

TITLE: Canada and the Cold War

COURSE: Grade 10 Academic History CHC2D

SPECIFIC EXPECTATION(S) 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 (e.g., with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada's response to famine in Biafra or the genocide in East Timor), and assess whether these developments marked a change in Canada's approach to or role in international relations.

ABSTRACT: This resource pack contains detailed lesson plans and resources for the CHC2D Ontario Curriculum Expectation D.4. These lessons are structured around the 'Big Six' Historical Thinking Principles advocated by Dr Peter Seixas and Tom Morton which have now become a central tenet of the Ontario History Curriculum. These six lessons attempt to engage students in actively interpreting and evaluating history and historical arguments through the content areas of: Pearson and the Suez Crisis (Historical Significance), the Diefenbunker (Evidence), North American Attitudes about the Cold War (Continuity and Change), Canada and the Korean War (Cause and Consequence), Canadian Cold War Popular Culture (Historical Perspectives), and the Gouzenko Affair (The Ethical Dimension).

Through these lessons, students are given the opportunity to engage with primary resources and to expand their historical thinking through active exploration of historical issues.

KEYWORDS: Canada; Cold War; Suez Crisis; Lester B. Pearson; Korean War; Music; Gouzenko Affair; Diefenbunker; Primary Resources; Propaganda; Peacekeeping; Espionage; Human Rights; United Nations; Historical Significance; Evidence; Continuity and Change; Cause and Consequence; Historical Perspectives; Ethical Dimension

AUTHOR(S): Rebecca Smith, Belinda Comeau, Ferial Kissoon

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Lesson #1: Historical Significance

Pearson and the Suez Crisis

COURSE: Grade 10 Canadian Academic History CHC2D

SPECIFIC EXPECTATION(S):

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 (e.g., with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada’s response to famine in Biafra or the genocide in East Timor), and assess whether these developments marked a change in Canada’s approach to or role in international relations.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

Secondary Historical Thinking Concept Explored: Cause and Consequence

Lesson #1: Pearson and the Suez Crisis

OVERVIEW: Lester B. Pearson, who would later become Prime Minister, was behind the creation of the first peacekeeping force. Canada is now known around the world as a peacekeeping nation. In this lesson, students will learn about and discuss Pearson’s role in resolving the Suez Crisis and the effect it had on Canadian identity.

MATERIALS:

1. Primary Source Documents:
 - PSD 1.1 Pearson’s Speech to the UN
 - PSD 1.2 UN Troops Arrive
 - PSD 1.3 Pearson Receives the Nobel Peace Prize
2. Secondary Sources:
 - SSD 1.1 Stamp of Pearson
 - SSD 1.2 Dextraze in the Congo Heritage Minute

PLAN OF INSTRUCTION: (You may not need to use each of these steps in every lesson)

Step 1: Warm up (5 Minutes)

Examine the image of Pearson on the stamp (SSD 1.1). How is he portrayed? What do the symbols around him represent?

Step 2: Discussion (30 Minutes)

Give a brief overview of the Suez Crisis, using the interactive timeline to help illustrate events

(SSD 1.2). Watch the clip of the speech Pearson gave to the UN (PSD 1.1). What reasons does he give for the need for peacekeepers? What reasons might he have had to advocate so strongly for this?

Step 3: Modeling (15 Minutes)

Watch the Universal Newsreel clip of UNEF forces arriving in Egypt (PSD 1.2). Look at how the event is being portrayed. Discuss how this is an American news clip. This shows the beginning of the establishment of Canada as a peacekeeping nation on the world stage.

Step 4: Guided Practice (15 Minutes)

Show the clip of Pearson receiving the Nobel Peace Prize (PSD 1.3). Divide the class into groups. Have them discuss what significance of this clip is. How does it relate to the idea of Canada as a peaceful nation? Go over it as a group.

Step 5: Sharing / Discussing / Teaching (45 Minutes)

Watch the Heritage Minute of Dextraze in the Congo. How is Canada's role as peacekeepers portrayed in this? How is it the same or different from the portrayals we saw in the news clips from the time? Why might they not have chosen Pearson and Suez Crisis for the clip?

Discuss how Canadians have been involved in every peacekeeping mission since the Suez Crisis. How significant was Pearson in this? Does he deserve the praise, or is his significance exaggerated? Is peacekeeping still a large part of Canadian identity?

ASSESSMENT:

Students have the option of either writing a journal of at least 2/3 of a page describing the Pearson's significance in Canadian history (or lack thereof, depending on the student) or drawing an image using symbols or other visuals to depict Pearson's significance (or lack thereof), similar to the stamp shown in the beginning.

APPENDICES:

Primary Source Documents:

PSD 1.1 Suezcrisis.ca, (2014). Pearson's Speech to the UN
http://www.suezcrisis.ca/video_pearson.html

PSD 1.2 Suezcrisis.ca, (2014). UN Troops Arrive
http://www.suezcrisis.ca/video_newsreels.html

PSD 1.3 CBC.ca Player,. (2011). Pearson Receives the Nobel Peace Prize
<http://www.cbc.ca/player/News/CBC+75th+vignettes/ID/2163766416/>

Secondary Sources:

SSD 1.1 Thecanadaguide.com,. (2014). Stamp of Pearson
<http://www.thecanadaguide.com/wp-content/uploads/2012/01/pearsonstamp.jpg>

SSD 1.2 Suezcrisis.ca, (2014). Suez Crisis Timeline
<http://www.suezcrisis.ca/chronology.html>

SSD 1.3 Historicacanada.ca,. (2014). Dextraze in the Congo. *Historica Canada*.
<https://www.historicacanada.ca/content/heritage-minutes/dextraze-congo>

Lesson #2: Evidence
Nuclear Hysteria? Canada and the Diefenbunker

Course: Grade 10 Canadian Academic History CHC2D

Specific 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 (*e.g., with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada's response to famine in Biafra or the genocide in East Timor*), and assess whether these developments marked a change in Canada's approach to or role in international relations

A1.5 use the concepts of historical thinking (*i.e., historical significance, cause and consequence, continuity and change, and historical perspective*) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914 (*e.g., use the concept of historical significance to assess the impact of Vimy Ridge on the evolution of Canadian identity; use the concept of cause and consequence when assessing the social, economic, and political context of the Winnipeg General Strike; use the concept of continuity and change when analysing the evolution of the relationship between Canada and Great Britain; use the concept of historical perspective when assessing the motives of the Woman's Christian Temperance Union*)

Primary Historical Thinking Concept Explored: Evidence

Secondary Historical Thinking Concept Explored: Historical Significance

Lesson #2: Nuclear Hysteria? Canada and the Diefenbunker

Overview: This lesson provides an introduction to the use of historical evidence and asks students to explore cold war productions such as an American Civil Defense Film and the Canadian Diefenbunker. These explorations are meant to expand student understanding of North Americans beliefs about the international situation in the Cold War (particularly the general belief in the likelihood of nuclear war).

- a. Learning Goals:** By the end of this lesson, students should be able to:
 - explain why evidence is necessary to make a good historical argument
 - evaluate the meaning of specific examples of historical evidence
- b. Success Criteria:** By the end of this lesson, students will:
 - explain what the existence of the Diefenbunker says about Canada's belief in the international situation
 - analyze the short film "Duck and Cover" and evidence from the Diefenbunker to determine their explicit and implicit messages

c. Materials:

Primary Source Documents:

PSD 2.1 “All Ice is Home Ice”

PSD 2.2 Duck and Cover Video

Black Line Masters:

BLM 2.1 Graphic Organizer (2 copies)

BLM 2.2 Guiding Page for Diefenbunker Activity (electronic copy)

Secondary Source:

SSD 1.1 The Diefenbunker Website

Technology:

-Class set of computers

-Internet Access

-Projection system able to display online video for the class (usually requires a smartboard or projector and compatible laptop)

d. Plan of Instruction:

Pre-Lesson Notes:

-Context:

The first part of this activity assumes that students have little experience analyzing primary sources as evidence. If students have more extensive knowledge on this subject, this part of the lesson can be eliminated or de-emphasized to a supporting/reviewing role.

