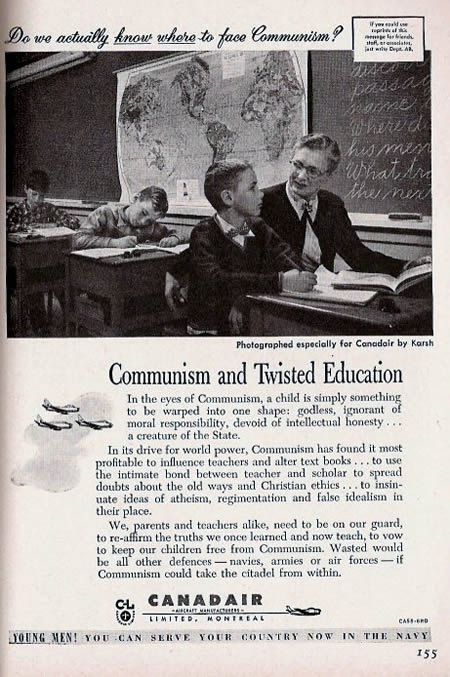
Appendix 7.1 – Primary Source (Propaganda Poster)

Propaganda Poster

****

Appendix 7.2 – Primary Source (Propaganda Poster)

Propaganda Poster

****

Appendix 7.3 – Primary Source (Political Cartoon)

**Political Cartoon**

****

****

Appendix 7.4 – Poster Analysis Worksheet

**Poster Analysis Worksheet**

1. What symbols are used in the poster?
2. Are the symbols used:
3. Clear (easy to Interpret)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Memorable? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Dramatic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Are the messages in the poster primarily visual? Verbal or both? What are they?
7. Who do you think is the intended audience?
8. Is the poster effective at relaying its message?

Appendix 7.5 – Poster Analysis Worksheet

**Cartoon Analysis Worksheet**

* 1. List the objects or people you see in the cartoon.
  2. Which objects on your list are symbols?
  3. What do you think the symbols mean?
  4. Describe the action taking place in the cartoon.
  5. Which words or phrases in the cartoon appear to be most significant? Why do you think so?
  6. What special interest groups would agree/disagree with the cartoon’s message? Why?

