

The Persons Case



Acknowledgments

Authors of the lesson plan: Tifanie Valade and Béatrice de Montigny

Reviewed by: Members of the Framing Our Past 2.0 team
Lorna McLean, Sharon Cook, Rose Fine-Meyer, Marie-Hélène Brunet,
Janet Lee, Tifanie Valade, Béatrice de Montigny, Alexanne Levesque, and
anonymous reviewers.

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Introduction

In 1927, a group of five women, led by Emily Murphy, Alberta's first female judge, initiated a legal challenge against the narrow interpretation of the Constitution that did not consider women to be "persons." The government would not appoint women to the Senate, arguing the British North America Act (now known as the [Constitution Act, 1867](#)) did not include women as "qualified persons," as the act used the word "persons" in the plural sense, using the word "he."

This legal battle, now an important part of the history of women in Canada, and legal interpretations of the Canadian constitution, is known as the Persons Case. The Judicial Committee of the British Privy Council's decision to recognize women as persons led some women to be appointed to the Senate and other public bodies. Despite the success of the "Famous Five's" demands, many were excluded from the benefits brought by the Privy Council's decision. It did, however, allow women greater participation in political life and was

an important part of the struggle for gender equality in Canada. It was also notable for opening doors to constitution interpretation. The celebration of the women involved in the Persons Case as feminist pioneers, has recently been contested because of their involvement in eugenics movements. By studying the various historical aspects of the Persons Case and its repercussions, students will utilize their critical thinking skills and broaden their knowledge of women's history in Canada.

Grade and strand:

Canadian History since World War I,
Grade 10 (CHC2D), Strand
Canada: History, Identity, and Culture,
Grade 12 (CHI4U), Strand A, D, E

Lesson Topic (s):

Women's rights; women's sense of
belonging and contribution to society;
political life in the 20th century

Lesson Framing Critical Questions:

- A) What role does the Persons Case play
in the history of women in Canada?
What image of "women" does it evoke?
- B) What are the results of excluding
certain women from the benefits of the
Persons Case, and what controversies
surround the legacy of the "Famous
Five" (also known as the "Famous 5")?
-

Estimated Lesson Length (s):

Two to three class periods.

Lesson Planning and Program Expectations

Grade 12, CHI4U: Canadian History: Identity and Culture

Grade 10, CHC2D: Canadian History Since the First World War

Overall Expectations and Related Concepts of Historical Thinking

Relevant Curriculum Expectations

Specific Expectations:

A1. Historical Inquiry

1.1 formulate different types of questions

1.2 select and organize relevant evidence and information

1.3 assess the credibility of sources

1.4 interpret and analyse using various tools, strategies, and approaches

1.5 use the concepts of historical thinking

1.6 make informed judgements or predictions

1.7 communicate their ideas, arguments, and conclusions using various formats and styles

1.8 use accepted forms of documentation

1.9 use appropriate terminology when communicating the results of their investigations

A2. Developing Transferable Skills

2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues in order to enhance their understanding of these issues and their role as informed citizens

D. CANADA, 1867–1945

D1. Setting the Context

D1.1 analyse some key social developments as well as dominant social attitudes and values during this period, and assess their significance for the development of Canada, including the development of identity in Canada

D1.5 analyse how key political developments during this period contributed to the development of Canada, including the development of identity in Canada

D2. Interactions and Interdependence

D2.3 analyse the goals, strategies, and effectiveness of a variety of reform movements/organizations during this period

D3. Diversity and Citizenship

D3.1 explain the contributions of various individuals to Canadian society and politics during this period

A. Historical Inquiry and Skill Development

Specific Expectations:

A1. Historical Inquiry

1.1 formulate different types of questions

1.2 select and organize relevant evidence and information

1.3 assess the credibility of sources

1.4 interpret and analyse using various tools, strategies, and approaches

1.5 use the concepts of historical thinking

1.6 make informed judgements or predictions

1.7 communicate their ideas, arguments, and conclusions using various formats and styles

1.8 use accepted forms of documentation

1.9 use appropriate terminology when communicating the results of their investigations

