



Canada and the Cold War: The Gouzenko Affair

Lesson 4 The Official Response to the Gouzenko Affair

Synopsis

Students will increase their knowledge about the nature of the Cold War in Canada by reading and examining the texts of two very important orders-in-council that in theory suspended the civil rights of all Canadian citizens. Federal officials claimed that there was a serious Soviet threat and that these measures were necessary to investigate and apprehend suspects of espionage.

Specific Expectations

Students will

- increase their understanding of Canada’s involvement in the Cold War;
- identify evidence of ‘special powers’ from documents;
- understand the significance of the *War Measures Act*;
- develop an organizer;
- demonstrate online research skills.

Preparation

1. Bookmark the “EvidenceWeb” (<http://www.collectionscanada.ca/education/sources>) section of Library and Archives Canada’s Learning Centre for orders-in-council P.C. 6444 (on p. 9), P.C. 411 (on p. 6) and Prime Minister King’s statement of February 15, 1946 (on p. 5) contained in “Documents relating to the proceedings of the Royal Commission...”, under the “Cold War” theme, or print the documents.



2. Print Handout 4.1: The Gouzenko Affair and the FLQ Crisis to be filled in by students.

Time

95 minutes

Process

Introduction (15 minutes)

1. Post and review the lesson agenda with your students:
 - Brainstorm on the *War Measures Act*.
 - Assess the documents
 - Work in groups
 - Create an organizer
2. Write “*War Measures Act*” on the board or overhead. Ask students:
 - Have you heard of this act?
 - What do you know about the act?
 - What powers does the act give to the prime minister and Cabinet? (Teacher may need to give some explanation of the act to the students.)
 - When was the act last used in Canada? (*The FLQ Crisis, October 1970. Cells of the Front de libération du Québec kidnapped the British Trade Commissioner to Canada and the Quebec Minister of Justice (later assassinated) in an attempt to satisfy certain political demands and to obtain the release of political prisoners.*)
 - What potential implications were there for average Canadians when the act was invoked?

Body of Lesson (60 minutes)

1. Divide students into pairs (student A and student B).
2. Ask students to examine the following documents and make point form notes in their notebooks using ‘the guide’ (Handout 1.1) and/or the questions listed below.
 - a. Ask student A to read, interpret and make notes on Order-in-Council P.C. 6444 (Oct. 6, 1945). Use the following questions as a guide:
 - What was the intent of P.C. 6444?



- Show evidence from the documents of special powers.
 - To whom were these powers given?
 - How do you interpret the RCMP's new role as a result of these special powers?
- b. Direct student B to read, interpret and make notes on Order-in-Council P.C. 411 (Feb. 5, 1946). Use the following questions as a guide:
- What was the purpose of this document?
 - What was the mandate given to the Royal Commission?
 - Show evidence of special powers given to the Commission.
 - Who headed up the Commission? Why?
- c. Instruct both students A and B to read, interpret, and make notes from Prime Minister King's statement of February 15, 1946. Use the following questions as a guide:
- What was the purpose of the announcement?
 - What justification did Prime Minister King give for his actions?
 - What do you think of the statement and the timing of the announcement?
3. After completing interpretations of the documents, request students to share and discuss the results of their work with their partner.

Conclusion (20 minutes)

1. Distribute Handout 4.1: The Gouzenko Affair and the FLQ Crisis
2. Ask students to begin an organizer (Handout 4.1) to compare the Gouzenko affair and the FLQ crisis of 1970. Direct them to search the Internet for more information about the FLQ crisis and the *War Measures Act* in order to complete the chart. Possible search engines: <http://www.google.ca> or <http://www.yahoo.ca>. (Organizers due next period.)
3. For additional information, suggest that students search these titles:
 - From the "EvidenceWeb" (<http://www.collectionscanada.gc.ca/education/sources/index-e.html>) section of Library and Archives Canada's *Learning Centre*, under the "Cold War" theme: "Top Secret: Draft Agreement on Procedure for Dealing with the Corby Case"
 - From The Diaries of William Lyon Mackenzie King website (<http://king.collectionscanada.ca/EN/default.asp>): King's notes for announcing the establishment of the Royal Commission on Espionage on February 15, 1946



Assessment Opportunities

1. Collect organizers for assessment.
2. Assess active participation of students during the process.

Extensions

1. Introduce and explain the concept ‘Act of Parliament’. How are these acts created? (*Votes of members of Parliament*)
2. Brainstorm the advantages and disadvantages of using acts of Parliament instead of orders-in-council to address major national crises. Develop a two-column chart on the board listing advantages and disadvantages. See also: *By Executive Decree* (<http://www.collectionscanada.ca/executive-decree>).

New Words

invoke: to put in place a law, policy or directive for immediate enforcement

mandate: authoritative order, command or permission to carry out a function

order-in-council: a special order with the force of law introduced by the prime minister and Cabinet and approved by the governor general. Members of Parliament have neither a vote nor any input into such orders

Privy Council (P.C.): a group set up to advise the Crown. It includes the current prime minister and members of his Cabinet, former prime ministers and their Cabinet ministers. Today, it usually refers to the current prime minister and members of the Cabinet

revoke: to cancel or discontinue

royal assent: the signing of a parliamentary bill into law by the governor general after the bill has passed through both houses of Parliament

royal commission: a special commission set up by the prime minister, Cabinet and governor general to investigate, report and make recommendations on special issues or emergencies