

CANADA AND THE COLD WAR MAKING NATIONAL AND GLOBAL CONNECTIONS

COURSE: Canadian History Since World War I, Grade 10, Academic (CHC2D)

SPECIFIC EXPECTATION EXPLORED:

D2.4 Describe some key developments related to Canada's participation in the international community during this period, with a particular focus on the context of the Cold War, and assess whether these developments marked a change in Canada's approach to or role in international relations.

ABSTRACT:

These lessons seek to engage students with key developments surrounding Canada's participation in the Cold War and to demonstrate the historical significance that this global conflict held for Canada as a nation. Students will partake in the investigation of a variety of primary sources in order to examine, analyze, and evaluate past and present perspectives of Canada as a tolerant and peacekeeping nation and will learn to question the value and legitimacy of these perspectives.

KEYWORDS:

Canada, Cause and Consequence, Cold War, Communism, Continuity and Change, Ethics, Evidence, Historical Significance, Historical Perspective, Lester B. Pearson, NATO, nuclear warfare, nuclear weapons, peacekeeping, PROFUNC, propaganda, Soviet relations, the Suez Crisis, United Nations

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LESSON #1: The Cold War Begins: “You and the Atomic Bomb”

CURRICULUM EXPECTATIONS:

- **D2.4** Describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War and assess whether these developments marked a change in Canada’s approach to or role in international relations.¹

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance²

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence, Ethics³

OVERVIEW:

This lesson will ask students to understand and identify the ideologies of the Cold War period and to analyze the significance of the Cold War to the Canadian historical narrative. Although the Cold War is portrayed as a global conflict, mainly occurring between two world powers, the Soviet Union and the United States, students will attempt to find significance for Canadians within this macro-narrative. This lesson will also invite students to attempt to investigate the intentions, agendas, and beliefs of the players in the war and why and how these narratives took shape by analyzing George Orwell’s essay “You and the Atomic Bomb.”

LEARNING GOALS:

By the end of this lesson, students will be able to:

- *Demonstrate* previous knowledge of the bombing of Hiroshima and Nagasaki and the end of WWII and apply this knowledge to a class discussion.
- *Analyze* the historical significance of this event to Canadian history
- *Identify* and *define* key terms such as ideology, capitalism, and communism.
- *Understand* the main points of George Orwell’s “You and the Atomic Bomb” and then *investigate* questions raised in the essay, using both previous knowledge and hypotheses.
- *Analyze* and *evaluate* the overall significance of this global conflict to Canadian history.

MATERIALS:

Primary Source Documents

- PSD 1.1 George Orwell, “You and the Atomic Bomb”
(http://orwell.ru/library/articles/ABomb/english/e_abomb)⁴

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- BLM 1.1 Video: “Hiroshima Atomic Bomb (1945)”
(<https://www.youtube.com/watch?v=t19kvUiHvAE>)⁵
- BLM 1.2 Powerpoint Presentation: The Cold War Begins
(<https://files.acrobat.com/a/preview/14134b3c-6477-4790-a26b-ef0fdda9c30b>)⁶⁷⁸
- BLM 1.3 Note-Taking Sheet on Powerpoint Presentation
- BLM 1.4 Instruction Sheet for Independent Activity

Other

- Computer, projector, projector screen

PLAN OF INSTRUCTION:

Warm Up: BLM 1.1 “Hiroshima Atomic Bomb” (3 minutes)

- Students will watch the video **BLM 1.1 “Hiroshima Atomic Bomb (1945)”**

Discussion (10 minutes)

- As students have previously studied the end of WWII and the dropping of the atomic bomb, teacher and students will engage in a short discussion of the video to activate previous knowledge about the period and to develop questions for further study of the topic. Potential questions may include (but are not limited to):
 - o Why do you think did the United States dropped atomic bombs on Hiroshima and Nagasaki?
 - o What do historians think were the positive outcomes of this event?
 - o What were the negative outcomes of this event?
 - o Were the effects of this event long lasting?
 - o How do you think people today are impacted by this event? What do you think the impact of this event holds for Canadians specifically?

Modeling/Discussion (15 minutes)

- Teacher will display **BLM 1.2 Powerpoint Presentation: The Cold War Begins** on the projector and engage students in an introduction to the primary source that will be discussed: George Orwell’s 1945 essay “**You and the Atomic Bomb**” (PSD 1.1). In the slideshow, the teacher will go over definitions of terms that will be present or inferred in the primary source document such as: ideology, capitalism, communism, and despotism. Students can take notes on the definitions using **BLM 1.3 Note-Taking Sheet on Powerpoint Presentation**.

Discussion: Historical Significance for Canada (5 minutes)

- The teacher will guide a short discussion with students. Students will be guided to make predictions about what they think the historical significance of the Cold War was for Canada. Teacher should emphasize that although from a lot of historical scholarship it seems like the Cold War affected the US and the USSR, in actuality, it affected the world globally by pushing nations to conform or rebel from certain forms of ideology.

Guided Practice (25 minutes)

- Teacher and students will read the essay, “You and the Atomic Bomb,” together (teacher can start reading and then encourage students to volunteer to read) and answer the following questions on the content of the article. Teacher will display the essay on the projector and students will also have print copies of the essay to follow along. Questions can include, but are not limited to:
 1. What is Orwell referring to when he discusses “President Truman’s decision not to hand over certain secrets to the USSR”?
 2. According to Orwell, what characteristics did countries have to have to be capable of producing the atomic bomb in 1945? Why do you think this is important?
 3. Which two countries do you think Orwell is referring to when he asserts that there are possibly only two states “capable of waging war on a grand scale”?
 4. What does it mean to be in a state of “cold war,” as referred to by Orwell?

5. What do you think Orwell is intending to say about the Cold-War tensions by his description of the Cold War as “a peace that is no peace”?

Independent Activity (40 minutes)

- In their table groups (comprising of 4-5 students), students will analyze and raise questions about the historical significance surrounding Orwell’s essay. Students will discuss the questions as a group but write down their own set of answers to each question provided on **BLM 1.4 Instruction Sheet for Independent Activity**. Let students know that they will be sharing their answers with the class next period and that they are to examine the article and investigate into why we study the Cold War. Teacher will make rounds while students are engaged in small-group discussion and monitor that students are on task and on the right track.