Ideally, this lesson will occur in conjunction with a tour of the Diefenbunker but can be run independently if necessary.

-Assessment For Learning:

Student understanding of primary resources should be evaluated prior to this lesson through use of general survey questions which give them opportunity to demonstrate knowledge of primary sources and their use as evidence.

Lesson:

Step 1: Warm up (5 min)

Show the class a popular video which they are likely to have seen before. For this purpose, **PSD 2.1** Nike “Home Ice” has been selected. However, this can vary depending on the known preferences and background of the class. It is best to select a video which is familiar to the students and which they can relate to.

Step 2: Discussion (10 min)

Ask students if this is what they usually think of when they think of historical evidence. Tell them that everything a culture creates might be used to try to explain it if the evidence survives. This can be related to the study of ancient civilizations where archaeologists might spend a great deal of time studying something like a vase, which wouldn't have seemed to be very important at the time, to understand lost cultures.

Ask them what this video might tell us about Canadian society, or at least about the people who made it.

Step 3: Modelling (15min)

Model Evidence Analysis for the students using the video the class has just discussed and in consultation with the Graphic Organizer. This step might take more or less time depending on how well the Discussion covered the video.

When Modelling, make sure to note the difference between the explicit message of the piece (What does it actually say? What does it want you to do?) and the implicit message (What does it assume about Canadians?)

It is important to emphasize for students that the graphic organizer is to help them get started thinking about analyzing evidence but that analysis should expand beyond the categories on the sheet. They should also be reminded that how **reliable** a source is determines **how we use it** not its usefulness. Pieces that are massively inaccurate, like propaganda, can still give us valuable information about what groups thought or believed.

For this piece, modelling might emphasize:

When/Where: 2013, Canada

Colour: use of uniform colours, white ice **Design:** objects/symbols such as the hockey sticks and uniforms.

Explicit Message/Purpose: Says that Canadians are the best at Hockey

Meaning: It ties Hockey to Canada, arguing that Canadians are superior and have a more important relation to hockey than any other nation does.

Who Made It: This ad was created by the Nike. It is therefore biased toward that company and will attempt to make its product look good.

Target Audience: The ad is targeted specifically at Canadians who like Hockey. That means it isn't going to reflect the beliefs of all Canadians (e.x. excluding people that don't care about sports) or of people who are not Canadian.

Reliability: Consider the previous categories: can we trust this source to honestly relate facts and a realistic assessment of Canadian behavior?

What it Tells Us: This source tells us that a significant percentage of Canadians probably consider Hockey very important. We know that because a profit-oriented company thought that patriotic belief was strong enough to influence sales.

Provide students with some examples of how this video might be used to support a point.

Step 4: Guided Practice (15min)

Show the class **PSD 2.2** “Duck and Cover” Video.

Ask students what points stood out for them in the video. Then ask them to analyze the video using the **BLM 2.1** Graphic Organizer.

Some points which students should identify are:

- the young intended audience of the video
- the specific instructions it provides to survive a nuclear explosion – do students believe these tactics would actually be effective?

The Teacher may have to guide analysis in order to ensure students understand what the existence of this video and program say about the North American Audience at the time (the expectation of nuclear warfare and the belief that the public needed to be able to do something).

Step 5: Independent Activity (30min)

Students will use computers with internet access to explore information and primary sources tied to the Diefenbunker.

Students will be given access to an electronic copy of **BLM 2.2** Guiding Page (this can be accomplished through a shared drive, email, etc). This page will lead them through some of the activities and resources the site offers and encourage students to consider the value of the evidence they are viewing.

Students will be particularly asked to consider what this massive piece of historical evidence says about Canada’s belief about the international situation during the Cold War.

*Note: In Task 3, the desired response will likely resemble: “The Canadian government believed there would be a nuclear war. I know this because they spent a huge amount of money and effort to make a bunker that would let the government function through a nuclear war.”

Step 6: Sharing / Discussing / Teaching (10min)

5min: Students will be asked to form small groups and brainstorm a few of the ways primary resources and preserved historical sites can be used to tell us things about history.

5min: Students will be given 5 minutes to fill out an exit card with the questions:

1. What message do the resources we looked at today send about life in the 1950s?
2. What benefit is there in preserving historical sites like the Diefenbunker?

e. Assessment

The teacher will move through the room and examine students' analysis of the "Duck and Cover" video as students complete it, evaluating comprehension of the assignment and the material. Students' exit cards will be examined: students have achieved the success criteria if they recognized that these primary sources showed that during the 1950s Canada believed nuclear war was a likely possibility.

Note:

Visiting this historical site would be a very valuable experience and help emphasize the importance of historical evidence to a much greater degree than use of the website alone.

Appendix:

Primary Source Documents

PSD 2.1 "All Ice is Home Ice" Nike Training, Nike. December 26, 2013.
<https://www.youtube.com/watch?v=f8gzXBpyWGM>

PSD 2.2 "Duck and Cover" Video

"Duck And Cover (1951) Bert The Turtle Civil Defense Film." YouTube video, 9:14. Posted by "Nuclear Vault," July 11 2009. <http://www.youtube.com/watch?v=IKqXu-5jw60>

Black Line Masters:

BLM 2.1 Graphic Organizer

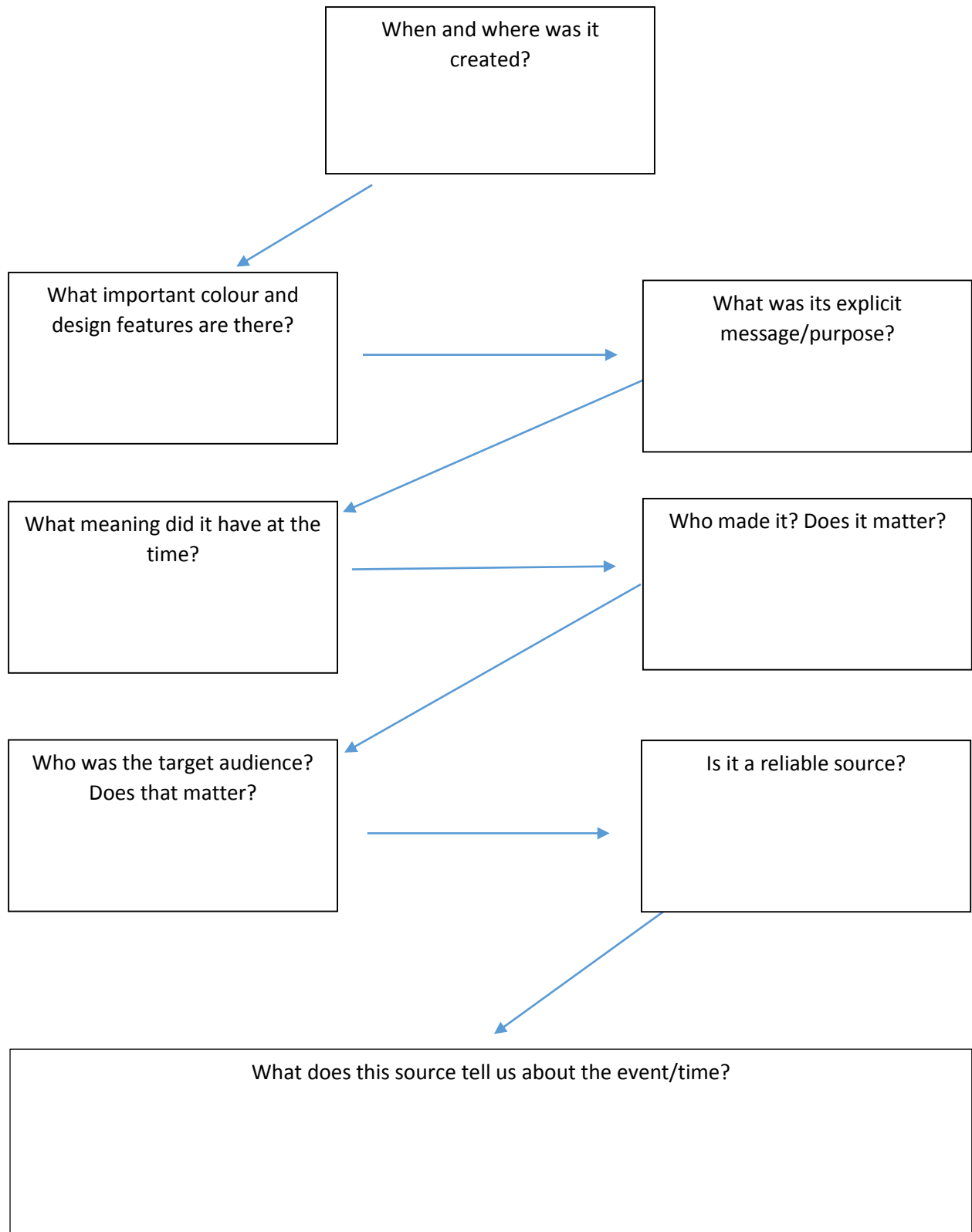
BLM 2.2 Guiding Page – Diefenbunker Activity