Appendix 7.6 – Canada during the Cold War – Graphic Organizer

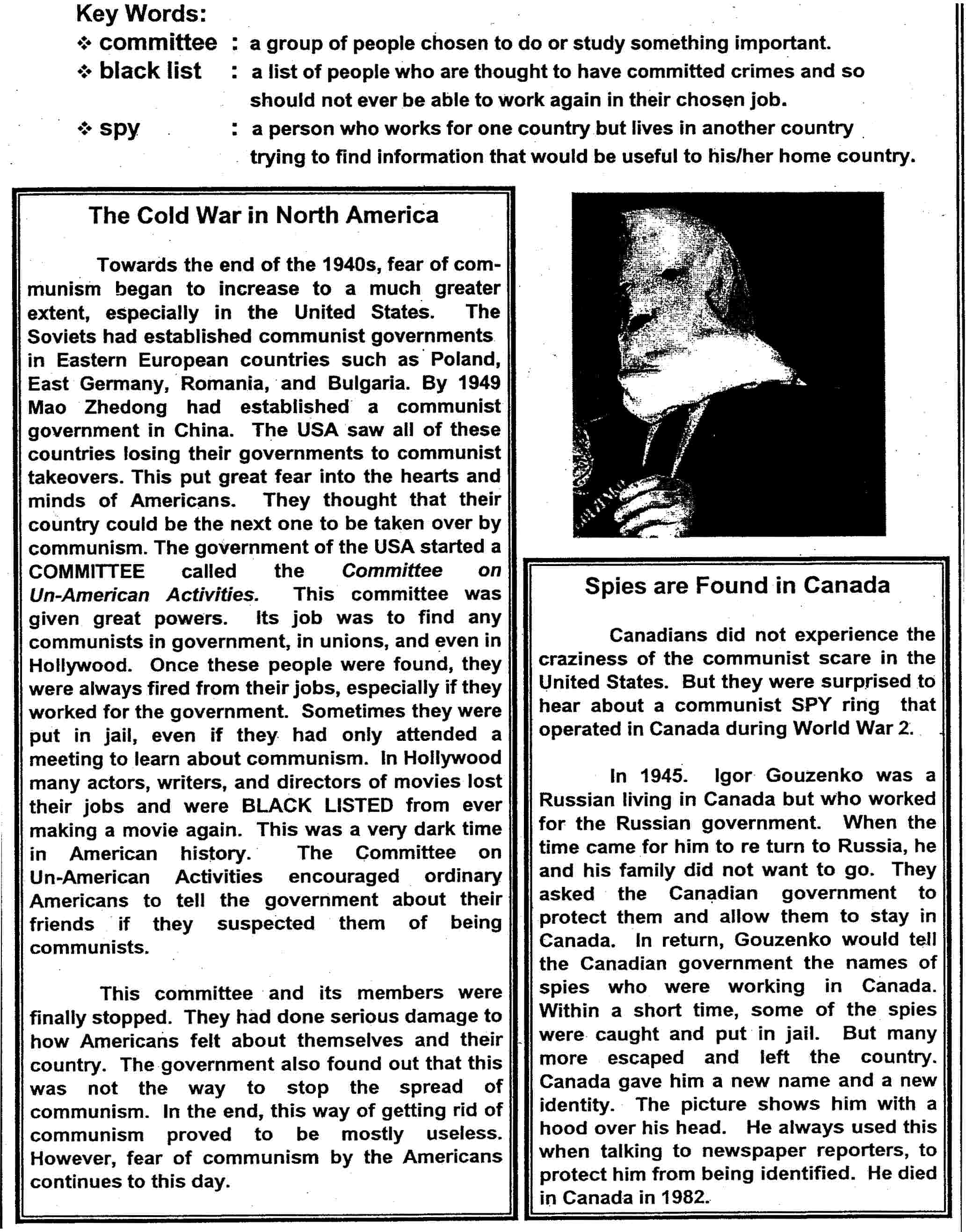
**Canada during the Cold War-Graphic Organizer**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Event/Concept** | **Cold War comes to Canada (Igor Gouzenko)** | **The Suez Crisis** | **Canada as a Middle Power** | **Nuclear Weapons** | **Vietnam War** |
| Where did occur? |  |  |  |  |  |
| When did it occur? |  |  |  |  |  |
| Who was involved? |  |  |  |  |  |
| Summarize what happened? |  |  |  |  |  |
| What was end result? |  |  |  |  |  |
| How were Canadians involved or impacted by this event? |  |  |  |  |  |