Sharing / Discussing / Teaching (25 minutes)

- Students will have the opportunity to share their answers to the questions about “You and the Atomic Bomb.” The teacher will facilitate the class discussion, going through **BLM 1.4** in order, question-by-question.

ASSESSMENT:

- Students will be assessed informally on *communication* by observing their participation and contributions to both group and class discussion. The teacher will undertake assessment *as learning* by collecting students’ answers to the independent activity at the end of the second lesson and looking through their answers to determine *knowledge and understanding* of Canada’s participation in the Cold War, as well as their level of *thinking* pertaining to the historical significance of the Cold War to the Canadian historical narrative.

LESSON #2: Cold War Propaganda

CURRICULUM EXPECTATIONS:

- **D2.4** Describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War, and assess whether these developments marked a change in Canada’s approach to or role in international relations⁹
- **A1.4** Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry¹⁰
- **A1.5** Use the concepts of historical thinking when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914¹¹

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence¹²

OVERVIEW:

In this lesson, students will learn how to analyze primary source documents using propaganda posters from the Cold War era. They will create their own propaganda poster based on a Canadian event during the Cold War by incorporating the same elements used in the primary resources that they have analyzed. Students will gain knowledge about Canadian events throughout the lesson, which will help them to determine what Canada’s role was in international relations.

LEARNING GOALS:

By the end of this lesson, students will be able to:

- *Describe* the purpose and characteristics of propaganda
- *Analyze* the messages of various propaganda from the Cold War era
- *Create* a propaganda poster and evaluate its effectiveness

MATERIALS:

Primary Source Documents

- PSD 2.1 “Make Mine Freedom” (https://www.youtube.com/watch?v=8D6d6_-Vngo)¹³
- PSD 2.2 Communism and Twisted Education¹⁴
- PSD 2.3 Will it happen here?¹⁵
- PSD 2.4 “Reasons for Enlisting in the Korean War” (<http://www.cbc.ca/archives/categories/war-conflict/korean-war/forgotten-heroes-canada-and-the-korean-war/special-force-recruits-outline-their-reasons-for-enlisting.html>)¹⁶

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- BLM 2.1 How to Analyze Propaganda

Other

- Computer, projector, speakers, internet access
- Tape (to attach posters to the wall)

PLAN OF INSTRUCTION:**Warm Up: PSD 2.1 “Make Mine Freedom”** (https://www.youtube.com/watch?v=8D6d6_Vngo) (20 min)

- Before viewing, give students context for the video (promotes capitalism and denounces all other foreign “isms” like communism and socialism; was created by Harding College as part of a series of videos for its students¹⁷). Ask students to write down what they know about communism and capitalism based on the video.
- After viewing, discuss what the students wrote. How did the video portray capitalism? How did it portray communism? Based on your responses, what was the message of the video?

Discussion: What is propaganda? (10 min)

- Tell students that this video is a form of propaganda from the Cold War era. Ask students what propaganda is and write responses on the board. Give definition of propaganda by referring to the video (e.g. the video presented facts selectively, only focussing on the positive aspects of capitalism, and the negative aspects of communism).

Modelling: Analyze “Make Mine Freedom” (20 min)

- When we analyze propaganda, or any primary source, we must answer some key questions (write on board).
 - o What is the origin of the source? Who created it?
 - o Who is the intended audience?
 - o What is the message?
 - o How does the author convey this message? Is this done effectively?¹⁸
- Model analyzing propaganda by reviewing **PSD 2.1**. Students will record their ideas using **BLM 2.1 How to Analyze Propaganda**.

Guided Practice: Analyzing Propaganda Posters (35 min)

- Give students **PSD 2.2 Communism and Twisted Education**. Analyze the poster together as a class while students record their ideas in **BLM 2.1**.
- Separate students into groups of 4 or 5. Give propaganda poster example **PSD 2.3 Will it happen here?** to them. Students will record their ideas in **BLM 2.1**.
- Take up the worksheet together as a class in order to assess student understanding.

Independent Activity: Create Your Own Propaganda Poster! (55 min)

- Listen to **PSD 2.4 “Reasons for Enlisting in the Korean War”** (<http://www.cbc.ca/archives/categories/war-conflict/korean-war/forgotten-heroes-canada-and-the-korean-war/special-force-recruits-outline-their-reasons-for-enlisting.html>). While listening, have students write down the various reasons.
 - o Give students context for the Korean War (war between North and South Korea; Canadians fought for the United Nations to free the South from the communist influences of the North, which was supported by China and the Soviet Union).
- With a partner, students are to create a propaganda poster to encourage Canadians to enlist for the Korean War. They can refer to one or two of the reasons mentioned in the recording.

- Create success criteria for the poster with students (e.g. a propaganda poster must: have an author and an audience; include a clear message; appeal to emotions). Write the criteria on the board so that students can refer to them while creating their poster.

Sharing: Are these posters effective? (20 min)

- Students will post their propaganda posters up around the classroom.
- Students will circulate throughout the room and evaluate the posters' effectiveness. Have students use the success criteria that they have created as a mental checklist.
- As a class, discuss the strong and weak points of the various posters.

ASSESSMENT:

- Listen to students' responses for How to Analyze Propaganda. Students should be able to demonstrate their *knowledge and understanding* by clearly identifying the origin, intended audience, and context of the poster, as well as by describing what they see. Informally evaluate student *thinking* by listening to students' emotional responses and their evaluations of the effectiveness of the posters; make sure they use examples to back up their points (*application*).
- Listen to students' reasoning for the effectiveness or ineffectiveness of their peers' propaganda posters. They should be able to clearly explain their responses by making direct references to the success criteria (*communication*).

