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| Works Cited – Annotated Bibliography  Film and Video  “Canada in the Cold War”. *Youtube.* http://www.youtube.com/watch?v=WrySC4l0VDg. Web. 12 Feb. 2011.  This video provides an introduction to the Cold War from the Canadian point of view. It details the paranoia and fears of communism and nuclear warfare within Canadian society. The video also highlights Canada’s involvement in significant Cold War events (Suez Crisis, Vietnam, Cuban Missile Crisis etc.)  “Cold War Timeline Part 1”. *Youtube.* http://www.youtube.com/watch?v=XW9UmvTxm1  g&feature=related. Web. 12 Feb. 2011.  “Cold War Timeline Part 2”*. Youtube.* http://www.youtube.com/watch?v=HpBnxf9mxsI&feature= watchresponse. Web. 12 Feb. 2011.  “Cold War Timeline Part 3”. *Youtube*. http://www.youtube.com/watch?v=ewjZludI6VI&NR=1. Web. 12 Feb. 2011  These Cold War videos are a good source of all around basic knowledge of key events that occurred during the War. They are not intended for instruction but rather a review of events and give a solid timeline to the War. They are not very long in length but are well done and thus are able to be used in classrooms because they will not take up too much time.  *The Manchurian Candidate*. Dir. John Frankenheimer. Metro-Goldwyn-Mayer, 1962. Video.  Cold War film released at the height of the Cuban Missile Crisis that has become emblematic of Cold War paranoia and hysteria. Excellent resource for students in examining Cold war film and media as it is offers plenty of insight into the social and political atmosphere of the era.  “The Millionaire (Soviet Cartoon, 1963)”. *Youtube*. http://www.youtube.com/watch?v=S3ezma9cLE s&feature=related. Web. 12. Feb. 2011.  This is another video resource which demonstrates Soviet propaganda against U.S. capitalism. As it is animated it keeps the attention of one who watches it. It is easy to understand but has a lot of depth in terms of themes and areas of discussion to be had about the Cold War.  Shevchenko, Vladimir. “Lost Film on Chernobyl”*. Youtube.* http://www.youtube.com/watch?v=NkjAAz krXSA&feature=player\_embedded#. Web. 12 Feb. 2011.  This film is of the Chernobyl disaster just days after it occurs. It was taken by the Russian filmmaker Vladimir Shevchenko who was one of the first filmmakers on scene in April 1986. Shevchenko succumbed to radiation poisoning and died before releasing the footage. His last regret was of the images he did not capture at Chernobyl.  Web  *Canada’s Human Rights History*. http://www.historyofrights.com/primarycartoons.html. Web. 11 Feb. 2011.  This website acts as an excellent teacher resource tool. It not only provides free  Archives relating to Canadian history, it also allows educators to access a variety of lesson plans relating to the History of Canada. Key events/concepts that are highlighted on this website are; *Gouzenko Affaire*, *October Crisis*, and *Activism* *within Canada.*  “Chinese Posters: Propaganda, Politics, History, Art”. *International Institute of Social History.* www.chineseposters.net. Web. 11 Feb. 2011.  Chinese Posters is a fantastic resource that has preserved much of China’s artistic history, especially within the 20th Century. This site can be used for a variety of activities and is home to many of the finest artistic pieces of propaganda ever produced. I would recommend it for propaganda activities as well as for visual representations of various points in Chinese history.  Doyle, Kathleen M. “Classroom Debates Made Easy”*.* *Middle Level Learning 28. National Council for Social Studies*. http://www.fcpsteach.org/docs/Middle%20school%20debates1.pdf. Web. 11 Feb. 2011.  This resource was relatively useful and focused on debates and how to manage and administer them for different subjects in the class. It was a very practical and brief resource that I would recommend to anyone planning a debate. However, I felt Kathleen Doyle suggested far too much time for students to prepare for debates. It was referenced for my research into practice.  *Education World*. http://www.educationworld.com . Web. 11 Feb. 2011.  A fantastic resource for teachers when planning lessons, this website offers plenty of creative strategies for teachers and a plethora of usable resources. It can be used for multiple subjects and grade levels as well. Extremely helpful and highly recommended.  Ivanhoe, Ed. *The Korean War*. http://www.korean-war.com. Web. 11 Feb. 2011.  In depth and exhaustively researched resource that provides a fantastic window into the chronology and intricacies of the Korean War. The website is well-researched and informed. I would recommend it as a teacher’s resource but it would be so dense for Students that the issues may get lost in the details. Nevertheless, a good resource that is relatively free of bias.  “Key Principles of a Differentiated Classroom”. *NLD Ontario.*http://www.nldontario.org/articles/D ifferentiatedClassroom.html. Web. 11 Feb. 2011.  This website has great strategies for incorporating Differentiated Instruction in the classroom. Although it is geared toward elementary schools, the ideas and concepts can be easily transferred into a secondary classroom. In addition, this website has links to all Ontario policy documents from Special Education to English Language Learners. This is extremely helpful allowing the teacher to always maintain the image of the learners in my planning.  Kortegaard, Bert. *The Korean War*. http://www.rt66.com/~korteng/. Web. 11 Feb. 2011.  Additional overview site for the Korean War. However, this site would also be a little too dense for students; the major issues are again lost in the details. Some of the Korean War websites have certain dates and events in conflict with each other, but in relative proximity. Due to this, it was necessary to review multiple sources, but there was no true consensus on some minor details. Overall, another good, seemingly well informed website on the Korean War.  “Latin American and the Cold War”. *Council on Latin American and Iberian Studies.* http://www.yale.edu/macmillan/lais/cold-war-resources.html. Web. 11 Feb. 2011.  This site is created by a research group on Latin America connected through Yale University. In terms of a high school classroom, the most useful section of the page is mostly likely the resource sections. This provides a series of articles, essays and PowerPoint presentations specifically about teaching the Latin America perspective on the Cold War to high school students. In addition to information, the power points could be used as is, or as a source for images and primary sources. Although this site is sponsored by Yale University, the individual resources listed on the page are written by professors or high school teachers. The resources compiled by high school teachers may not be backed by as credible an institution as Yale, but they may be more approachable to both high school teachers and students.  “Latin American and the Cold War”. *Primary Source: Educating for Global Understanding.* http://resources.primarysource.org/latinamericacoldwar. Web. 11 Feb. 2011.  In addition to providing historical information on Latin America during the cold war, this site focuses on providing primary sources from the time period. The primary sources provided reflect several different view points – the US perspective on Latin America through government documents and the local cultural perspective through the classic photo of Che Guevara and a Cuban Revolutionary Song. In addition to providing the sources, the site also gives teacher lesson ideas and discussion questions for analyzing these sources. This site would be very helpful for teachers whether they want to develop their own uses for the photo or they want to use the provided approaches.  “Only in Russia”. *English Russia.* http://englishrussia.com/. Web. 11 Feb. 2011.  English Russia has a superb archive of Soviet era propaganda posters. From 'Capitalists of the World Unite' to expressions of solidarity with the peoples of Vietnam and Chile, the posters provide a compelling glimpse of one of the ways in which Russian authorities attempted to shape political socialization, attach meanings to international events, and maintain hegemony behind the iron curtain.  “Quo Vietnam”. *Vietnamese Propaganda*. http://www.vnpropaganda.com/. Web. 11 Feb. 2011.  Another excellent resource, this website is a window into Vietnamese Cold War propaganda, specifically that which was produced during the war in Vietnam. In terms of media, print and art influencing or reflecting social trends during the war in Vietnam, there were few better resources that can be found.  *Thinkquest.* www.library.thinkquest.org. Web. 11 Feb. 2011.  This website was extremely useful in gathering the basic knowledge points for each activity sheet. The explanations of events were so succinct and clear that I used them for all of the events described in Appendix V.  *Radio Rebelde.* http://www.radiorebelde.cu/english/ Web. 11 Feb. 2011.  This is the current website for Radio Rebelde in Cuba. Although it is not a historical website, it does relate directly to the Radio Rebelde Assessment Tool in this Activity. Both the teacher and students may find this website helpful in preparing for their project and as a point of general interest. As with any media sponsored site, students and teachers must consider the interests of the media when thinking about what news is included and what biases may be present.  “The Cold War”. *The National Archives.* http://www.nationalarchives.gov.uk/education/coldwar/. Web. 11 Feb. 2011.  This is a very interact site put about by the United Kingdom’s National Archive. The site is effectively built around a series of “Case Studies” and “Big Questions”. In each of these activities, students are walked through a series of tasks to complete in order to further understand the Cold War. In addition to being very student friendly, the site also includes a Teacher’s Guide. This site could be used as a resource or as an activity in itself.  “The Cuban Missile Crisis”. *Discovery Education.* http://www.discoveryeducation.com/teachers/free- lesson-plans/the-cuban-missile-crisis.cfm. Web. 11 Feb. 2011.  The Discovery Channel has compiled a brief lesson plan on The Cuban Missile Crisis and posted it for general usage. A teacher may wish to use this lesson plan as is or, may simply decide to use it as a resource for their own knowledge or planning. The two most helpful components to this site are the Cold War timeline provided as well as a series of links to student friendly websites with information about the Cold War.  *United States History*. http://www.u-s-history.com/index.html. Web. 11 Feb. 2011.  A relatively good resource that acts as an overview to America’s vast History**.** The information is presented clearly and concisely, and in language students can understand. The website seems to stem from Western perspectives but is still an excellent student friendly resource that could benefit teachers as well.  “US History and Cold War Era”. Best of History Sites. http://www.besthistorysites.net/USHistory\_ ColdWarEra.shtml#lesson. Web. 11 Feb. 2011.  This is a collection of Cold War Lesson Plans and other teacher resources compiled by edtechteacher. This site is useful in that it is a broad collection of resources. Although this site is advertised as being “US History,” there is information about different countries during the Cold War as well (although this is frequently from an American Perspective). The sources for the links on the site vary from museum and news sites to individual teachers posting lesson plans on the web. A teacher using content from the links would need to consider the source of the websites they are looking at when planning.  “Vietnam 1945-75 Timeline”. *BBC News.* http://news.bbc.co.uk/2/hi/asia-pacific/1026782.stm. Web. 11 Feb. 2011  An excellent brief timeline that offers a survey of the conflict without being bogged down in detail. This kind of timeline is perfect for students, especially for a class like World History, when so much information is presented. This informed much of the student timeline and should serve as a reference for any teacher offering an overview of the war in Vietnam.  Print  Conan, Arthur. “Student Interest in Studying World History in Relation to Current Events”. *Studies in Teaching.* Ed. Leah P McCoy. Salem: Wake Forest University, 1995. 1 – 5.  This article includes study findings on students’ interest in studying World History in relation to current events. The findings show that students find history more interesting when tried to current events, and also that current events, especially of a political nature, were more easily understood when placed within a historical context. This article provides interesting and applicable information about how students feel about using current events in the history classroom so that this strategy may be used effectively by teachers  Ebert, Roger. *The Manchurian Candidate (1962)*. Chicago: Chicago Sun-Times, December 7, 2003.  This review is a great source for students to reference when writing their film reviews. Ebert exemplifies style and analysis, and the review serves as an exemplar for students in the absence of student examples.  Gottfried, Ted. *The Cold War: The Rise and Fall of the Soviet Union*. Brookfield: Twenty-First Century Books, 2003.  Gottfried’s book was instrumental in the planning of my unit. It includes a map of the Soviet Union and all its satellites during the Cold War, a timeline with significant Cold War events both international and domestic. Most importantly, this book gave a voice to the Soviet perspective and persecution from western countries.  Haas, Mary E. et al. *Teaching Current Events: Its Status in Social Studies Today*. West Virginia University, 2000.  This article focuses on the benefits of using current events in the classroom, and discusses some strategies for integrating current events into lessons. This article also draws attention to the skills that students can learn and strengthen through study of current events, including critical thinking, communication skills, research skills, etc. This article provides great insight into how current events are being utilized as a learning tool in the classroom, and provides suggestions about how to infuse lessons with current events.  Hayes, Aric et al. *Critical Challenges Across the Curriculum.* Richmond: The Critical Thinking Cooperative. Faculty of Education, Simon Fraser University, 1998  Although this resource was not used extensively, it has many high yield strategies for producing critical challenges to students. It is an excellent resource for fusing critical thinking into lessons and curriculum. There are also several graphic organizers that would be ideal to use and various evaluation and assessment strategies. Highly recommended resource for teachers.  Hess, Diane E. *Controversy in the Classroom: The Democratic Power of Discussion.* New York: Routledge Publishers, 2009.  Although I did not use this book extensively, it seemed like a fantastic resource for Teachers to read. I did not see very many practical strategies but the habits of mind that it built were incredibly helpful. It was a good resource as it helped me decide on a debate in order to push creative controversy into the classroom. The main focus would have to be on interaction as a means of consolidating and broadening student knowledge of topics, events and issues.  Neelands, Jonothan and Tony Goode. *Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama.* New York: Cambridge University Press, 2010.  Neelands and Goode’s drama book is a wonderful tool for all teachers who want to incorporate drama techniques and activities in their classroom. It lays out simple but effective activities one can use in classrooms which can engage and help students develop the intrinsic understanding of a theme or concept.  Newman, Garfield et al. *Legacy: The West and The World.*  Toronto:  McGraw-Hill Ryerson Limited, 2002.  This source is the textbook we would use for the course. It is more of a survey source and covers so much information that little is presented with depth. Therefore it was used more as a guide about what may align with the textbook, and for corresponding information.  Nye, Joseph S Jr. *Understanding International Conflicts: An Introduction to Theory and History (Seventh Edition).* Toronto: Pearson Longman, 2009.  Nye’s book was useful as a refresher of the deeper issues surrounding the beginning of the Cold War and the underpinning theory of both Eastern and Western societies. Nye explores various theories, old and new, which gives the read a great depth and breadth of understanding how the theories change and why we are where we are today in our conceptualizing of the Cold War.  Mazower, Mark. *Dark Continent: Europe’s Twentieth Century.* New York: Vintage Books, 1998.  Mazower’s book was useful in understanding a more academic view of Europe during the Cold War. Its usefulness was in giving me a refresher on schools of thought that came not even a full decade after the Cold War ended.  Swartz, Larry and Debbie Nyman. *Drama: Schemes, Themes & Dreams*. Markham: Pembroke Publishers Limited, 2010.  Swartz and Nyman’s book was the go to resource for ideas and drama techniques. The book is so easy to use, implement and understand. Especially since my focus was on Differentiated Instruction, this book helped me come up with great ideas on how to infuse drama in the classroom without overwhelming students. |