Appendix 7.7 – The Cold War Comes to Canada Handout

**The Cold War Comes to Canada**

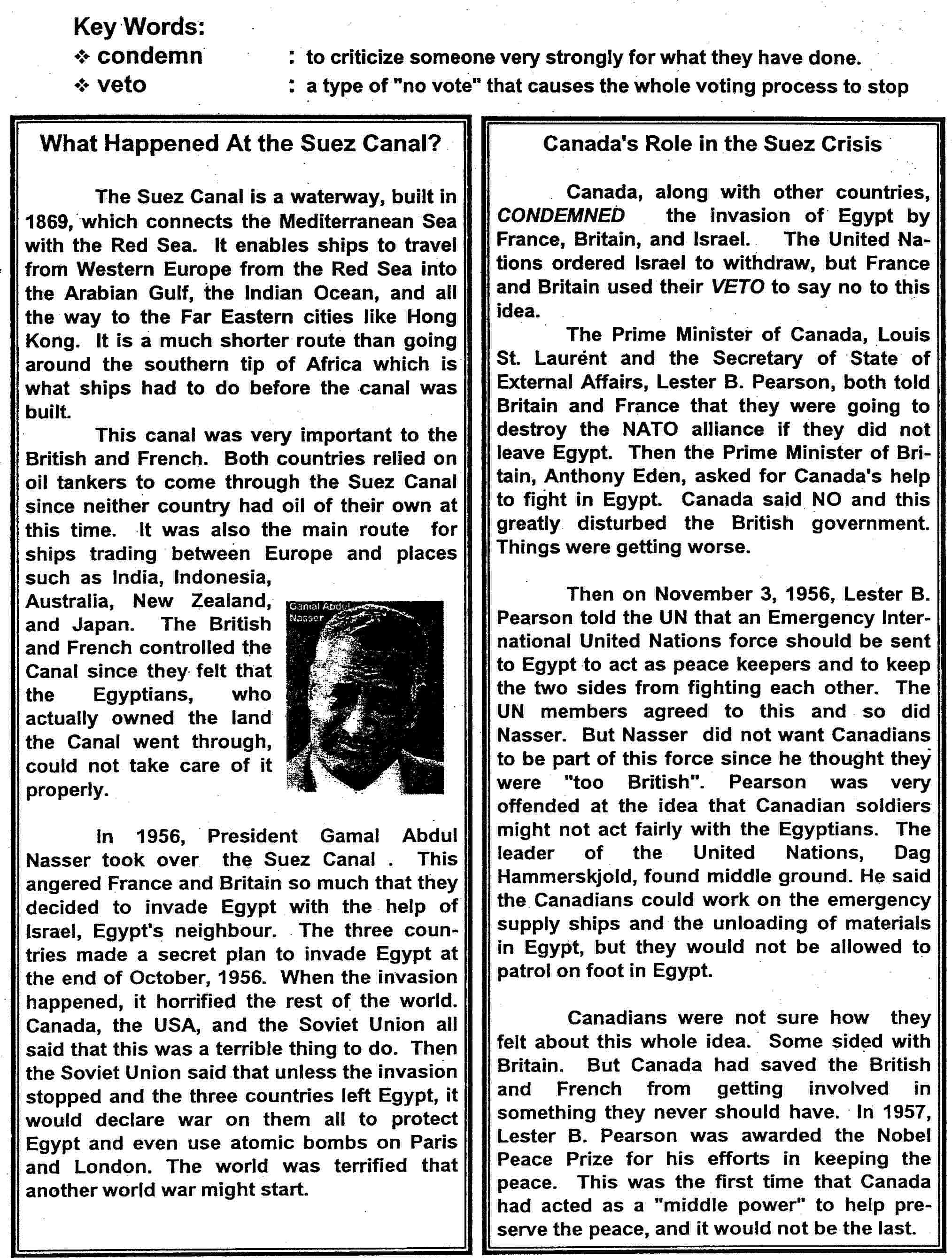
**Directions:** Read the following handout and answer the questions provided.