LESSON #3: Communism in Canada

CURRICULUM EXPECTATIONS:

- **D2.4** Describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War, and assess whether these developments marked a change in Canada’s approach to or role in international relations¹⁹
- **A1.5** Use the concepts of historical thinking when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914²⁰

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Perspective²¹

OVERVIEW:

Students will aim to understand the perspectives of Canadians during the Cold War, specifically regarding the fear of the spread of communism in Canada. Students will participate in a simulation game to understand the paranoia surrounding communism, then reflect on their experiences.

LEARNING GOALS:

By the end of this lesson, students will be able to:

- *Analyze* the messages of propaganda from the Cold War era
- *Understand* the culture of fear surrounding communism in Canada and USA

MATERIALS:

Primary Source Documents

- PSD 3.1 “He May Be a Communist”
(<https://www.youtube.com/watch?v=AWeZ5SKXvj8>)²²
- PSD 3.2 Ayn Rand (<http://www.noblesoul.com/orc/texts/huac.html>)²³
- PSD 3.3 Paul Robeson (<http://historymatters.gmu.edu/d/6440/>)²⁴
- PSD 3.4 Pete Seeger (<http://www.peteseeger.net/HUAC.htm>)²⁵

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- BLM 3.1 Communists! Identity Cards

Other

- Computer, projector, speakers, internet access

PLAN OF INSTRUCTION:

Warm Up: PSD 3.1 “He May Be a Communist”

(<https://www.youtube.com/watch?v=AWeZ5SKXvj8>) (15 min)

- After viewing, briefly analyze the film by discussing the following with the students:
 - o Origin, intended audience, observation, emotion, message (refer to BLM 2.1)
 - o How would civilians react after seeing these clips on TV, or films like the one we saw at the end of the video?

- To give added context, tell students that this anti-communist propaganda was also published in the form of manuals, pamphlets, or articles in magazines.²⁶
- Provide Canadian context for students
 - Minister of External Affairs, Lester B. Pearson, cautioned Canadians from following in America's witch hunt-style fear, but Canadians were still very wary of potential communists. The RCMP investigated people from all over the country, and Red Squads in Quebec were especially active in shutting down communist activity.²⁷ The Canadian government also had a top secret plan to identify and intern Canadian communists, called PROFUNC (Prominent Functionaries of the communist party). The PROFUNC list had approximately 16,000 suspected communists and 50,000 communist sympathizers who were to be observed.²⁸

Interactive Activity: Communists! (30 min)

- Instructions:
 - Students will each be given a small sheet of paper with their identity on it (**BLM 2.1 Communists! Identity Cards**), which they cannot show to anyone. Tell students that if their paper has a red dot on it, then they are communists (in reality, there will be no dots on any of the papers). The object of the game is for students to discover who the communists are. Throughout the game, students will ask each other questions to decide whether or not the others are communists. Students have the choice to not answer any questions, and they also have the freedom to create their own questions and answers. At the end of the game, once all students have spoken with each other, students will vote for who they think is a communist (limit the choice to 5 people).
 - Show examples of questioning sessions done by the House Un-American Activities Committee (HUAC) to give students an idea of what sort of questions they can ask, as well as how people responded to the questions (e.g. many chose to not answer questions and invoke the Fifth Amendment).
 - **PSD 3.2 Ayn Rand** (<http://www.noblesoul.com/orc/texts/huac.html>)
 - **PSD 3.3 Paul Robeson** (<http://historymatters.gmu.edu/d/6440/>)
 - **PSD 3.4 Pete Seeger** (<http://www.peteseeger.net/HUAC.htm>)
 - Potential Questions
 - When and where were you born?
 - What is your occupation?
 - Do you know of any people who want war?
 - Any follow-up questions to answers
- Purpose
 - Students will experience the paranoia associated with potential communist activity in Canada. Since none of the papers will have red dots, students will see that even when there is nothing to be suspicious about, the propaganda of the time period created enough suspicion and fear for people to make wild accusations and jump to conclusions.

Independent Reflection: Communists! (20 min)

- Students will reflect on the interactive activity by writing a response.
 - o Reflection Question: How did this culture of fear surrounding communism affect Canada's participation in the Cold War?
 - o Thinking prompts: How did it feel to accuse people? Did you find it easy, difficult, or in between to spot the communists? What reasons did you have for accusing people? Were you sure of your accusations? How did it feel to be accused?
 - Historical thinking concept: Perspective – Make sure that students do not impose present ideas/beliefs/values on the people of the past by keeping in mind the historical context of the time.²⁹
- Discuss the written responses as a class, then collect them for student assessment.

ASSESSMENT:

- During the interactive activity, monitor student interactions – Are they *communicating* their ideas effectively? Do their questions and answers make sense (*thinking*)? Are they *applying* their prior *knowledge and understanding* about the Cold War to the game?
- Collect student reflections on the interactive activity.

LESSON #4: “The New Cold War?” Canadian-Soviet Relations: The Cold War to Today

CURRICULUM EXPECTATIONS:

- **D2.4** Describe some key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War, and assess whether these developments marked a change in Canada’s approach to or role in international relations³⁰

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence, Historical Significance

OVERVIEW:

Students will compare and contrast a Canadian newspaper article from 1947 about Canadian-Soviet relations with two newspaper articles from 2014 about the contemporary political relationship between Canada and Russia. Students will engage with these varying perspectives in order to determine the continuity and/or change that developed from the Cold War period until today.