A2. Developing Transferable Skills

2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues in order to enhance their understanding of these issues and their role as informed citizens

B. CANADA, 1914–1929

B3. Identity, Citizenship, and Heritage

B3.3 describe some significant developments in the rights and lives of women in Canada, including First Nations, Métis, and Inuit women, during this period

C. CANADA, 1929–1945

C1. Social, Economic, and Political Context

C1.5 describe the main causes of some key political developments and/or government policies in Canada during this period, and assess their impact on non-Indigenous groups in Canada

C1.1 describe some key social changes in Canada during this period, and explain their main causes as well as their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities

C3. Identity, Citizenship, and Heritage

C3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period, and assess the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

E. CANADA SINCE 1945

E1. Setting the Context

E1.1 analyse key social/cultural trends and developments in Canada during this period, including changes in social attitudes/values, and assess their significance for the development of Canada, including the development of identity in Canada

E2. Interactions and Interdependence

E2.1 explain the context for the development of various reform movements in Canada during this period, and evaluate the success of some of these movements

E2.2 analyse some significant instances of social and political conflict in Canada during this period

E3. Diversity and Citizenship

E3.1 explain the contributions of various individuals to Canadian society and politics during this period, and assess their impact on identity, heritage, and/or citizenship in Canada

E3.2 analyse how the lives, roles, and rights of Canadian women changed during this period when analysing current social, economic, and/or political issues

D. CANADA, 1945–1982

D1. Social, Economic, and Political Context

D1.5 describe some key political developments and/or government policies in Canada during this period

D2. Communities, Conflict, and Cooperation

D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period

D3. Identity, Citizenship, and Heritage

D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period, and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

E. CANADA, 1982 TO THE PRESENT

E1. Social, Economic, and Political Context

E1.1 describe various social and cultural trends and developments in Canada since 1982

E3. Identity, Citizenship, and Heritage

E3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982, and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada

Lesson Learning Goals/Objectives:

(Learning goals can be communicated with learners as follows: We are learning about.../ We are learning how to...)

- Students will develop an intersectional feminist lens to analyze historical events and experiences from the perspective of women of diverse identities, while acknowledging the points of view that are missing
 - Students will improve their writing, speaking and listening skills by participating in reflective writing assignments and class discussions/debates
 - Students will learn about the legal status of women before and after 1929
 - Students will reflect critically about the place occupied by various women's groups in politics since 1929
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Links to Historical Thinking Concepts:

Historical Significance

Historical Significance

In this lesson, students will identify the historical significance of feminist movements from the early 20th century to the present day. Students will evaluate whether women's lives are better today thanks to the activism of feminists such as the Famous Five. They will analyze whether the resolution of the Persons Case paved the way for all women in politics. Students will consider the historical importance given to "exceptional" historical figures.

Primary Sources:

Students will evaluate biases and omissions in primary sources, such as newspaper excerpts from this historical period. They will learn to evaluate which voices are included and which are omitted, and which opinions are brought forward in public discussions about the role of women in politics.

Continuity and Change

This lesson focuses on the legal change in the status of women under the Constitution Act, 1867. That said, the Famous 5 do

not represent the voice of all women in Canada. In this lesson, students will learn which voices were omitted (Indigenous women, immigrant women, etc.) and they will examine the changes that have occurred in the participation of different groups of women in politics over time.

Cause and Consequence

Students will critically evaluate the reasons why the Famous 5 challenged the legal system, in court, to have women's status as "persons" recognized, as well as both the consequences of this battle and the final verdict.

Historical Perspectives

The omission of the broader historical perspectives of several women's groups meant that society's understanding of the Person Case in particular, but also of the rights and legal status of several women's groups, is distinctly limited. By highlighting the historical perspective of these women's groups, students will be able to better understand ongoing struggles and societal issues.