Secondary Source:

SSD 1.1 Diefenbunker: Canada's Cold War Museum. The Diefenbunker. <http://diefenbunker.ca/>

BLM 2.1

Evaluating Historical Evidence



BLM 2.2

The Diefenbunker

Visit the site: <http://diefenbunker.ca/>

Use the Tasks below to structure your exploration of this historical site.

Task 1:

Complete an Analysis of the Diefenbunker as a piece of historical evidence using the Graphic Organizer. Information to help in this analysis can be found under “About” - “History of the Diefenbunker”

Task 2:

Under “Discover” Explore the “Blue Prints” of the site.
Did anything they included in the Bunker surprise you?

Task 3:

Make a statement about Canada’s perception of the international situation in the 1950s. Use at least **one piece** of primary evidence from the site to support your view.

Task 4:

Under “Learn” Explore the “Online Activities for Kids”.
These activities are not based in history, why do you think they were put on an educational site?

Lesson #3: Change and Continuity
International Pitfalls:
The Changing Concerns of Canada in the Cold War

Course: Grade 10 Canadian Academic History CHC2D

Specific Curriculum Expectations:

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Primary Historical Thinking Concept Explored: Continuity and Change

Secondary Historical Thinking Concept: Evidence

Lesson #3: International Pitfalls: The Changing Concerns of Canada in the Cold War

Overview: This lesson will introduce students to a variety of primary sources and encourage students to draw conclusions from this evidence regarding Canada's changing international stance and relationship with central Cold War powers. These pieces are structured around turning points in the Cold War psyche in North America and students will be asked to evaluate what aspects of the pieces continue over time compared with in what ways the pieces change focus.

a. Learning Goals:

Students will:

- identify the characteristics of individual primary sources
- evaluate what sources tell us about how North Americans viewed their domestic and international situation
- compare and contrast these evaluations to chart continuity and change in attitudes in Canada toward the international situation.

b. Success Criteria:

Students will:

- analyze primary sources, noting relevant uses of colour, symbols, etc.
- successfully identify central themes and messages in a group of sources
- chart a shift from North America's Communist centric concerns to nuclear hysteria, and evolving into a peace movement.

c. Materials:

Handouts:

BLM 3.1 Analysis Organizer

BLM 3.2 Cold War Timeline

BLM 3.3 Exit Card

Primary Sources:

PSD 3.1-3.15

Image Groupings:

PSD 3.1 "New Deal Struck"

PSD 3.2 "Someone is Taking Someone for a Walk"

PSD 3.3 "Our Northern Neighbour" (1944)

Group 1: Anti-Communism

PSD 3.4 "The Red Menace" (1949)

PSD 3.5 "Is This Tomorrow" (1947)

Group 2: Communist Hunt at Home

PSD 3.6 "McCarthy Charges Reds Hold U.S. Jobs" (1950)

PSD 3.7 "It's okay – We're hunting Communists" (1947)

Group 3: Nuclear Warfare

PSD 3.8 Survival Under Atomic Attack (1951)

PSD 3.9 Them! (1954)

Group 4: Education

PSD 3.10 "Satellite Called Spur to Education" (1957)

PSD 3.11 "Wonder Why We're Not Keeping Pace?" (1957)

Group 5: Mutual Destruction

PSD 3.12 "Let's Get a Lock for This Thing" (1962)

PSD 3.13 "Cuban Missile Crisis" (1962)

Group 6: Peace Movement

PSD 3.14 "Stop the War Now"

PSD 3.15 "Withdraw U.S. Troops Now!" (1969)

Technology:

- Smartboard or projector and compatible laptop
- Computers for student access with internet access (minimum 1 per group)

d. Plan of Instruction:**Pre-Lesson Notes:****-Context:**

Students should move into this lesson with some content knowledge of the Cold War and the end of World War II. Students should also have completed a lesson on the purpose of Primary Sources.

-Assessment For Learning:

In the days before this lesson, the teacher should review what a primary source is and how we evaluate them. Student knowledge will be evaluated through a general discussion on the Cold War and on how we use Primary Sources before this lesson.

Lesson:**Step 1: Warm up (5 min)**

Students will look at the political cartoon on protectionism (**PSD 3.1**) and will brainstorm for a minute what they might be able to tell about our society based on that message. Teacher will summarize the results of the discussion and emphasize that we need to interpret primary sources in order to understand historical periods but that we still must be wary about generalizing these sources to the period as a whole.

Step 2: Discussion (10 min)

Activate Background Knowledge. Class will review the end of World War II (including the division of Berlin and the use of atomic bombs on Hiroshima) and Canada's international stature at the end of the war. Particular attention will be paid to how The Soviet Union related to the rest of the Allies.

Step 3: Modeling (10 min)

- **PSD 3.2** will be displayed on the board. The teacher will model the analysis of the image while asking for input from the class, recording the analysis on the smartboard/projector to help the class review. Encourage students to think about what considerations might be important in understanding this image. (People, text, design, etc).

Step 4: Guided Practice (10 min)

Display the **PSD 3.3** image and encourage the class to brainstorm for a minute before taking up the analysis as a class. The main point which should be derived

from this analysis is the fact that during World War II and in the period immediately after, Canada sees the Soviet Union as an ally and wants to encourage citizens to view it this way as well. Students might also notice that the fact this propaganda exists suggests that Canadians are wary of the Soviet Union and need to be encouraged to take this view.

Step 5: Activity (15 min)

Students will separate into Six Groups, each of which will be provided with at least one computer. Each group will be provided with links to two Cold War era primary sources (according to the groups outlined in ‘Materials’) and asked to do a basic analysis of them using **BLM 3.1**. On the reverse of that page, they will then try to draw some more general conclusions about the North American Attitude which prevailed during the time these pieces were created. Each Group’s sources deal with a different Cold War focus detailed under ‘Materials’.