LEARNING GOALS:

By the end of this lesson, students will be able to:

- *Identify* Cold War tensions between Canada and the Soviet Union
- *Connect* and *distinguish* these tensions from the ones prevalent between Canada and Russia today
- *Analyze* newspaper articles from the past and today and to question biases, voice, and authorial intention that are present within these sources
- *Formulate* good questions about newspaper articles (past and present), and *organize* the information they have deduced from reading these articles into a chart format

MATERIALS:

Primary Source Documents:

- PSD 4.1 Historical Newspaper Article: “Russia Losing the ‘Cold War’”³¹
- PSD 4.2 News Article: “Are Russia and Canada in a New Cold War?”³²
- PSD 4.3 Newspaper Article: “Canada sends parkas, boots to Ukraine as U.S. weighs request for weapons”³³

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- BLM 4.1 Animated Map of the Cold War in Europe (<http://mappinghistory.uoregon.edu/english/EU/EU03-01.html>)³⁴
- BLM 4.2 List of Questions for Newspaper Article Analysis
- BLM 4.3 Handout: Charting Continuity and Change

Other:

- SmartBoard

PLAN OF INSTRUCTION:

Warm up (5 minutes)

- Teacher will open **BLM 4.1 Animated Map of the Cold War in Europe** on the SmartBoard. Teacher and students will look at the map as a group, discussing the expansion of the Soviet Union and the reaction of the US to this expansionist policy. The teacher and students will also look at this map as a source and question its bias by inquiring into who created the map and its captions, the purpose of creating this map, and how the author of this resource portrays the Soviet Union and the United States in the caption.

Discussion/Guided Practice (20 minutes)

- Teacher and students will read **PSD 4.1 “Russia Losing the ‘Cold War’”** as a class. Teacher will give students the opportunity to ask questions about the article and then will guide the learning of the class through the meaning and historical context of the article. Teacher will guide students through the article asking knowledge and understanding questions first and then moving through the article again but asking more complex, analysis, application, and synthesis questions. A list of the more complex questions should be displayed in a document on the Smartboard (**BLM 4.2**)¹ so that students can have a visual representation of the types of questions they should be asking about a newspaper article. While questions are being answered, teacher will make a chart on the Notepad program on the SmartBoard. Students will be given their own charts to fill out during this discussion as well (**BLM 4.3 Charting Continuity and Change**) that help them compare their thoughts about this historical article, to the contemporary newspaper articles they will encounter later in the class. Teacher can ask students questions that may include (but are not limited to):
 1. How does the author of this article define “The Cold War”?
 2. The author discusses “The Present London Conference”; referring to the meeting in London of the Council of Foreign Ministers: a council comprising of the Foreign Ministers of the United Kingdom, the Soviet Union, China, France, and the United States at the end of World War II. This council’s job was to devise peace treaties and to settle the fate of German territory that had been divided after WWII.³⁵ Why does the author of this article say the treaty the Council of Foreign Ministers were to devise at this conference was “doomed from the start”?
 3. According to the author of this article, what is “the iron curtain”?

Independent Activity (30 minutes)

- Teacher will distribute copies of two contemporary articles discussing Canadian-Russian relations to the class. One half of the class will receive Ben Makuch’s article **PSD 4.2 “Are Canada and Russia in a New Cold War?”** and the other half of the class will receive Murray Brewster’s article **PSD 4.3 “Canada sends parkas, boots to Ukraine as U.S. weighs request for weapons.”**
- Think (20 minutes): Students will work independently to read the articles and will use the questions displayed on the Smartboard from the previous activity (**BLM 4.2**) to come up with their own conclusions about the article they have been given. They will write down

¹ See BLM 4.2 for the rest of the questions for this activity.

their answers in their notebooks or on a sheet of paper and they will also try to come up with at least 3 of their own questions about the article.

- Pair (10 minutes): After 20 minutes, students will pair with their elbow partner in their table groups and will share their questions and answers with them. The pair will work to combine their answers into the other side of the chart handout that was used during the guided practice activity (**BLM 4.3**) and to make conclusions using the newspaper articles about the similarities and differences between Canada's relations with the Soviet Union/Russia in 1947 compared to 2014.

Sharing / Discussing / Teaching (20 minutes)

- Teacher and students will go over the content of both articles so that both sections of students are familiar with both articles that were distributed for analysis. Students will go around the classroom and share the questions, answers, and conclusions they have devised from reading both the first newspaper article and the contemporary newspaper articles. Students will use their answers to help the teacher fill in the second section of the chart on the SmartBoard.

ASSESSMENT:

- Students will be informally assessed on their ability to *communicate* and participate during the discussion and/or (to accommodate quieter students) on the types of questions they come up with during the independent *thinking* activity. Students' charts will be collected at the end of class and assessed *as learning* to ensure that students have met the learning goals for this lesson.

LESSON #5: The Suez Crisis: Effects on Canadian Identity

CURRICULUM EXPECTATIONS:

- **D2.4** Describe some key developments related to Canada's participation in the international community during this period, with a particular focus on the context of the Cold War, and assess whether these developments marked a change in Canada's approach to or role in international relations³⁶
- **A1.4** Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry³⁷
- **A1.5** Use the concepts of historical thinking when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914³⁸

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence³⁹

OVERVIEW:

In this lesson, students will explore the different views and origins of past and present Canadian identity by investigating the Suez Crisis. Students will collaborate by creating a concept map that will help them to understand the causes and consequences of the Suez Crisis, and subsequently, the effects that this event had on Canadian identity.

LEARNING GOALS:

By the end of this lesson, students will be able to:

- *Interpret* primary resources to understand the events of the Suez Crisis
- *Identify* and *understand* the causes and consequences of the Suez Crisis

MATERIALS:

Primary Source Documents

(https://www.umanitoba.ca/canadian_wartime/grade9/students/suez_index.shtml)

- PSD 5.1 Seizure⁴⁰
- PSD 5.2 Don't Talk Down to Nasser⁴¹
- PSD 5.3 Britain Readies Her Ultimatum⁴²
- PSD 5.4 Economic Considerations Are Paramount⁴³
- PSD 5.5 Canada Could Serve⁴⁴
- PSD 5.6 UN Police Force is Canada Plan⁴⁵
- PSD 5.7 Lester Pearson⁴⁶

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- BLM 5.1 Understanding the Suez Crisis through Newspaper Accounts⁴⁷

Other

- Chart paper
- Markers
- Sheets of paper with Suez Crisis topics
- Tape or magnets (to attach papers to the board)

PLAN OF INSTRUCTION:**Warm Up: Draw a Canadian (20 min)**

- Students will form groups of 4 or 5. Each group will receive a sheet of chart paper and some markers. Tell students to draw a Canadian (they can draw from their own perspective, or how the international community might view Canadians).
- Have each group present their drawing, then discuss what students drew. What themes or characteristics were drawn most often? Explain to students that certain events in the Cold War led to certain ideas on Canadian identity, in particular, the idea that Canadians are nice, neutral, peacekeeping people.