Links to Anti-Racism, Diversity, Equity, and/or Transformative Justice:

- Students are encouraged to engage in a critical understanding of how class and gender and other aspects of identity are represented in the documents (diversity and equity).
- Students reflect on the impact of law on their own lives and how it is possible to contribute to the advancement of certain legal causes (transformative justice).
- Students will study intersectional gendered inequalities in political life, and in law, that affect multiple identities such as race, ethnicity, sexual orientation, and immigration status (diversity and equity, anti-racism).

Part 1: Minds On



Activity 1: Women's rights

Targeted question: Throughout Canada's history, what rights have been granted to men but not to women? Does the term "women" apply to all groups of women?

In small groups, conduct online research to answer the following questions:

A. When did women gain the right to do the following activities in Canada?

Find as many answers as you can in the time allotted. Fill in the table and then write the dates in chronological order above the timeline.

Right	Year
Open a bank account or get a credit card	
Become a homeowner	
Vote	
Divorce	
Run for federal office	
Enter higher education	
Access to the profession of lawyer or doctor	
Continue working after marriage, or during or after pregnancy	
Be paid equally to men for equal work	
Hold a seat in the Senate	

B. Did all Canadian women have the rights listed above at the same time?

Let's take the right to vote in federal elections as an example. Read [the information from Elections Canada](#) and add to the timeline the dates when various groups of women obtained the right to vote (Black women, Indigenous women, women of Asian or South Asian origin, etc.).

Group of Women	Year Obtained Right to Vote
Black women	
Indigenous women	
Women of Asian or South Asian origin	
Other groups	

C. Choose one of the groups of women who obtained the right to vote later than 1929 and find three reasons that could explain this disparity.

Complete the table below.

Group chosen	Reason 1	Reason 1	Reason 1

D. Compare your answers with those of another group.

Question: Compare your answers with those of another group.

- What similarities do you notice?
- What differences exist?
- How might these differences affect your understanding of women's rights in Canada?

Activity 2: The Persons Case

Targeted question: What is the central question in the Persons Case? Who is involved?

As a class, watch the Heritage Minute and this video about the [Famous Five](#). Then, read sections 23 and 24 of the [British North America Act, 1867](#).

1. According to the British North America Act, what conditions must be met to qualify for a seat in the Senate? What groups of people do these conditions exclude?
2. What characteristics do the Famous Five have in common (age, social class, ethnicity, civil status, occupation, etc.)? How are they different?
3. Do the Famous Five's demands for the right of women to be appointed to the Senate include all Canadian women? Name a few groups of women who were excluded from it.

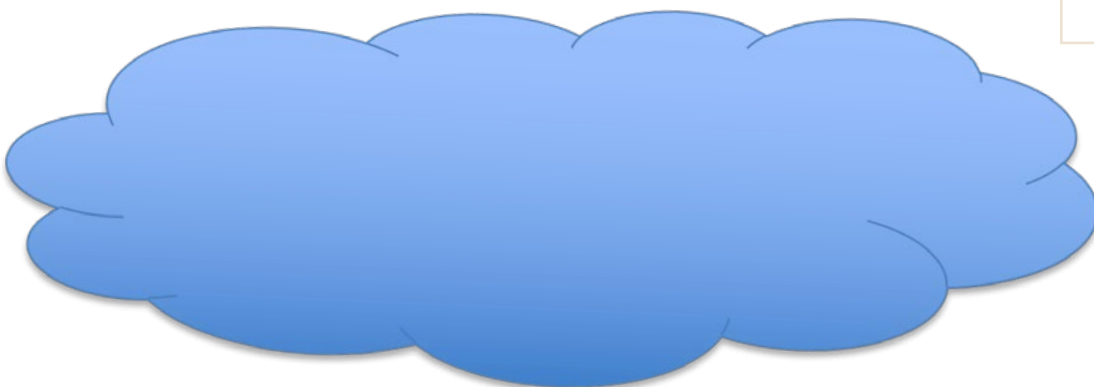
Part 2: Inquiry Work

Activity 1

Targeted question: What image of women and femininity is linked to the Persons Case?

A. Analyze the political cartoon published in the Vancouver Sun on May 11, 1928 (see [Appendix A](#)).

1. As a large group, write in the cloud the words that come to mind describing the women depicted and their “role” in Canadian society at that time.