Step 6: Sharing / Discussing / Teaching (25 min)

The teacher will display a large version of the Cold War Timeline (**BLM 3.2**) at the front of the room and distribute a copy for each student.

10min – Each group will be asked to summarize the two propaganda pieces they viewed while the teacher displays those images to the class electronically. They will then be asked to write the general characteristics of those pieces on the timeline at the front (the rest of the students will be asked to mark it in their own papers).

10min – When the Timeline is complete, students will be asked to observe some of the general characteristics of North American attitudes over time. Together, the class will list some of the characteristics which have continuity across the time period (such as concerns about nuclear war) and which change (such as the shift from blaming exclusively the Soviet Union to the belief that the United States is also playing a role in aggression).

5min – Ask students to reflect on the connection between some of the events marked on the timeline and the shift in attitudes. Some guiding questions might include: Why did Vietnam coincide with increasing calls for peace more than the Korean War did? What effect did Sputnik have on North American beliefs?

e. Assessment

Students will be given the remainder of class to create a plan for a propaganda poster they will create as part of their final project **BLM3.3**. This formative plan should include the date the poster would have come out, a list of a few colours and images which might be included, and a description of the issue it will address. The issue described should be appropriate to the year of publication – demonstrating an understanding of the shifting interests of the Canadian public over this period.

The Success criteria of this lesson will be met if students successfully identify issues which would have been relevant to Canadians at the time they select. Teachers should note: Creation is the highest level of Bloom’s taxonomy, therefore it is important to build in these scaffolding components before allowing students to approach a more demanding project.

Appendix

Primary Source Documents

PSD 3.1 “New Deal Struck” Dolighan, MapleLeafWeb.

<http://www.mapleleafweb.com/files/cartoon/feb610.jpg?1265666308>

PSD 3.2 “Someone is Taking Someone for a Walk”

<http://sipseystreetirregulars.blogspot.ca/2011/10/collectivists-of-feather-flock-together.html>

PSD 3.3 “Our Northern Neighbour” Harry Mayerovitch. National Film Board of Canada, (1944) *On All Fronts: WW2 and the NFB*. Canadian Culture Online.

<http://www3.nfb.ca/ww2/home-front/propaganda-the-battle-for-hearts-and-minds.htm?subtype=archives&view=737131>

PSD 3.4

“The Red Menace” Director R.G. Springsteen, 1949. The History of Media Use for Propaganda Purposes.

<http://manspropaganda.files.wordpress.com/2009/11/redmenace.jpg>

PSD 3.5

“Is This Tomorrow” Catechetical Guild Educational Society of St. Paul, Minnesota, 1947. The History of Media Use for Propaganda Purposes.

<http://manspropaganda.files.wordpress.com/2009/11/isthistomorrow.jpg>

PSD 3.6

“McCarthy Charges Reds Hold U.S. Jobs” Wheeling Newspaper, 1950. Ohio County Public Library, The West Virginia Encyclopedia.

http://www.wvencyclopedia.org/assets/0002/2368/mccarthyheadline_standard.JPG?1330635588

PSD 3.7

“It’s okay – We’re hunting Communists” Herbert Block. Washington Post, October 31, 1947. Canadian Mysteries.

<http://www.canadianmysteries.ca/sites/norman/images/view.php?id=6033&lang=en&size=3>

PSD 3.8

“Survival Under Atomic Attack” United States, Office of Civilian Defence. Washington D.C., 1950.

<http://upload.wikimedia.org/wikipedia/commons/e/e5/SurvivalUnderAtomicAttack.jpg>

PSD 3.9

“Them!” Director Gordon Douglas, Warner Brothers (1954)

http://www.imdb.com/media/rm1510406656/tt0047573?ref_=ttmi_mi_all_pos_1

PSD 3.10

“Satellite Called Spur to Education” New York Times. October 12, 1957. Investing in Futures: Public Higher Education in America. The City University of New York.

<http://www.cuny.edu/site/cc/higher-education/science1/1science.jpg>

PSD 3.11

“Wonder Why We’re Not Keeping Pace?” Herbert Block, Washington Post (1957). Oswego City School District Regents Exam Prep Center (1999-2011).

http://www.regentsprep.org/regents/ushisgov/graphics/6b_3.gif

PSD 3.12

Cuban Missile Crisis (1962). WordPress, 2014.

<https://aghg.files.wordpress.com/2014/02/cold-war-cuban-missile-crisis-cartoon.jpg>

PSD 3.13

“Let’s Get a Lock for This Thing” Herbert Block. Washington Post, November 1, 1962. Library of Congress.

<http://www.loc.gov/exhibits/herblock/white-is-black-black-is-white-night-is-day.html>

PSD 3.14

“Stop the War Now” State Library and Archives Florida, Florida Memory Project. University of Connecticut, 2012.

http://today.uconn.edu/wp-content/uploads/2012/07/FSU_protest_Tallahassee_rc01458.jpg

PSD 3.15

"Withdraw U.S. Troops Now! End Canada's Complicity in Vietnam: Easter March for Peace." Vietnam Mobilization Committee, Toronto (1969). “The Vietnam War: Popular Protest Comes of Age”, McMaster University Libraries.

http://pw20c.mcmaster.ca/files/imagecache/generalresize/files/pw20c_images/00000688.jpg

Black Line Masters

BLM 3.1 Analysis Organizer

BLM 3.2 Cold War Timeline

BLM 3.3 Exit Card

BLM 3.1

Image Group Analysis

Image 1: _____

Year Created: _____

Colour and Design Features:

Author/Source:

Message:

Image 2: _____

Year Created: _____

Colour and Design Features:

Author/Source:

Message:

Overall Message

These primary sources were created in a particular context during the Cold War. Some were associated with specific events while others simply reflected the changing concerns of North Americans over the course of the Cold War. Record below what traits and concerns these sources suggest are central at this time:

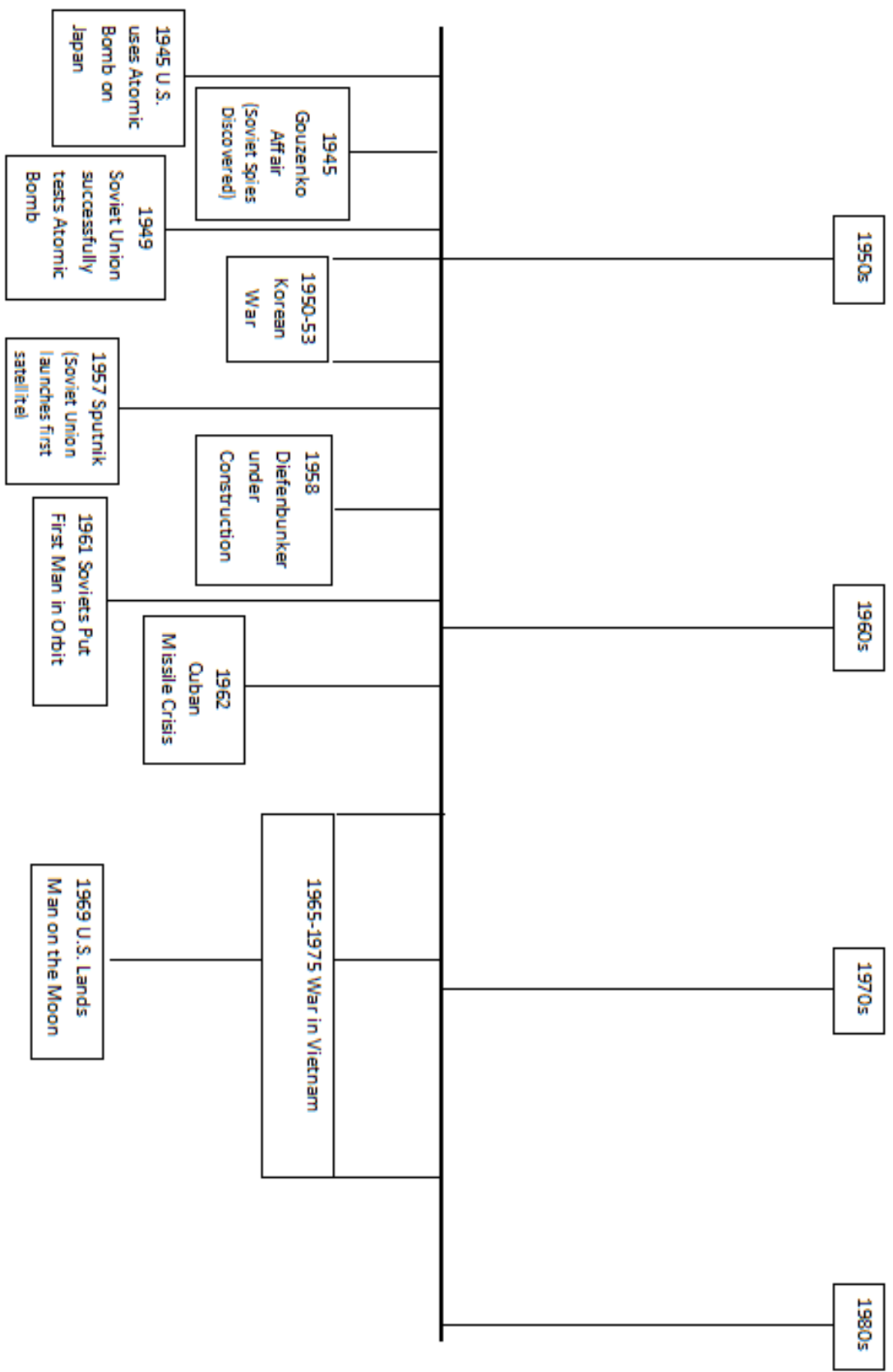
What is the main message of these sources?

Do they demonstrate concerns about Nuclear war?

Who is shown as causing the problems?

What message is sent about Communists?

Timeline of the Early Cold War



BLM 3.3

Exit Card

At the conclusion of this unit, you will be asked to create a Propaganda Poster that Canada might have used at some point in the Cold War. Based on the investigations we have completed today, you are going to create a plan for that poster.

In order to be successful in this assignment, you will need to:

- Identify a Specific Year Your Poster Might Have Been Shown
- Associate Your Poster with a Specific Event Which Would Have Been Current at That Time (e.g. The Moon Landing, Russia testing the Atomic Bomb, Vietnam, The Korean War)
- Take a Specific Stance on the Issue Which Would Have Been Common at the Time (Demand an end to Vietnam, Worry about Russian spies, etc.)
- Identify Colour and Design Features Which Will Make Your Poster Attractive and Relevant for the Audience (e.g. Red symbolizes Communism, the Stars and Stripes represent America, etc)

Use the Timeline we worked on today guide your thinking.

Year of Poster: _____

Event: _____

Possible Issues of the Time:

Stance on Issue:

Colour and Design Features:

LESSON #4: Cause and Consequence
Causes and Consequences of Canada's role in the
Korean War
1950-1953

COURSE: Grade 10 Canadian Academic History CHC2D

SPECIFIC 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 (e.g., with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada's response to famine in Biafra or the genocide in East Timor), and assess whether these developments marked a change in Canada's approach to or role in international relations.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

LESSON #4: CAUSES AND CONSEQUENCES OF CANADA'S ROLE IN THE KOREAN WAR 1950-1953

Overview of Lesson: In this lesson, students will consider the causes and consequences of Canada's involvement in the Korean War. Through a variety of sources, students will inquire about causes and consequences of Canada's involvement within the context of the Cold War.

Materials

Primary Source Documents

PSD 4.1: Remember the Korean War, 60 Years on.

http://www.boston.com/bigpicture/2010/06/remembering_the_korean_war_60.html Date Accessed: December 8th, 2014

PSD 4.2 Korean Veterans of Canada. John R. Bishop.

http://www.kvacanada.com/stories_jbperspective.htm. Date accessed: December 8th, 2014

PSD 4.3 You Tube Video Clips. Land of the Morning Calm

Veterans Affairs Canada. Historical Context Korean War

<http://www.veterans.gc.ca/eng/remembrance/history/korean-war/land-morning-calm>. Date Accessed: December 8th, 2014

PSD 4.4 Veterans Affairs Canada. Kapyong. Korean War

<http://www.veterans.gc.ca/eng/remembrance/history/korean-war/land-morning-calm/battles/kapyong>. Date accessed: December 8th, 2014

PSD 4.5 Veterans Affairs Canada. Legacy of the Korean War

<http://www.veterans.gc.ca/eng/remembrance/history/korean-war/land-morning-calm/armistice/legacy>. Date accessed: December 8th, 2014

2. Secondary Sources

Bjarnason, Dan. Trimumph at Kapyong. Canada's Pivotal Battle in Korea, Library and Archives Canada, 2011

Quinlan, Don et. al. The Canadian Challenge. Oxford University Press Canada: Toronto, 2008—
Students read up to the Suez Crisis

42 Maps that explain WWII. Map of America goes to War to defend South Korea
<http://www.vox.com/2014/11/13/7148855/40-maps-that-explain-world-war-ii>. Date Accessed:
December 8th, 2014

Black Line Masters

BLM 4.1 Guided Note

Technology:

Power Point

Projection System (Smartboard or Projector and Compatible Laptop)

Plan of Instruction

STEP 1. Warm Up (10 Minutes)

On the Power Point show students PSD 4.1: Remember the Korean War, 60 Years on. Ask them which battle or war might this be from? Let students give their first impressions of the photograph, and further observations. Then tell them it is from the Korean War

STEP 2. Discussion (20 Minutes)

Remind students of why Canadians went to war during the WWI and WWII. What were the political considerations and what motivated young men to fight. Now, after WWII, with reference to the Cold War, the UN, diplomatic relations with Russia and the U.S. ask them how motivations might change, or how they remain the same?

STEP 3. Modelling (20 Minutes)

a) Show students You Tube Video Clips. Land of the Morning Calm. There are three clips 1) The Historical context, Kapyong, and Legacy.

As students are watching the clips, have them answer on a sheet of paper:

WHAT CONCERNS WERE THERE AFTER WWII?

WHAT COUNTRIES WERE INVOLVED IN THE KOREAN WAR?

HOW IS KOREA DIVIDED? WHAT ARE THE NAMES OF THE SECTIONS?

WHAT ARE THE CAPITALS OF NORTH AND SOUTH KOREA?

WHAT TERM WOULD YOU USE TO DESCRIBE NORTH KOREA'S ECONOMIC CLIMATE?

WHAT TERM WOULD YOU USE TO DESCRIBE SOUTH KOREA'S ECONOMIC CLIMATE?

WHERE IN KOREA IS KAPYONG?