Independent Activity: Understanding the Suez Crisis (55 min)

- Number students from 1-5. Based on their numbers, the students will read certain newspaper articles pertaining to the Suez Crisis.
 - o 1: **PSD 5.1 Seizure, PSD 5.2 Don't Talk Down to Nasser**
 - o 2: **PSD 5.3 Britain Readies Her Ultimatum**
 - o 3: **PSD 5.4 Economic Considerations Are Paramount**
 - o 4: **PSD 5.5 Canada Could Serve**
 - o 5: **PSD 5.6 UN Police Force is Canada Plan**

After reading the article(s) to which they are assigned, students will complete **BLM 5.1 Understanding the Suez Crisis through Newspaper Accounts**. Students will then form groups based on their numbers and compare answers.

- Take up answers, going in chronological order from groups 1-6. Have students fill in any missing information in **BLM 5.1**. Supplement students' answers with more context and information on the time period. (While **BLM 5.1** only has questions pertaining to the newspaper articles, it may be helpful to provide each student with copies of the various primary source documents so that they can read them on their own.)

Group Activity: Concept Map of the Suez Crisis⁴⁸ (40 min)

- Different topics, people, and events pertaining to the Suez Crisis will be written out, each on a different sheet of paper. The class will work together to make a large concept map on the board.
 - o Example concepts: Egypt, Nobel Peace Prize, United Nations, Second World War, Gamal Abdel Nasser, nationalization
- The teacher will model first by taking one of the topics, then linking it with another. Tape the two sheets to the board and draw an arrow to link them. On top of the arrow, explain how the two concepts are related (e.g. **Lester B. Pearson** suggested the idea of the first **UN peacekeeping force**). Teacher and students can do another example with the students providing more of the answers while the teacher gives guidance. The teacher can scaffold further by providing suggested linking verbs (e.g. was an underlying cause of; put pressure on; supported; opposed) or grouping different causes and consequences (e.g. short-term or long-term causes; grouping by country).
- Each student will take one sheet of paper and try to connect it to another. Continue until all the sheets have been placed on the concept map.

Sharing: Concept Map of the Suez Crisis (20 min)

- Go through each concept and have students explain why and how they made their connections. Explain to students that certain events lead to certain consequences, that there may be multiple causes that lead to multiple consequences, and that events result from both historical actors and the conditions of the time.⁴⁹

ASSESSMENT:

- Collect **BLM 5.1** at the end of the class to ensure that student *knowledge and understanding* of the events of the Suez Crisis.
- Assess student *thinking* and *communication* by listening to students' reasons for why and how they formed connections between various concepts. They should be able to *apply* prior *knowledge* on the Second World War and on the Cold War to the Suez Crisis.

LESSON #6: Keeping the Peace or Maintaining Power? Canada's Involvement in NATO

CURRICULUM EXPECTATIONS:

- D2.4 Describe some key developments related to Canada's participation in the international community during this period, with a particular focus on the context of the Cold War and assess whether these developments marked a change in Canada's approach to or role in international relations⁵⁰

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Ethics

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

OVERVIEW:

In this lesson, students will investigate Canada's role as an international peacekeeper and examine the North Atlantic Treaty, and other resources discussing NATO's role in international peacekeeping to question the ethical dimension of intervening in the affairs of other nations.

LEARNING GOALS:

By the end of this lesson, students will be able to:

- *Understand* stereotypical portrayals of Canada and Canadians throughout history and today
- *Understand* and *analyze* the main points of the North Atlantic Treaty (1949)
- *Understand* Canada's role in the birth of the North Atlantic Treaty Organization and why this is historically significant
- *Examine* varying perspectives on the ethical dilemmas surrounding NATO and effectively *question* portrayals of Canadians as peacekeepers

MATERIALS:

Primary Source Documents:

- PSD 6.1 The North Atlantic Treaty (http://www.nato.int/nato_static_fl2014/assets/pdf/stock_publications/20120822_nato_treaty_en_light_2009.pdf)⁵¹

Black Line Masters:

- BLM 6.1 Short Clip on The Birth of NATO (<http://www.nato.int/nato-welcome/>)⁵²
- BLM 6.2 Note Taking Sheet on NATO
- BLM 6.3 Video: "NATO Celebrates 50 Years" (<http://www.cbc.ca/archives/categories/war-conflict/defence/one-for-all-the-north-atlantic-treaty-organization/nato-celebrates-50-years.html>)⁵³
- BLM 6.4 Video: "Good peacekeeping or good PR?" (<http://www.cbc.ca/archives/categories/war-conflict/peacekeeping/peacekeepers-and-peacemakers-canadas-diplomatic-contribution/good-peacekeeping-or-good-pr.html>)⁵⁴
- BLM 6.5 Exit Slips

Other:

- Computer, projector, projector screen
- Paper

- Box
- Chalkboard/Chalk

PLAN OF INSTRUCTION:

Warm up (10 minutes)

- Teacher will instruct students to anonymously write down one (appropriate) word or short phrase on a small piece of paper that they think best describes Canada and/or Canadians of the past and/or present. Students will give their completed papers to the teacher who will put all of their answers in a box. The teacher will then pick each word out of the box, one at a time, and write each new answer on the board. For every answer that is a multiple, the teacher will put a tally mark beside it. Once all the answers have been written down and tallied, the teacher and students will discuss the students' answers and what about Canada's past or present has motivated them to write down that specific word or phrase. What do they notice that these answers have in common? It is expected that Canadian stereotypes will be discussed as well as Canada's historical, stereotypical reputation as a peacekeeping middle-power nation.

Video Clip: The Birth of NATO (1 minute)

- This short clip can be found in the "key events" section of the NATO website's main page under the timeline heading "1949" (**BLM 6.1**). It will give students a background on NATO and its formation before discussing the primary document.