2. What definition of femininity can we attribute to this political caricature? What concerns about women in politics might this depiction suggest?

B. Despite their efforts, none of the women who made up the Famous Five ever held a seat in the Senate. Cairine Wilson, a white Anglophone woman, was the first woman appointed to the Canadian Senate in 1930. In small groups, read of Cairine Wilson, as well as [her speech on her appointment to the Senate](#), published in Debates of The Senate of The Dominion of Canada in 1930 (see [Appendix A](#) for the French version published in Le Devoir on February 27, 1930). Then, answer the following questions:

1. What aspects of Mrs. Wilson's life might have prompted Mackenzie King's government to appoint her to the Senate?
2. In her speech published in Le Devoir, to what image of “woman” does Mrs. Wilson appeal? Who is excluded from this image?
3. What restrictions could this image of women and femininity have imposed on women in politics at the time?

Materials and Set Up:

Primary and secondary sources, visual and textual

Teaching strategies:

Collaborative learning, inquiry-based learning, debates, differentiated teaching

Assessment:

Creation of a video clip, analysis of primary and secondary sources, opinion text

Accommodations:

Offer students choices in terms of the production, work in teams or alone, limit the number of sources to be consulted

Activity 2

Targeted question: What are the experiences of women from diverse backgrounds in Canadian politics?

A. The chart below indicates the date of appointment of the first women from linguistic, racial, ethnic, sexual and other diverse backgrounds to the Senate. Profiles of each of these senators can be found in [Appendix C](#).

Name	Ethnicity and/or community	Date of appointment
Marianna Beauchamp Jodoin	First white francophone woman appointed to the Senate	1953
Anne Cools	First Black woman appointed to the Senate	1984
Marie-Paule Charette-Poulin	First Franco-Ontarian woman appointed to the Senate	1995
Thelma Chalifoux	First Indigenous and Métis woman appointed to the Senate	1997
Vivienne Poy	First Chinese Canadian woman appointed to the Senate	1998
Mobina Jaffer	First South Asian and Muslim woman appointed to the Senate	2001
Kim Pate	First lesbian woman appointed to the Senate	2016
Chantal Petitclerc	First woman with a disability appointed to the Senate	2016

B. In small groups, choose a senator from the list in [Appendix C](#). After reading her biography and watching the associated video (about 5 minutes long), create a short “Tiktok”-style news report of up to 2 minutes that answers the following questions. Once completed, share the videos with the class.

1. What topics does she bring forward in her role as Senator?
2. What obstacles did this Senator face in her personal and professional life? How did these obstacles differ from those faced by the Famous Five and Mrs. Wilson? Why?
3. Do you think the Senator’s presence in politics changed the way women are represented in politics in the Canadian collective understanding? If so, how?

Activity 3

Targeted question: What parts of the history of the Famous Five controversial?

A. Read Caroline Jacquet's text «[Commémorer quelle histoire féministe?](#)». (see English translation in [Appendix B](#))".

1. In small groups, look up the definitions of these words in the text:

Word	Definition
Colonialism	
Racism	
Ableism	
Eugenics	
Genocide	

2. In small groups, look at the photo of the Famous Five statue (see [Appendix A](#)). Produce a text in the form of an editorial or open letter describing what we should do about the Famous Five monument in response to Jacquet's comments (e.g. modify it, leave it as it is, install it elsewhere, contextualize it, add to the narrative, remove it, etc.). You can also create a drawing, comic strip, poster or other artistic representation accompanied by a short text explaining your choices. Provide evidence to support your argument.

Part 3: Consolidation and Debrief

Conclusion and Action

Concrete consequences of learning, links with the present, gaps in learning and other questions

In [this article](#), Adèle Clapperton-Richard and Marie-Hélène Brunet suggest that women are still largely invisibilized in Canadian history. Simultaneously, they propose that adding so-called “exceptional” women to narratives is not enough to fill the gendered gaps in the historical fabric.

