Part 1](#)] and [[Video Part 2](#)]
- Brent Hawkes, Alan Borovoy, Gordon Cressy and June Callwood speak out against the Toronto Bathhouse Raids at a press conference calling for police accountability [[Video](#)]
- Historica Canada animated storytelling of the Bathhouse Raids [[Video](#)]

Unit Length

This unit, including classroom discussions, can be completed in 1 classroom period (1 hour and 15 minutes).

Online Teaching Strategies

If you work in an online or blended learning environment this Learning Unit presentation can be posted on your Learning Management System (LMS). The Prezi slide deck cannot stand alone and we recommend making it available to students along with the Prezi guide. A guided video presentation of the Prezi with audio is also available to allow for asynchronous learning when an online teacher-led presentation is not possible. It is approximately 15 minutes.

In Class Teaching Strategies

If you are presenting the Learning Unit using the Prezi slide deck in a traditional classroom setting the first thing to do is familiarize yourself with the Prezi video and/or guide. The

discussion questions on the worksheet can be incorporated as a written component or a classroom discussion. Some ideas for structuring conversations are below:

1. [Teaching Strategy #1: Think-Pair-Share](#)

Think-Pair-Share is a simple strategy to facilitate. The question is posed to the class. Each student thinks independently about their response to the question. After a period of time, students share and discuss their responses with a classmate. The teacher then elicits responses to the question from the class, taking care that all salient points to the discussion are heard.

2. [Teaching Strategy #2: Concentric Circles](#)

Arrange the students in two groups according to initial beliefs on the subject. One group sits in a circle and the second group forms a circle around them. The inner circle begins the discussion while the outer circle listens. After a period of time, the circles switch positions and the second group leads discussion of their opinions. After all salient points have been explored the teacher summarizes the two positions.

3. [Teaching Strategy #3: Journalling](#)

This strategy is less public than the other two. The question is posed to the class and students write down their initial reaction to the question. Then the Concentric Circles exercise takes place (Teaching Strategy #2). After the first round of discussion, students return to their journals to write down if and how their thinking has changed. A third period of journaling takes place after the second round of discussion. The teacher gathers the journal entries at the end of the class for review.

Complement this Learning Unit with other CCLA resources and programs:

- Learning Units
 - [The Right to Protest](#)
- Information Sheets
 - [Equality Rights](#)
 - [Freedom of Expression](#)

[Freedom of Religion](#)

[The Acorn \(Oakes\) Test](#)

[How to Disagree](#)

- **Chernos Contest**

Each year the CCLA facilitates the nation-wide, high school Chernos Contest that explores civil liberties issues we are currently working on. Students select one of four questions, analyse rights and freedoms from multiple perspectives, apply *reasonableness* analysis, then conclude. Entries can be submitted as essays or video rants. The Chernos Contest makes a great ready-made assignment for a wide range of courses and offers cash prizes of up to \$500 for the top submissions.

<https://ccla.org/education/student-contests>

- **Workshops**

Each year we facilitate engaging, interactive classroom rights and freedoms workshops for 11,000+ elementary to post-graduate level students. Online workshops with a CCLA facilitator can also be arranged. [Request a workshop here](#)

- **Advocacy Toolkit**

Our comprehensive Advocacy Toolkit helps student activists develop skills needed for effective advocacy. <https://ccla.org/29725-2/>

Feedback and Queries

Your feedback is welcome, appreciated and can be submitted using our [feedback form](#). If you have any questions or concerns about the material presented please contact education@ccla.org.