# The Suez Crisis

Appendix 7.8 – The Suez Crisis Handout

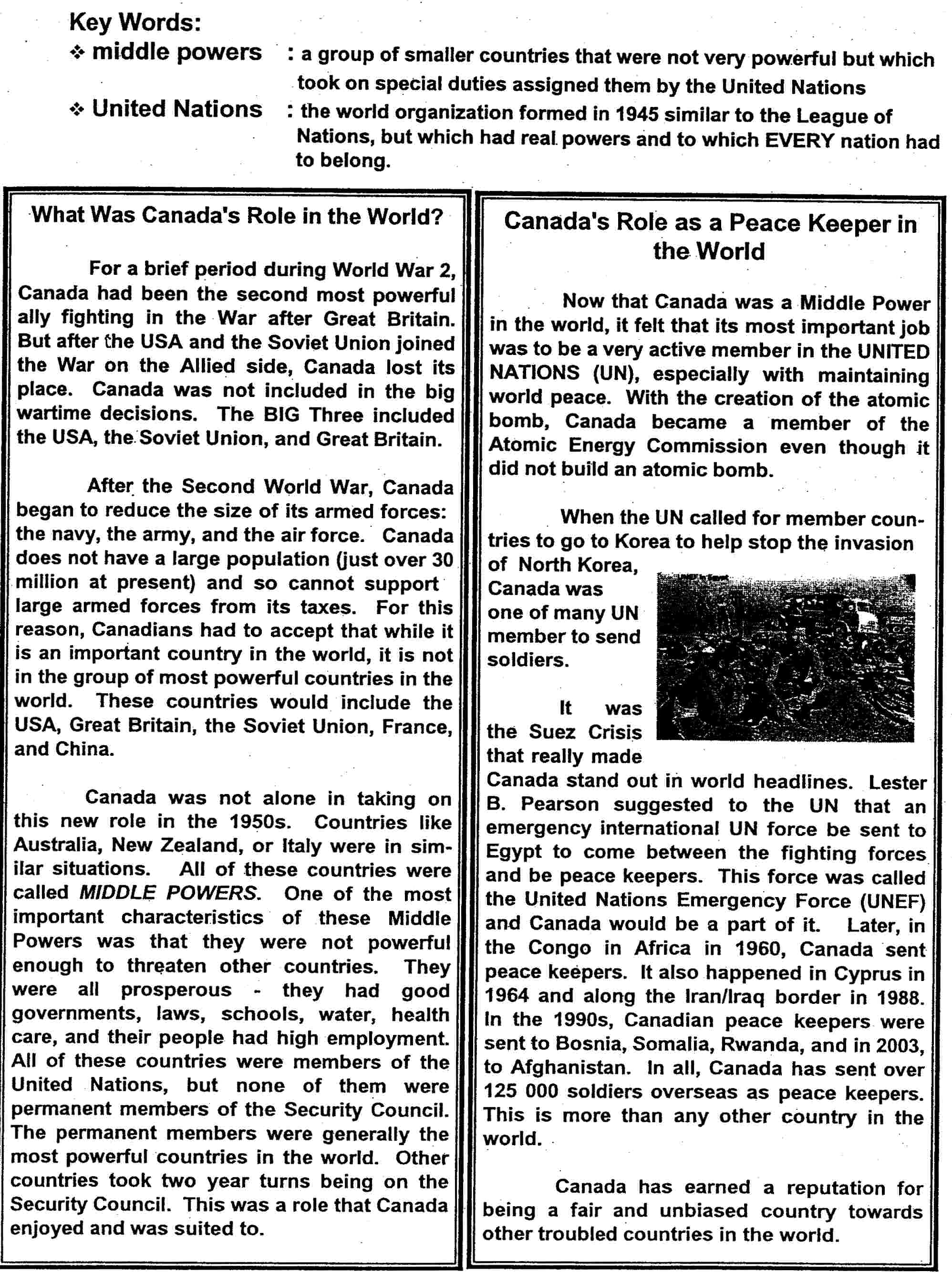
# Directions: Read the following handout and answer the questions provided.