“If we start from this premise of the primacy of the individual and the intention to deconstruct it in historical writing, does the presentation of the exceptional destiny of a few women make up for their invisibilization in history? And above all, aren’t we witnessing the same rhetoric being applied here - that of revelation, of great heroic men, of destinies believed to be unique, or seen as the bearers of historical change? Can we move beyond this simple “sprinkling” of women in history?

Revealing only “influential” figures does not shed light on the social relations of power that have confined women to the private sphere, outside political and public structures, nor does it highlight the capacity for action of those whose lives have been more “ordinary”. Especially since the women most often named in this approach are white women from privileged backgrounds. We need to stop treating women’s history as the forgotten ingredient in a recipe! Too often we’ve sporadically added a few female faces in an attempt to fill in a largely incomplete historical narrative.” (translated)

- Students demonstrate and reflect on learning
- Students share their research work
- Provides opportunities for consolidation and action planning
- Links towards historical reflection questions

Exit Ticket:

1. Do you agree with Clapperton-Richard and Brunet’s argument? Why or why not?
2. How can we incorporate more stories so that all women or women’s experiences are better known? Where can we find traces of their stories?
3. What are some of the challenges of judging individual perspectives on events made in the past through a presentist lens? How can we ensure multiple voices from the past, and today, are included?

Appendix A: Resources



Inquiry Activities, Activity 1A: Political caricature, published in the Vancouver Sun newspaper, May 11, 1928. From Framing our Past (2001), p. 217.

Transcription:

Title: "Will She 'Crash the Gate?'". In English, "crash the gate" means to gain access to a place or event without paying, without being invited, or without being entitled to it. The title asks: "Will she enter without the right to do so".

Other texts on the gate, in descending order: Canadian Senate; British North America Act; Notice: a woman is not a "person" and must keep out; Supreme Court decision; Amendment to the BNA.

MME WILSON AU SÉNAT

TEXTE DU DISCOURS PRONONCÉ MARDI À LA SESSION FÉDÉRALE PAR MADAME LA SÉNATRICE WILSON.

Honorable Messieurs,

Je ne suis pas ici de par ma volonté. J'ai plutôt l'impression d'être au milieu de vous en service commandé. Inutile de dire que je n'ai pas recherché ce grand honneur de représenter la femme canadienne dans la Chambre Haute du gouvernement qui m'y appelle, je dis un sincère merci.

Au nom des femmes canadiennes, il convient également de lui exprimer ma profonde gratitude pour leur et avoir facilité l'accès en soumettant leur droit d'en faire partie à la décision des tribunaux. Je ne saurais oublier l'action de celles qui ont vaillamment porté notre cause jusqu'au Conseil privé de Sa Majesté. Les Canadiennes sont reconnaissantes de leur succès à ces femmes de volonté qui interviennent si bruyamment dans le débat et dont je m'honore de citer les noms: Mmes Juge Emily F. Murphy, Nellie F. McChung, Louise C. McKinney, Henrietta. Mrs. Edwards, Irene Parley.

Depuis toujours, je me suis intéressée à la chose publique, car j'ai grandi dans un milieu où la politique était l'élément principal des conversations et la grande préoccupation de tous. La connaissance d'idées avec Gladstone, Edward Blake et Laurier, l'ai tout naturellement depuis mon appel à une cause qui m'était chère, sans toutefois négliger mes devoirs domestiques.

Ni je fais cette déclaration, c'est que je veux, dès maintenant, doubler cette appréhension que la femme ne saurait s'occuper des intérêts de l'Etat sans déserter son foyer et sacrifier les devoirs qui lui imposent la maternité. Parfois je me surprends à sourire quand j'entends cet argument sur les livres de certains pères de famille qui se désolent complètement de l'éducation de leurs fils. Ce devoir sacré qui leur incombe, devient alors la charge exclusive de la mère.

L'homme en venant occuper un poste aux besoins matériels de la famille, s'occupe de la chose publique. Par contre, en travaillant le développement de toute obligation envers ses enfants? Et cependant nous entendons constamment les mères de famille se plaindre de l'indifférence du mari, quant à la surveillance et à la direction des fils.