Discussion (15 minutes)

- The class will look at the **PSD 6.1 North Atlantic Treaty (1949)** and discuss the first page of the document. The teacher will display the source on the projector screen so students have a visual interpretation of the document and the class will take notes on this discussion using a note-taking sheet (**BLM 6.2**). The teacher and students will discuss...
 1. The main points or pillars of the document.
 2. Article 2 of the treaty, which is often referred to as the "Canadian Article" and why they think this might be given their previous knowledge of Canadian history.
 3. Whether or not students agree with the document and if they see any problems or questions that can be raised from reading this source.

Video / Discussion: "NATO Celebrates 50 Years" (15 minutes)

- Students will watch a 7-minute-long video about the 50th anniversary of the founding of NATO (**BLM 6.3**)—focused mostly on its inception in 1949 and role in the Cold War. After watching the video, teacher and students will engage in a short discussion about the video's portrayal of NATO. The teacher and students will discuss...
 1. Is NATO portrayed as successful in this video? Why or why not.
 2. How is Canada's role in NATO portrayed?

Video/ Discussion: "Good peacekeeping or good PR?" (15 minutes)

- Students will watch the first 7 minutes of this video that questions the image of Canadian peacekeepers. After watching, students will engage in a short discussion about the video's portrayal of NATO and Canadian peacekeeping. The teacher and students will discuss...

1. Is NATO portrayed as successful in this video? Why or why not.
2. How is Canada's role in NATO portrayed?
3. Referring to Canadian peacekeeping work during the 1950s and 1960s, the narrator states: "We rushed to the defense of our old power block, often at the expense of regional peoples." Do you agree or disagree with this statement? Why or why not?

Independent Activity / Exit Slips (15 minutes)

- Teacher will instruct students to visit the NATO website (<http://www.nato.int/nato-welcome/>) on either their smartphones or on iPads available in the classroom. Students will be instructed to use the website to research information that will aid them in filling out exit slips (**BLM 6.5**) which they will need to return to the teacher in order to exit class at the end of the period.

ASSESSMENT:

- Students will be informally assessed via observation on their contributions to and participation in class discussion (*communication*). Students' exit cards will be collected by the teacher and assessed *as* and *for* learning, or for *knowledge/understanding* and *thinking*. Students will be evaluated informally on their ability to meet the learning goals for this lesson.

¹ Ontario Ministry of Education, *The Ontario Curriculum, Grades 9 and 10 Canadian and World Studies* (Toronto: Ministry of Education, 2013), 119-120.

² Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson, 2013).

³ Ibid.

⁴ George Orwell, "You and the Atomic Bomb," *London Tribune*, October 19, 1945, http://orwell.ru/library/articles/ABomb/english/e_abomb.

⁵ "Hiroshima Atomic Bomb (1945)," *British Pathe*, Video, 2:20 minutes, August 1, 2011, <https://www.youtube.com/watch?v=t19kvUiHvAE>.

⁶ Powerpoint information on "You and the Atomic Bomb" from: Scott Rutherford, "Lecture 2: Life in a Post-War World," *HIST 211*, Queen's University, Wednesday January 9, 2013.

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⁸ Powerpoint image from: *Google Images*, <http://www.blogicalcomment.com/wp-content/uploads/2012/03/George-Orwell-1984.jpg>.

⁹ Ontario Ministry of Education, *Grades 9 and 10 Canadian and World Studies*, 119-120.

¹⁰ Ibid. 110.

¹¹ Ontario Ministry of Education, *Grades 9 and 10 Canadian and World Studies*, 111.

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¹³ "Make Mine Freedom – 1948 Anti-Communist Propaganda Cartoon," *Harding College*, Video, 9:30 minutes, August 5, 2012, https://www.youtube.com/watch?v=8D6d6_-Vngo.

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- ¹⁵ Department of National Health and Welfare, *Will It Happen Here? 1950-1959*. Digital Image. Canadian Museum of History. From: Canadian Museum of History, <http://collections.civilisations.ca/public/pages/cmccpublic/emupublic/Display.php?irn=1369165&QueryPage=%2Fpublic%2Fpages%2Fcmccpublic%2Femupublic%2FQuery.php&lang=0> (accessed November 29, 2014).
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- ¹⁸ Adapted from the following sources:
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 - "Document Analysis Worksheets," *The U.S. National Archives*, accessed November 28, 2014, <http://www.archives.gov/education/lessons/worksheets/>.
 - Seixas and Morton, *The Big Six*, 40-61.
- ¹⁹ Ontario Ministry of Education, *Grades 9 and 10 Canadian and World Studies*, 119-120.
- ²⁰ *Ibid.* 111.
- ²¹ Seixas and Morton, *The Big Six*.
- ²² "He May Be a Communist," Video, 3:18 minutes, March 23, 2007, <https://www.youtube.com/watch?v=AWeZ5SKXvj8>.
- ²³ "Ayn Rand's HUAC Testimony," House Un-American Activities Committee, October 20, 1947, Accessed November 30, 2014, <http://www.noblesoul.com/orc/texts/huac.html>.
- ²⁴ "Testimony of Paul Robeson before the House Committee on Un-American Activities," House Un-American Activities Committee, June 12, 1956, Accessed November 30, 2014, <http://historymatters.gmu.edu/d/6440/>.
- ²⁵ "Pete Seeger," House Un-American Activities Committee, August 18, 1955, Accessed November 30, 2014, <http://www.peteseeger.net/HUAC.htm>.
- ²⁶ "How to Spot a Communist Using Literary Criticism": A 1955 Manual from the U.S. Military," *Open Culture*, July 2, 2013, Accessed November 28, 2014, http://www.openculture.com/2013/07/how_to_spot_a_communist.html.
- ²⁷ "The Red Scare," *Canada: A People's History*, Accessed November 28, 2014, <http://www.cbc.ca/history/EPISCONTENTSE1EP15CH1PA2LE.html>.
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- ²⁹ Seixas and Morton, *The Big Six*, 148.
- ³⁰ Ontario Ministry of Education, *Grade 9 and 10 Canadian and World Studies*, 119-120.
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- ³² Ben Makuch, "Are Russia and Canada in a New Cold War?" *Vice*, March 28, 2014, http://www.vice.com/en_ca/read/are-canada-and-russia-in-a-new-cold-war.
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⁴¹ Ibid.