WHAT IS THE SIGNIFANCE OF THE 38th PARALLEL?

b) On a Power Point show students the map of the Cold War and Korea Secondary Source: 42 Maps that explain WWII. Map of America goes to War to defend South Korea
<http://www.vox.com/2014/11/13/7148855/40-maps-that-explain-world-war-ii>

STEP 4 Guided Practice (30 Minutes)

1. Number students 1,2,3,4

Student 1: Read: Adrienne Clarkson's analysis of the Korean War. Bjarnason, Dan. Triumph at Kapyong. Canada's Pivotal Battle in Korea, Library and Archives Canada, 2011

Student 2: Read: Dan Bjarnson's analysis of the Korean War Bjarnason, Dan. Triumph at Kapyong. Canada's Pivotal Battle in Korea, Library and Archives Canada, 2011

Student 3: Read: Excerpt from textbook on the Korean War. Bjarnason, Dan. Triumph at Kapyong. Canada's Pivotal Battle in Korea, Library and Archives Canada, 2011

Student 4: Read PSD 4.2 Korean Veterans of Canada. John R. Bishop.

2. On a separate sheet of paper have students answer the following:
Teacher can post these questions on a power point

1. According to your source what were the consequences of Canada's involvement in the Korean War?

Looking at your list of consequences, are there more important consequences they noted? Are there certain issues that each individual author choses to pay more attention to?

2. Have students discuss their answers.

STEP 5: Independent Activity (25 Minutes)

1. Distribute BLM 4.1. Concept Map. On Canada and the Korean War

STEP 6: Discussion (20 Minutes)

1. Ask students was Canada's involvement in the Korean War inevitable? Discuss and debate with students on the meaning of the word inevitability. Have them consider the social and political consequences of Canada as a peace keeping nation and its role on the international stage

ASSESSMENT

The Korean War has been labeled Canada's "Forgotten War". In a history journal have students evaluate the causes and consequences of the war to determine whether or not historians are justified in using this label. In their response journal, students should boldly declare their statement and provide 1 or 2 arguments with evidence to support their claim.

Appendix:

Primary Source Documents

PSD 4.1: Remember the Korean War, 60 Years on.

http://www.boston.com/bigpicture/2010/06/remembering_the_korean_war_60.html Date Accessed: December 8th, 2014

PSD 4.2 Korean Veterans of Canada. John R. Bishop.

http://www.kvacanada.com/stories_jbperspective.htm. Date accessed: December 8th, 2014

PSD 4.3 You Tube Video Clips. Land of the Morning Calm

Veterans Affairs Canada. Historical Context Korean War

<http://www.veterans.gc.ca/eng/remembrance/history/korean-war/land-morning-calm>. Date Accessed: December 8th, 2014

PSD 4.4 Veterans Affairs Canada. Kapyong. Korean War

<http://www.veterans.gc.ca/eng/remembrance/history/korean-war/land-morning-calm/battles/kapyong>. Date accessed: December 8th, 2014

PSD 4.5 Veterans Affairs Canada. Legacy of the Korean War

<http://www.veterans.gc.ca/eng/remembrance/history/korean-war/land-morning-calm/armistice/legacy>. Date accessed: December 8th, 2014

2. Secondary Sources

Bjarnason, Dan. Trimumph at Kapyong. Canada's Pivotal Battle in Korea, Library and Archives Canada, 2011

Quinlan, Don et. al. The Canadian Challenge. Oxford University Press Canada: Toronto, 2008—
Students read up to the Suez Crisis

42 Maps that explain WWII. Map of America goes to War to defend South Korea

<http://www.vox.com/2014/11/13/7148855/40-maps-that-explain-world-war-ii>. Date Accessed: December 8th, 2014

Black Line Masters

BLM 4.1 Guided Note

B.L.M 4.1.

This B.L.M is adapted from Seixas, Peter and Tom Morton. The Big Six. Historical Thinking Concepts. Nelson Education: Toronto, 2013

1. Distribute a blank sheet of paper and a coloured marker to each student
2. Read the list of items below which are all connected in some way to the central topic of Canada and the Korean War.

Topics:

Canada	The American Government	The Soviet Empire
The United Nations	capitalist	communist
South Korea	North Korea	NATO
China	Japan	Cold War
Kapyong	Mackenzie King	Nuclear threat
38th parallel	stalemate	

3. Each student chooses a coloured marker and uses it to draw a line between topics that they think are connected. Next to these lines, write a linking verb to explain how these topics are related.

Led to	caused	resulted in	contributed to
Raised concern	blew the whistle	declared	argued

*you can also use whatever linking verb you want

Lesson #5: Historical Perspectives
The Canadian Music Scene during the Cold War

COURSE: Grade 10 Canadian Academic History CHC2D

SPECIFIC EXPECTATION(S):

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 (e.g., with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada’s response to famine in Biafra or the genocide in East Timor), and assess whether these developments marked a change in Canada’s approach to or role in international relations.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

Secondary Historical Thinking Concept Explored: Evidence

Lesson #5: The Canadian Music Scene during the Cold War

OVERVIEW: In this lesson, students will examine the Canadian music scene of the Cold War Era, with particular focus on the 70’s and 80’s and how evidence of the politics of the time can be found in the music. This era saw the rise of many of Canada’s most famous musicians and the birth of Canada as an international contender in the world’s music scene. In doing so, the students will not only gain insight into the pop culture and politics of the time, but will be exposed to different perspectives put forth by the various musicians in their songs.

MATERIALS:

1. Primary Source Documents:

- PSD 5.1 Lenny Kravitz “American Woman” video
- PSD 5.2 Guess Who “American Woman” video
- PSD 5.3 Guess Who “American Woman” lyrics
- PSD 5.4 Bruce Cockburn “Lovers in a Dangerous Time” video
- PSD 5.5 Bruce Cockburn “Lovers in a Dangerous Time” lyrics
- PSD 5.6 Neil Young “Keep on Rockin’ in the Free World” video
- PSD 5.7 Neil Young “Keep on RoOckin’ in the Free World” lyrics
- PSD 5.8 Rush “The Trees” video
- PSD 5.9 Rush “The Trees” lyrics
- PSD 5.10 Anne Murray “A Little Good News” video
- PSD 5.11 Anne Murray “A Little Good News” lyrics
- PSD 5.12 Gordon Lightfoot “Protocol” video
- PSD 5.13 Gordon Lightfoot “Protocol” lyrics
- PSD 5.14 April Wine “Bad Side of the Moon” video
- PSD 5.15 April Wine “Bad Side of the Moon” lyrics
- PSD 5.16 Five Man Electrical Band “Signs” video
- PSD 5.17 Five Man Electrical Band “Signs” lyrics

- PSD 5.18 The Original Caste “One Tin Soldier” video
PSD 5.19 The Original Caste “One Tine Soldier” lyrics
2. Secondary Sources:
SSD 5.1 Canadian Music Legislation Timeline

PLAN OF INSTRUCTION:

Step 1: Warm up (10 Minutes)

Play the Lenny Kravitz version of “American Woman” (PSD 1.1). This is a cover of one of the most popular Canadian songs of all time, and was specifically done for soundtrack of *Austin Powers: The Spy Who Shagged Me*. How might the message and perspective of this version differ from the original, considering it was made decades later and performed by an American artist?

Step 2: Discussion (10 Minutes)

Discuss the music scene of the time, including the legislation passed that required a certain percentage of music on AM stations in Canada to be Canadian. Give examples of the musicians and bands that rose to fame during this time. The timeline (SSD 1.1) can be used to give a concise overview of the changing legislation during this time.

Step 3: Modeling (15 Minutes)

Play the original version of American Woman and have the lyrics on the board. Pick it apart and discuss possible meanings for the class. Relate this back to the Lenny Kravitz cover. How has the meaning of the song changed? PSD 1.2, 1.3

Step 4: Guided Practice (30 Minutes)

Split the class into groups of 3-5 students, and assign each group a song to look at and listen to. Each group will then try to determine what their song is about and how it relates to the Cold War. What is the songwriter’s perspective on things? The groups will then present their findings to the class.