Puisque l'avis de démontrer que, tant en s'occupant de la chose publique, la femme — la mère de famille — grâce à son instinct maternel et à son sens de la responsabilité, restera la fidèle gardienne du foyer.

J'espère que c'est pour moi un simple privilège que de vous adresser la parole en français. C'est la

4

Anouilles
nitrogène claires
= 100 watts
Prix de la Vente
Semestrielle . . . **.34**
3 pour . . . **1.00**
An ciqutier des Enon

Spécial du dernier jour
vendredi
Nombres limités à un prix très spécial
pour commandes reçues au magasin

NOTRE MODE DE
Méthode de transport aérien d'un
prix, souvent très avantageux avec
nos comptants, et le nôtre, à
partir de 10 ans

AD. CHENIERE
T. EAT
DE MI

Inquiry Activities, Activity 1B : Speech by Cairine Wilson, first woman appointed to the Senate, Le Devoir newspaper, February 27, 1930.

Cairine Wilson's speech in English:
https://parl.canadiana.ca/view/oop.debates_SOC1604_01/19



Inquiry Activities, Activity 3, A.2 : Photo of a model of the Famous Five monument. From Framing our Past (2001), p. 217.

Appendix B:

Translation of “Commémorer quelle histoire féministe?”

by Caroline Jacquet

Excerpt Below From:

Jacquet, C. (2016, 18 octobre). Commémorer quelle histoire féministe? Ricochet Média. <https://franco.ricochet.media/2016/10/18/commemorer-quelle-histoire-feministe/>

Their commemoration as feminist pioneers and national heroines, however, masks their participation in eugenicist discourses and policies aimed, in particular, at sterilizing those considered “feeble-minded”, racialized and indigenous. As feminists, it is essential to step back critically from a white nationalist feminist history that obscures the ongoing legacy of colonialism, racism and ableism.

The Famous Five, “our” heroines

The story of the Famous Five is most often told as the story of five “extraordinary” women whose battle is one of the milestones in Canada’s long march towards equality. According to the Famous 5 Foundation, Nellie McClung, Irene Parlby, Emily Murphy, Louise McKinney and Henrietta Muir Edwards have together “formed an unstoppable force that changed the world for women in Canada and throughout the Commonwealth”. They were thus elevated to the rank of national heroes. Since 2000, two identical statues, designed by Barbara Paterson, have paid tribute to them on Parliament Hill in Ottawa and on Olympic Plaza in Calgary, Alberta, where most of the Famous Five hail from. From 2001 to 2011, they are represented on the Canadian \$50 bill, and Nelly McClung is one of the Canadian women [in the running to appear on one of the new polymer bills](#).

It’s hardly surprising that Canada’s national narrative is based on the concealment of its racist, colonial and capacist history, thus avoiding recognition of the current transformations of these systems of oppression. On the other hand, it is far

more problematic that feminists should participate in the national commemoration of October 18 and reproduce, without questioning, this narrative of the Famous Five as feminist pioneers. Moreover, Marie-Jo Nadeau (2013) warns us against the temptation to integrate only superficially a critical distance from the Famous Five by celebrating them as “imperfect heroines” steeped in the prejudices of their time. Such a representation relegates racist, capacist and colonial oppressions to the past, obliterating both that they were already contested and that they are still, albeit differently, prevalent. It’s time, following the mobilization and research of racialized, indigenous and disabled feminists, to take the Famous Five off their pedestal.

The “forgetting” of eugenics

This is not to question the fact that the Famous Five had to contend for many years with patriarchal resistance from the political, legal and media establishment under the rule of Mackenzie King. Rather, it’s a matter of recognizing that they were also helping to build a white, Christian, colonial and “healthy” Canada. The term “eugenics” was coined in 1883 by Francis Galton, cousin of Charles Darwin. The eugenics movement, which subsequently spread widely across Canada, aimed to improve “the Anglo-Saxon race” by limiting the births of beings considered as inferior. The “mentally deficient”, racialized people and indigenous were considered predisposed to immoral and criminal behavior, such as alcoholism and “promiscuity”. Several Canadian provinces introduced sterilization policies, such as Alberta’s Sexual Sterilization Act of 1928.