⁴² Ibid.

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Ibid.

⁴⁷ Tattrie, Jon. *The Canadian Encyclopedia*, s.v. “Suez Crisis,” Accessed November 29, 2014, <http://www.thecanadianencyclopedia.ca/en/article/suez-crisis/>.

⁴⁸ Adapted from: Seixas and Morton, *The Big Six*, 127, 135.

⁴⁹ Seixas and Morton, *The Big Six*, 102-127.

⁵⁰ Ontario Ministry of Education, *Grades 9 and 10: Canadian and World Studies*, 119-120.

⁵¹ The North Atlantic Treaty, 1949, *NATO*, Accessed December 2, 2014,

http://www.nato.int/nato_static_fl2014/assets/pdf/stock_publications/20120822_nato_treaty_en_light_2009.pdf.

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APPENDIX

Name: _____

THE COLD WAR BEGINS: PRE-READING FOR GEORGE ORWELL'S "YOU AND THE ATOMIC BOMB"

George Orwell (*Who was he? What did he write?*):

Ideology (*definition*):

Capitalism (*definition. Who was involved? What did this involve?*):

Communism:

A. Marxism (Theory):

B. Bolshevism (Practice of the Soviet Union):

Despotism (*definition*):

Name: _____

THINKING LIKE A HISTORIAN: “YOU AND THE ATOMIC BOMB”

In your table groups, carefully read George Orwell’s essay “You and the Atomic Bomb” and discuss the following questions. Each student must write down his or her own set of answers to hand in at the end of next day. Make sure your answers are as detailed as possible, and use evidence from both your previous knowledge of history and from the essay in your answers.

1. Do you agree or disagree with Orwell’s statement in the third paragraph of this essay that if nuclear weaponry was easily produced and activated, “the whole trend of history would have been abruptly altered?” Has the way we look at history actually been altered by the significance of nuclear weaponry? Use evidence from your knowledge of the event at Hiroshima to argue why or why not?
2. In the fourth paragraph of his essay, Orwell argues: “the history of civilization is largely the history of weapons.” Do you agree or disagree with this statement on the historical significance of weapons? Show why or why not using evidence from what we have learned so far in this course.
3. Orwell asserts a rule: “A complex weapon makes the strong stronger, while a simple weapon...gives claws to the weak.” What is Orwell referring to in this quotation? Do you agree or disagree with the significance he gives to either complex or simple weapons?
4. Do you agree with Orwell that, in the historical context of the world after WWII, “man” (meaning humankind, but we will be more inclusive with our use of terminology in this class) was capable of destroying himself with his own weapons? If you agree, are we still capable of destroying humankind today or are we less inclined to do so from what we have learned from the nuclear threat created by the Cold War? Why or why not?
5. What do you think the historical significance of the global nuclear arms race during the Cold War held for Canadians and for Canada as a nation? Use both previous knowledge and evidence from Orwell’s essay to prove your argument.

BLM 2.1 How to Analyze Propaganda

Name: _____

HOW TO ANALYZE PROPAGANDA

History is the *interpretation of evidence*. When we analyze primary resources and consider their contexts, we are able to come to an understanding of the past.

Propaganda is a form of communication that aims to influence the attitude of a population, often by portraying selective facts, or conveying messages that produce an emotional rather than rational response to the information presented.

Source: _____

ORIGIN	What is the origin of the source? Who created it?	
AUDIENCE	Who is the intended audience?	
OBSERVATION	What do you see in the source?	
EMOTION	How does the source make you feel? What aspects of it make you feel this way? (e.g. dialogue, caption, colour) Give examples.	
CONTEXT	What was happening in society at the time that this source was created?	
MESSAGE	What is the message of the source?	
	How does the author convey this message?	
	Is the message effective and persuasive?	

Source: _____

ORIGIN	What is the origin of the source? Who created it?	
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MESSAGE	What is the message of the source?	
	How does the author convey this message?	
	Is the message effective and persuasive?	

BLM 3.1 Communists! Identity Cards

<p>Larry Fountain</p> <ul style="list-style-type: none"> • Singer • Is learning to play the piano 	<p>Pamela Panebaker</p> <ul style="list-style-type: none"> • Waitress • Enjoys collecting stamps 	<p>Judith Ogden</p> <ul style="list-style-type: none"> • Housewife • Attended university, but unenrolled in order to get 	<p>Donald Morris</p> <ul style="list-style-type: none"> • Parliament clerk • Enjoys seeing the daily activities of various 	<p>Patty Doherty</p> <ul style="list-style-type: none"> • High school student • Doesn't get along with her parents
<p>Leonard Frost</p> <ul style="list-style-type: none"> • Teacher • Collects stamps for fun 	<p>Robert Ogilvie</p> <ul style="list-style-type: none"> • Photographer for a local paper • Enjoys taking pictures of people, hopes to 	<p>Kathleen Pringle</p> <ul style="list-style-type: none"> • Secretary • Loves to go dancing at nighttime 	<p>Bruce McLaren</p> <ul style="list-style-type: none"> • Coal miner • Left his hometown in order to work in the mines 	<p>Terry Lapp</p> <ul style="list-style-type: none"> • Civil engineer • Enjoys playing catch with his children
<p>Christopher Duckworth</p> <ul style="list-style-type: none"> • Farmer • Lives in a rural village 	<p>Paul Yearsley</p> <ul style="list-style-type: none"> • High school student • Loves rock and roll music 	<p>William Pearson</p> <ul style="list-style-type: none"> • Lawyer • Has put over 20 criminals in jail 	<p>Gregory McMillan</p> <ul style="list-style-type: none"> • Train conductor • Has travelled through Canada multiple times 	<p>Carol Knight</p> <ul style="list-style-type: none"> • University student • Loves listening to the radio
<p>Dorothy Parker</p> <ul style="list-style-type: none"> • Actress • Speaks out publicly on various political issues 	<p>Thomas Shepherd</p> <ul style="list-style-type: none"> • Diplomat • Has worked mostly in the United States 	<p>Doris Pierce</p> <ul style="list-style-type: none"> • Switch board operator • Engaged to be married 	<p>Steven McNeil</p> <ul style="list-style-type: none"> • Former soldier from WWII • Has 3 pet dogs 	<p>Margaret Lee</p> <ul style="list-style-type: none"> • Bank teller • Has a garden in her front yard
<p>James Hutchnison</p> <ul style="list-style-type: none"> • Author • Enjoys fishing 	<p>Mary Gilbert</p> <ul style="list-style-type: none"> • Teacher • Loves to go dancing with her husband 	<p>Kenneth Reading</p> <ul style="list-style-type: none"> • Storeowner • Hopes to run for mayor one day 	<p>Betty Morris</p> <ul style="list-style-type: none"> • Nurse • Enjoys reading in her spare time 	<p>Donna Reid</p> <ul style="list-style-type: none"> • Factory worker • Enjoys going to drive-in movies