Possible Songs May Include (Videos and Lyrics):

- Bruce Cockburn “Lovers in a Dangerous Time” PSD 1.4, 1.5
- Neil Young “Keep on Rockin’ in the Free World” PSD 1.6, 1.7
- Rush “The Trees” PSD 1.8, 1.9
- Anne Murray “A Little Good News” PSD 1.10, 1.11
- Gordon Lightfoot “Protocol” PSD 1.12, 1.13
- April Wine “Bad Side of the Moon” PSD 1.14, 1.15
- Five Man Electrical Band “Signs” PSD 1.16, 1.17
- The Original Caste “One Tin Soldier” PSD 1.18, 1.19

Step 5: Sharing / Discussing / Teaching (give an approximate time for the step)

Discuss the group findings. Did they notice anything interesting about the songs? Did the opinion of the artists about the time they were writing in seem positive or negative? Did the students find it difficult to interpret messages about events they were not alive for?

ASSESSMENT:

Have the students write a short journal entry. What song stood out to them the most? Why? What feelings did it invoke in them? Can they think of any songs from today that reflect the times in a similar way?

APPENDICES:

Primary Source Documents:

- PSB 5.1 YouTube,. (2014). Lenny Kravitz – American Woman
<https://www.youtube.com/watch?v=UzWHE32IxUc>
- PSB 5.2 YouTube,. (2014). Guess Who – American Woman
<https://www.youtube.com/watch?v=gkqfpkTTY2w>
- PSB 5.3 Azlyrics.com,. (2014). Guess Who – American Woman Lyrics
<http://www.azlyrics.com/lyrics/guesswho/americanwoman.html>
- PSB 5.4 YouTube,. (2014). Bruce Cockburn – Lovers in a Dangerous Time
<https://www.youtube.com/watch?v=7IX4gWkFqvU>
- PSB 5.5 Allthelyrics.com,. (2014). Bruce Cockburn – Lovers in a Dangerous Time Lyrics
http://www.allthelyrics.com/lyrics/bruce_cockburn/lovers_in_a_dangerous_time-lyrics-635486.html
- PSB 5.6 YouTube,. (2014). Neil Young – Keep on Rockin’ in the Free World
<https://www.youtube.com/watch?v=PdiCJUysIT0>
- PSB 5.7 Azlyrics.com,. (2014). Neil Young – Keep on Rockin’ in the Free World Lyrics
<http://www.azlyrics.com/lyrics/neilyoung/rockininthefreeworld.html>
- PSB 5.8 YouTube,. (2014). Rush – The Trees
<https://www.youtube.com/watch?v=JnC88xBPkkc>
- PSB 5.9 Azlyrics.com,. (2014). Rush – The Trees Lyrics
<http://www.azlyrics.com/lyrics/rush/thetrees.html>
- PSB 5.10 YouTube,. (2014). Anne Murray – A Little Good News
<https://www.youtube.com/watch?v=XTJcchmKhPw>
- PSB 5.11 Azlyrics.com,. (2014). Anne Murray – A Little Good News Lyrics
<http://www.azlyrics.com/lyrics/annemurray/alittlegoodnews.html>
- PSB 5.12 YouTube,. (2014). Gordon Lightfoot – Protocol
<https://www.youtube.com/watch?v=jut8wYL9NVk>
- PSB 5.13 Azlyrics.com,. (2014). Gordon Lightfoot Protocol Lyrics
<http://www.azlyrics.com/lyrics/gordonlightfoot/protocol.html>
- PSB 5.14 YouTube,. (2014). April Wine – Bad Side of the Moon
<https://www.youtube.com/watch?v=uK5VIKLrwlI>
- PSB 5.15 Lyricsfreak.com,. (2014). April Wine – Bad Side of the Moon Lyrics
http://www.lyricsfreak.com/a/april+wine/bad+side+of+the+moon_20008768.html
- PSB 5.16 YouTube,. (2014). Five Man Electrical Band - Signs
<https://www.youtube.com/watch?v=oeT5otk2R1g>
- PSB 5.17 Oldielyrics.com,. (2014). Five Man Electrical Band – Signs Lyrics
http://www.oldielyrics.com/lyrics/five_man_electrical_band/signs.html
- PSB 5.18 YouTube,. (2014). The Original Caste – One Tin Soldier
<https://www.youtube.com/watch?v=cTBx-hHf4BE>
- PSB 5.19 Songfacts.com,. (2014). The Original Caste – One Tin Soldier Lyrics
<http://www.songfacts.com/detail.php?lyrics=3888>

Secondary Sources:

- SSD 5.1 Oldfraser.lexi.net, (2014). Canadian Music Legislation Timeline
<http://oldfraser.lexi.net/publications/forum/1998/august/appendix1.html>

Lesson #6: Ethical Dimensions

Ethical Dimensions of Canada's Role during the Cold War: Case Study the Gouzenko Affair 1945-1946

COURSE: Gr.10 Canadian Academic History

SPECIFIC 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 (*e.g., with reference to the Korean War; the Gouzenko affair; the establishment of the North American Air Defense Command [NORAD] or the North Atlantic Treaty Organization [NATO]; the Suez Crisis; the Non-proliferation of Nuclear Weapons Treaty; peacekeeping; membership in La Francophonie; the creation of the Canadian International Development Agency [CIDA]; Canada's response to famine in Biafra or the genocide in East Timor*), and assess whether these developments marked a change in Canada's approach to or role in international relations.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Ethical Dilemmas

SECONDARY HISTORICAL THINKING EXPLORED: Historical Perspectives

Lesson # 6: Ethical Dimensions of Canada's Role during the Cold War: Case Study the Gouzenko Affair 1945-1946

OVERVIEW: This lesson looks at domestic impact Igor Gouzenko's testimony had on the development of politics and security in Canada both in the aftermath of WWII and the beginning of the Cold War. Students will understand how Gouzenko's actions not only reshaped Canada's relationship with Russia, the United States and Britain, but also how his actions caused an ethical dilemma for the Canadian Government in terms of its commitment in recognizing human rights. By looking at several historical actors, students will be able to consider the ethical dilemmas of Canada's Cold War history in which Gouzenko and the government were featured. Please note that this lesson will take place over 2 or even 3 days.

Materials

Primary Sources:

PSD 6.1 The Evidence Web. Library and Archives Canada. "Statement dated October 10th, 1945 comprising what had already been said to R.C.M.P. on September 7, 1945".

http://www.collectionscanada.gc.ca/008/001/008001-119.02-e.php?&page_id_nbr=136&&PHPSESSID=gogd7e6emqi0t2bbs17g6v90t2 Date Accessed: December 7th, 2014

PSD 6.2 Order in Council P.C. 6444

History of Rights. Order in Council PC 6444. <http://www.historyofrights.com/PDF/pc6444.pdf>. Date accessed: Dec. 7th, 2014

PSD 6.3

Library and Archives Canada. Mackenzie King Diary. Pp. 1739-1749.. <http://www.bac-lac.gc.ca/eng/discover/politics-government/prime-ministers/william-lyon-mackenzie-king/Pages/item.aspx?IdNumber=29052>. Date Accessed. December 7th, 2014

PSD 6.4

History of Rights. Civil Rights Union. The Toronto Star, 1946.

http://www.historyofrights.com/PDF/cru_magna_carta.pdf. Date accessed. December 7th, 2014

PSD 6.5

History of Rights. Political Cartoons. Gouzenko Affair

http://www.historyofrights.com/docs_cartoons.html. Date accessed. December 7th, 2014



Secondary Resources

Lisa See. Historical Linkages.

<https://thebrightestman.wikispaces.com/file/view/coldwar.gif/76280507/coldwar.gif> Date accessed: December 1st 2014.

