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| Activity 5: Canada During the Cold War: North of the Border |
| **Time Needed:** 225 Minutes  **Written By:** Kelly McCafferty  **Teaching Strategy**: Cooperative Learning |
| Description |
| Students will use a variety of cooperative learning strategies to uncover information about Canada’s involvement in the Cold War and the effects events/concepts had on Canada as a whole. They will use graphic organizers, visuals, and specific readings to discover how different events during the Cold War fostered paranoia and fear of communism and nuclear warfare within Canada. The majority of this activity will involve students working in groups to investigate specific historical events or concepts. Students will be responsible for gathering facts about the event, presenting their findings to the class, and ultimately evaluating the historical significance in relation to Canada as a whole. This activity includes a media focus which connects directly to the culminating activity. |
| Strands and Expectations |
| **Strands**  Communities: Local, National, and Global  Change and Continuity  Methods of Historical Inquiry  **Overall Expectations**  **COV.03** · evaluate the key factors that have led to conflict and war or to cooperation and peace.  **CCV.03** · demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.  **HIV.02** · critically analyze historical evidence, events, and interpretations;  **HIV.03** · communicate opinions and ideas based on effective research clearly and concisely;  **Specific Expectations**  **CO3.01** – demonstrate an understanding of the key factors that have led to conflict and war.  **CO3.03** – describe the key factors that have motivated people to seek peace and to cooperate with others.  **CC3.02** – explain how viewing events in chronological order and within a specific per iodization provides a basis for historical understanding;  **CC3.03** – explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis.  **HI2.03** – identify and describe relationships and connections in the data studied.  **HI2.04** – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations.  **HI4.01** – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently. |
| Prior Knowledge |
| * Students must have an understanding of the causes of the Cold War, alliances involved, and key events that had taken place globally. * Students must have been introduced to criteria for determining historical significance * Students must have previous experience working in cooperative group settings and use of graphic organizers. |
| Planning Notes  es |
| * Student handouts must be photocopied before beginning the activities * The teacher requires a lap top, which has access to internet, to view YouTube video * A projector is required to view short video clip * Photocopies of formative assessment checklist forms |
| Teaching and Learning Strategies  es |
| 1. The teacher will begin the class by presenting primary visual sources directly related to Canada during the Cold War period and the paranoia and fear associated with the Cold War. The teacher will split the class into 4 groups of 5 and assign each group to analyze one of the four primary visual sources (Two posters Appendix 7.1, 7.2 and two political cartoons Appendix 7.3). In order for students to report on their assigned source an “Analysis Worksheet” will be distributed to each group (“Poster Analysis Worksheet” Appendix 7.4, and “Cartoon Analysis Worksheet” Appendix 7.5). 2. Once groups have completed their “Analysis Worksheets” the class will engage in a group discussion about their findings. The teacher will encourage students to take note on any reoccurring themes discussed during the class discussion (e.g. fear of communism/nuclear warfare). 3. Now that the students have been introduced to the idea of the Cold War and Canada, the teacher will now present an eight minute YouTube video, “Canada in the Cold War”, related to Canada during the Cold War period and the paranoia and fear that ensued as a result. 4. Before viewing the video, students will be asked to each formulate three questions they have regarding what they will be learning about Canada during the Cold War. Students will be required to write the questions down on a piece of paper. 5. The teacher will begin the film clip, and play it or eight minutes. 6. The students will now be asked to complete a Think Pair Share activity. They will THINK to themselves and attempt to answer the three questions they previously created. After two or three minutes the students will be asked to discuss their ideas and answers with a PAIR. After five minutes the teacher will begin a class discussion by asking the students who would like to SHARE their questions and answers with the class. 7. The class will now split into 5 groups of 4, which will be randomly assigned by the teacher. The teacher will provide each student with a “Canada during the Cold War-Graphic Organizer” (Appendix 7.6). 8. The teacher will explain the activity to the students and answer any questions they may have. Each group will be responsible for becoming “experts” on one event in Canada during the Cold War and will teach the rest of the class about their topic. (*Cold War Comes to Canada (Igor Gouzenko)* Appendix 7.7, *The Suez Crisis* Appendix 7.8, *Canada as a Middle Power* Appendix 7.9, *Nuclear Weapons* Appendix 7.10, *Canada and the Vietnam War* Appendix 7.11). They will do this by reading a handout provided to each group, highlighting significant points by using the graphic organizer a guide, and discussing their topic as a group.      1. The teacher will ask students if they have any question about what the expectations are and will continue to review if necessary. 2. The groups will be given class time to investigate their topic, highlight the important ideas, and discuss their topic with their group. Ensure each group is staying on task. 3. Once the groups become “experts” on their assigned event/concept, groups will be responsible for acting out Canadian Television News Report during the time of which the group’s assigned event/concept took place. Essentially each group will be reporting on the specific event they have researched and at the same time teaching the class about that particular event. Groups need to pick an audience and foster an impression that there is widespread support for or opposition to an issue. Also students are encouraged to be creative.   **Criteria for Television News Report:**   * Where did the event take place? * When did the event occur? * Who was involved? * Summarize what happened during this event/time period. * How were Canadians involved or impacted by this?  1. The students will be responsible for creating a rough draft on what they plan to present during their Television News Report. Once they have created their rough draft, the teacher will check it over (visually assessing that the group understands their topic, and will communicate it effectively in class). If the assessment of the rough draft is satisfactory, the group will be given time to practice their roles and dialogue. 2. Each group will be given 5-7 minutes to present their Television News Report. The teacher will stress the importance of having each group member speak during the Report, to increase individual accountability. Students will then be responsible for answering any questions the students or teacher may have. 3. During each presentation the students are required to take point form notes on their “Canada during the Cold War-Graphic Organizer”. By the end of the presentations all students should have an understanding of all of the events, and will have completed all the section on the graphic organizer. During the presentations the teacher will assess groups by using “Canada and the Cold War Television News Report Checklist” (Appendix 7.12). 4. Teacher will collect “Canada during the Cold War-Graphic Organizer” form each student for assessment using “Graphic Organizer Formative Feedback Checklist” (Appendix 7.13). |
| Assessment and Evaluation |
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| Accommodations |
| * When considering the diverse learning needs of all students, this activity meets these needs through the use of various assessment tools and activity based learning (e.g. group discussion, brainstorming, graphic organizers, and presentations). * All of the tasks in this activity have cooperative based learning as their foundation. This mode of teaching promotes confidence, motivation and encourages students to interact in order to provide a positive and inclusive learning environment. * In addition, teacher will consider extension of timelines if required and have a vocabulary review list accessible. |
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| Resources  **Electronic Resources**  Canada in the Cold War <http://www.historyofrights.com/primarycartoonshtml>.  Canada's Human Rights History  <http://www.historyofrights.com/primarycartoonshtml>.  Propaganda Posters - <http://www.oddee.com>.  <http://www.trickey.ca> |
| Appendices |
| 7.1 Primary Source (Propaganda poster)  7.2 Primary Source (Propaganda Poster)  7.3 Primary Source (Political Cartoon)  7.4 Poster Analysis Worksheet  7.5 Cartoon Analysis Worksheet  7.6 Canada during the Cold War-Graphic Organizer  7.7 *Cold War Comes to Canada* Handout  7.8 *The Suez Crisis* Handout  7.9 *Canada as a Middle Power* Handout  7.10 *Nuclear Weapons* Handout  7.11 *Canada and the Vietnam War* Handout  7.12 Canada and the Cold War Television News Report Checklist”  7.13 Graphic Organizer Formative Feedback Checklist |