Nevertheless, eugenics was an integral part of Canadian feminist history. Eugenics feminism justified the political role of certain women in white Canadian colonial society

as women responsible for the health and future of the Anglo-Saxon “race”. Among the propagandists of eugenicist and racist discourses and policies were three of the leading Famous Five: Nellie McClung, Emily Murphy and Irene Parlby. Concerned about “race” dereliction, the non-disappearance of natives and increased immigration, they campaigned for the sterilization of people, including women, whom they considered dangerous and unfit. Emily Murphy, for example, wrote: “[insane people are not entitled to progeny](#)”. As Canada’s (first) female judge, she transferred so-called “mentally ill” people to hospitals for sterilization.

As Karen Stote’s (2015) work on forced sterilization policies in Canada brilliantly reminds us, they were intertwined with colonialism from the outset. Indigenous people were disproportionately victimized by these policies in relation to their demographic presence. Examining all the mechanisms that led to the adoption and implementation of these practices (laws, judgments, hospital practices, etc.), she argues that these forced sterilizations of targeted populations are an integral part of colonial genocide. In addition, she shows the permanence of colonialism through the study of the multiple state resistances to recognition of these policies and compensation for the victims. In fact, Alberta’s sterilization law was only abolished in 1972.

Against an oppressive feminist history

It was therefore not for “all Canadian women” that the Famous Five fought. To obscure or minimize their eugenics is not only to make a historical error, it’s also to make a political choice: that of evacuating Canada’s colonial, racist and ableist history and ignoring its persistent impact on the systemic inequalities of our present.

Appendix C: Profiles

Senator profiles

Mariana Beauchamp-Jodoin

Biography: <https://histoiredesfemmes.quebec/pdf/Jodoin.pdf> (The information provided is in French; possible translation by AI when needed)

Video: <https://www.youtube.com/watch?v=2HOvNQWEmNs> (Subtitles available in English)

Anne C. Cools

Biography: <https://www.thecanadianencyclopedia.ca/en/article/anne-cools>

Video: <https://www.cpac.ca/on-the-bright-side/episode/profile-of-senator-anne-c-cools?id=640f6d82-48ea-41c2-92de-a0fba7e7cae2>

Marie-Paule Charette-Poulin

Biography: <https://www.lenouveliste.ca/arts/livres/2023/10/11/marie-paule-charette-poulin-pionniere-francophone-a-son-insu-IPYUGLNG-45HBNP5XKQYFLIKVVY/> (The information provided is in French; possible translation by AI when needed)

Video: <https://www.youtube.com/watch?v=PEDTizsfseg> (from minute 01:00 to 05:50) (Subtitles available in English)

Thelma Chalifoux

Biography: <https://www.thecanadianencyclopedia.ca/en/article/thelma-chalifoux>

Video: <https://www.youtube.com/watch?v=f-A-6WX-dmU>

Vivienne Poy

Biography: <https://www.thecanadianencyclopedia.ca/en/article/vivienne-poy>

Video: <https://www.youtube.com/watch?v=T3wenMXkqBQ>

Mobina Jaffer

Biography: <https://mobinajaffer.ca/about-me/>

Video: <https://www.cpac.ca/beyond-politics/episode/mobina-jaffer?id=03bcb800-ba93-4024-bc40-3597bbfb1b21>
(from minute 21:38 to 26:58)

Kim Pate

Biography: <https://sencanada.ca/en/senators/pate-kim/>

Video - Kim Pate in conversation with indigenous lawyer and activist Pam Palmater: <https://www.youtube.com/watch?v=2xAOIRnrum4>
(from minute 40:00 to 46:00)

Chantal Petitclerc

Biography: <https://www.thecanadianencyclopedia.ca/en/article/chantal-petitclerc>

Video: <https://www.youtube.com/watch?v=9TjzxduURDc>

Appendix D:

Bibliography

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