Appendix 7.9 – Canada as a Middle Power Handout

**Canada Becomes a Middle Power**

**Directions:** Read the following handout and answer the questions provided.



Appendix 7.10 – Nuclear Weapons Handout

**Nuclear Weapons in Canada**

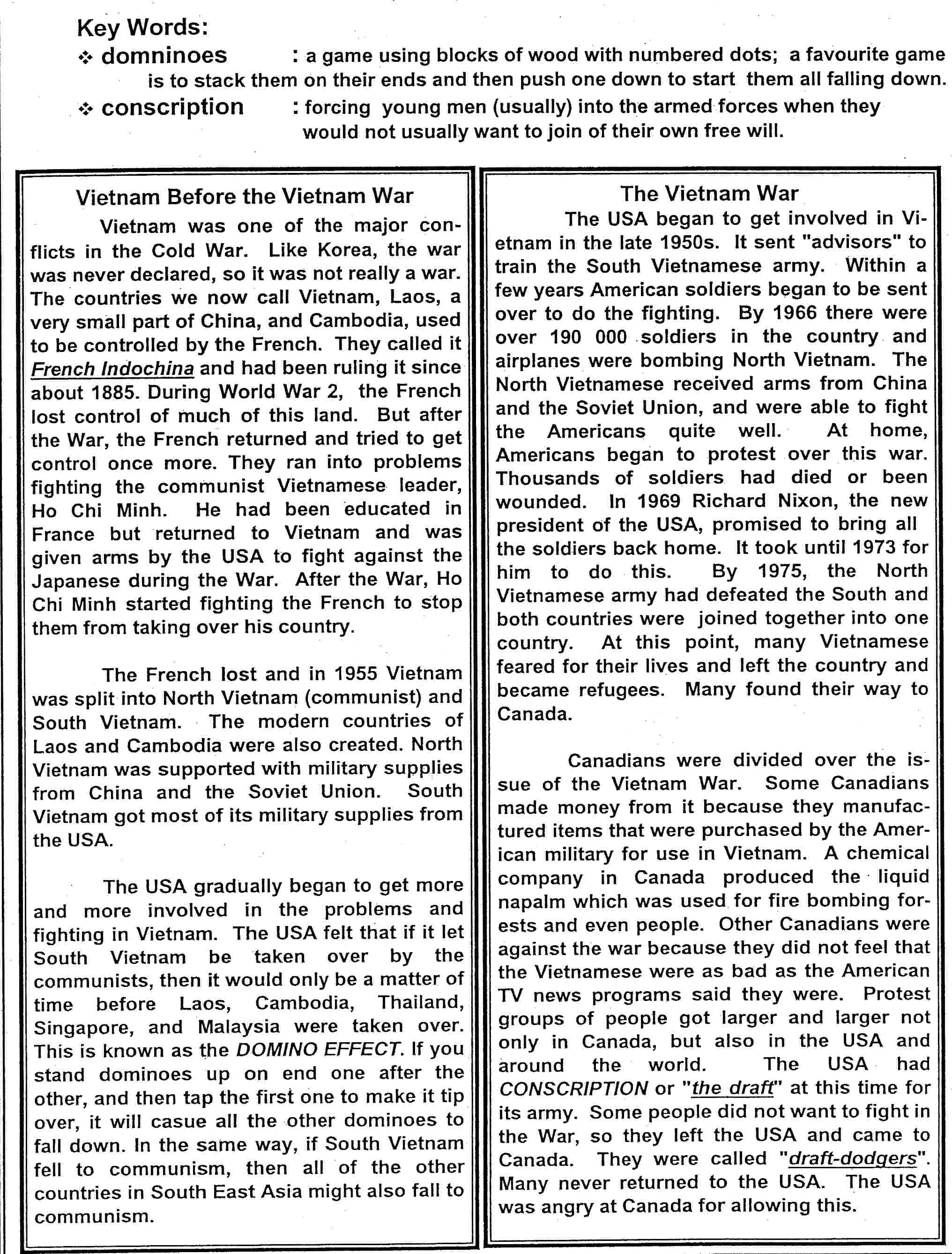
**Directions:** Read the following handout and answer the questions provided.



# Canada and the Vietnam War

Appendix 7.11 – Canada and the Vietnam War Handout

**Directions:** Read the following handout and answer the questions provided.



Appendix 7.12 – Canada and the Cold War Television News Report Checklist

**Television News Report Checklist**

Students in Group: 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | YES (√) | NO (X) |
| Has each student contributed to the presentation orally? |  |  |
| Is it evident that the group has rehearsed and prepared for their presentation? |  |  |
| Has the group, as a whole, displayed confidence in their knowledge and understanding? |  |  |
| Has the group followed instruction? |  |  |
| Has the group delivered historically accurate information in their presentation? |  |  |
| Is it evident that the group understands the historical significance of their event/person/concept |  |  |
| Has the group ensured they focused on the impact of their event/person/concept on Canada and Canadians? |  |  |
| Was the presentation creative? |  |  |
| Is the group able to honestly ad successfully answer questions about their topic? |  |  |

Areas that can be approved on in the future: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AdditionalComments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Graphic Organizer Formative Feedback Checklist**

Appendix 7.13 – Graphic Organizer Formative Feedback Checklist

Students Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

⁮ Ideas are organized and easy to understand.

⁮ There is evidence of knowledge and understanding.

⁮ There is reference to Canada.

⁮ Each section of Organizer is complete.

⁮ Accurate indication of who, what where, and why significant.