Name: _____

ASKING GOOD QUESTIONS: COLD WAR NEWSPAPER ARTICLE EDITION

Application/Analysis:

1. Who do you think the author of this article is? Why do you think this?
2. What is the author's main argument?
3. How are the author's views on either Communism or Capitalism inferred throughout the article?
4. Why do you think the author argues that Russia is losing the Cold War? Do you think this perspective would differ if the author of this article were native to the Soviet Union?

Synthesis:

1. Think of any other questions that might arise from reading this article.

Name: _____

CHARTING CONTINUITY AND CHANGE

"Russia Losing the 'Cold War" (1947)	"Are Russia and Canada in a New Cold War?" (March 2014)	"Canada sends parkas, boots to Ukraine as U.S. weighs request for weapons" (November 2014)

UNDERSTANDING THE SUEZ CRISIS THROUGH NEWSPAPER ACCOUNTS

The following newspaper articles were published in *The Tribune Washington Bureau* during July to December of 1956. Keep in mind that although you are using these documents to understand the events of the Suez Crisis, they are still written from a particular perspective.

The Suez Canal was built by Egyptian workers under the command of the French and British-owned Suez Canal Company. In 1956, the canal was nationalized by Egyptian President Gamal Abdel Nasser. The Suez Canal connected the Mediterranean Sea to the Red Sea, and was therefore an important economic route for Britain and its oil imports. With Nasser seizing control of the Suez Canal, many Western countries could suffer economically.

Read the following articles and answer the questions.

Article 1: Seizure (July 27, 1956)

1. According to the article, what was Nasser's motivation for nationalizing the Suez Canal?

Article 2: Don't Talk Down to Nasser (July 28, 1956)

1. What is the title of the article referring to?



2. Describe the bargaining points that the West could use against Egypt.
3. Why would the fall of Nasser be a problem for Western governments? Why would bargaining, as opposed to military force, be a more effective solution to the Suez Crisis?

Article 3: Britain Readies Her Ultimatum (August 3, 1956)

1. How are Britain and France preparing to deal with this crisis?
2. The author states that Western governments are hoping to achieve more than simply solving the canal dispute. What is their goal?
3. What is the ultimatum that the title of the article is referring to?
4. How could the political conditions of the time (i.e. America's relations with the USSR) affect the decisions and outcomes of the crisis? How does this event relate to the Cold War?

Article 4: Economic Considerations Are Paramount (August 4, 1956)

1. Identify the economic importance of the Suez Canal.
2. What does the author predict may happen if Egypt maintains control over the canal?
3. What does Nasser hope to achieve as a result of taking control of the canal?
4. Identify political and cultural reasons that Western governments would not want Egypt to take control over the Suez Canal.

Article 5: Canada Could Serve (August 11, 1956)

1. Why does Britain seek Nasser's downfall?
2. According to the author, which countries may be included or excluded from the international conference on the Suez Crisis? What issues may arise due to this inclusion/exclusion?

3. What might Canada's role be in the Suez Crisis?

Article 6: UN Police Force Is Canada Plan (November 2, 1956)

1. What is Lester Pearson's proposal in solving the issues surrounding the Suez Crisis? How is it different from the U.S. resolution?

Article 7 (December 29, 1956)

1. How has Lester Pearson's peacekeeping proposal differ from the typical Cold War-era conditions of being separated into two camps (i.e. communism vs. capitalism; Egypt vs. the West)?
2. How does this article portray Lester Pearson?
3. What is the new power of the UN?

PRIMARY SOURCE DOCUMENTS

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- 3.1 "He May Be a Communist," Video, 3:18 minutes, March 23, 2007, <https://www.youtube.com/watch?v=AWeZ5SKXvj8>.
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- 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
 "Newspaper Accounts of Conflict and Related Questions and Activities," Canadian Wartime Experience, University of Manitoba, Accessed November 29, 2014, https://www.umanitoba.ca/canadian_wartime/grade9/students/suez_index.shtml.
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Do we actually know where to face Communism?

If you could use reports of this message for friends, staff, or ourselves, just write Dept. AB.



Photographed especially for Canadair by Karsh

Communism and Twisted Education

In the eyes of Communism, a child is simply something to be warped into one shape: godless, ignorant of moral responsibility, devoid of intellectual honesty ... a creature of the State.

In its drive for world power, Communism has found it most profitable to influence teachers and alter text books ... to use the intimate bond between teacher and scholar to spread doubts about the old ways and Christian ethics ... to insinuate ideas of atheism, regimentation and false idealism in their place.

We, parents and teachers alike, need to be on our guard, to re-affirm the truths we once learned and now teach, to vow to keep our children free from Communism. Wasted would be all other defences — navies, armies or air forces — if Communism could take the citadel from within.



CANADAIR
— AIRCRAFT MANUFACTURERS —
LIMITED, MONTREAL



CASB-69D

YOUNG MEN! YOU CAN SERVE YOUR COUNTRY NOW IN THE NAVY

PSD 2.3 Will It Happen Here?