Becca Baassiri, 'Igor Gouzenko'. Cold War Museum. Date Accessed: December 1, 2014

<http://www.coldwar.org/articles/40s/IgorGouzenko.asp>

History of Rights. David Shugar. <http://www.historyofrights.com/bios/shugar.html>

Date Accessed: December 7th, 2014

History of Rights. Alan Nunan May <http://www.historyofrights.com/bios/nunanmay.html>

Date Accessed December 7th, 2014

History of Rights Fred Rose <http://www.historyofrights.com/bios/rose.html>

Date Accessed: December 7th, 2014

History of Rights Emma Woikin <http://www.historyofrights.com/bios/woikin.html>

Date Accessed: December 7th, 2014

Black Line Masters

BLM 6.1. Data Organizer

BLM 6.2b: Developing a Fair Ethical Judgment: Position 1. Given the context of the time the government was justified in using PC6444 to expose a security threat to Canada

BLM 6.3c : Developing a Fair and Ethical Judgment Position 2 The government committed a crime when they suspended the civil liberties of those who were suspected of collaborating with Russian spies.

PLAN OF INSTRUCTION

Step 1. Warm Up. 10 minutes

Question: Can you think of a time when you felt that you were doing the right thing by going to authorities (like your parents, your teacher, or principal) to tell them of a situation that was troubling you, and that you knew that some actions of your friends or classmates was wrong? However, you also knew that if you told someone about these occurrences that it might have negative consequences for other parties.

If you cannot think of something that happened to you, maybe describe an incident without giving me any names or dates

Step 2. Discussion and Activating Prior Knowledge: 15 Minutes

Introduce Gouzenko Story by reading the entry of Gouzenko from the Cold War Museum

Put on Power Point

Baassri, Becca, 'Igor Gouzenko'. Cold War Museum. Date Accessed: December 1, 2014

<http://www.coldwar.org/articles/40s/IgorGouzenko.asp>

Ask students who are the key actors are in this story? And What is the context of the Gouzenko Affair. Some textbooks call their section on the Cold War in Canada as challenges in the Post-War world, Why is this? For example, people and places to establish context. Remind students of issues discussed in previous classes on the UN, NATO and threat of nuclear war. Students should utilize their knowledge of these events and concerns to situate Gouzenko.

Step 3: Modelling (15 Minutes)

1. Show them a map of how the world was coloured during the Cold War on the Power Point:

Lisa See. Historical Linkages.

<https://thebrightestman.wikispaces.com/file/view/coldwar.gif/76280507/coldwar.gif> Date accessed: December 1st 2014.

3. Ask students, that given the various colours what might be the reaction of certain governments? Remind students of what was previously learnt: Russian/The United States /British Relations following WWII, Canada's role in the UN and importance of peacekeeping.

a) What are some social issues? (Russians and other immigrants living in Canada, Recognition of Human Rights

b) What are some economic and political problems that might arise? (Canada heavily dependent

This will establish the general context of the time period

Step 4: Guided Practice/Group Activity (60 Minutes): Jigsaw

Each student will look at several primary sources print sources that were associated with the Gouzenko affair. When reading these documents, remind students they should not impose their present day values of the past. Students should consider the context of these documents.

1. Arrange students in groups of 4
2. Number each student 1,2,3,4
3. Distribute Primary Source Analysis to each student
BLM 6.1 Data Organizer.
4. Each student will fill out their data organizer based on which source was given to them

1. Gouzenko's Statements

Handout: Igor Gouzenko's Statements **PSD 6.1**

2- The Government:

Handout : Order in Council P.C. 6444
PSD 5.2

3- Mackenzie King's Diary

Handout **PSD 6.3** : Diary of Mackenzie King

4- The Media/Public Reaction

Handouts: **PSD 6.4:** Civil Rights Union. The Toronto Star, 1946.

PSD 6.5: Handout:. History of Rights. Political Cartoons. Gouzenko Affair

After students have finished reading their respective documents and filling out their data source charts, students **1 and 4 and 2 and 3** will get together to discuss their findings. 10 Minutes for this.

Switch

Students **1 and 2 and 3 and 4** will get together to discuss their findings. While students are discussing their findings, students will write 4-5 points on. 10 Minutes for this

Step 5: Independent Activity (25 Minutes)

Each member in the group will then read a brief biography of an individual who was detained by the Canadian government because they were suspected of collaborating with Soviet spies.

History of Rights. David Shugar. <http://www.historyofrights.com/bios/shugar.html>

Date Accessed: December 7th, 2014

History of Rights. Alan Nunan May <http://www.historyofrights.com/bios/nunmay.html>

Date Accessed December 7th, 2014

History of Rights Fred Rose <http://www.historyofrights.com/bios/rose.html>

Date Accessed: December 7th, 2014

History of Rights Emma Woikin <http://www.historyofrights.com/bios/woikin.html>

Date Accessed: December 7th, 2014

Divide the Class into two evenly split groups by numbering students **1& 2**. Distribute the following handouts. Have students complete their position forms. Students should consider ALL the evidence given to them that was based on their own readings, the responses from their peers and the evidence from the four suspects

BLM 6.2 a: Developing a Fair Ethical Judgment: Position 1. Given the context of the time the government was justified in using PC6444 to expose a security threat to Canada

BLM 6.2 b : The government committed a crime when they suspended the civil liberties/rights of those who were suspected of collaborating with Russian spies.

Step 6. Discussing

In Class Debate (35 Minutes)

a) Given their respective positions, have students debate the question,

Did the government pursue the right course of action when Gouzenko exposed a Soviet spy ring in Canada?

Here students should use their answers in the previous activity to guide them.

Potential guiding questions could be

- a) How did historical context influence your decision when considering the role of the government?
- b) When are certain decisions necessary?
- c) What is right and what is wrong. How do we clarify these terms?

Assessment of Learning

IF you had to put an installation on the Canadian Rights Museum, how would you depict the Gouzenko affair? Students' responses should be in the form of a response journal. By using the information from their sources and cases studies as well as class discussion, students must evaluate what the Gouzenko affair had on Canada's history and the issue of human rights. Students should make reference to the context, Gouzenko's decisions, the actions of the government, and provide an example from one of the people who were detained by the Government.

Appendix:

Primary Sources:

PSD 6.1 The Evidence Web. Library and Archives Canada .“Statement dated October 10th, 1945 comprising what had already been said to R.C.M.P. on September 7, 1945”.

http://www.collectionscanada.gc.ca/008/001/008001-119.02-e.php?&page_id_nbr=136&&PHPSESSID=gogd7e6emqi0t2bbs17g6v90t2 Date Accessed: December 7th, 2014

PSD 6.2 Order in Council P.C. 6444

History of Rights. Order in Council PC 6444. <http://www.historyofrights.com/PDF/pc6444.pdf>. Date accessed: Dec. 7th, 2014

PSD 6.3

Library and Archives Canada. Mackenzie King Diary. Pp. 1739-1749.. <http://www.bac-lac.gc.ca/eng/discover/politics-government/prime-ministers/william-lyon-mackenzie-king/Pages/item.aspx?IdNumber=29052>. Date Accessed. December 7th, 2014

PSD 6.4

History of Rights. Civil Rights Union. The Toronto Star, 1946.

http://www.historyofrights.com/PDF/cru_magna_carta.pdf. Date accessed. December 7th, 2014

PSD 6.5

History of Rights. Political Cartoons. Gouzenko Affair

http://www.historyofrights.com/docs_cartoons.html. Date accessed. December 7th, 2014



Black Line Masters

BLM 6.1. Data Organizer

BLM 6.2b: Developing a Fair Ethical Judgment: Position 1. Given the context of the time the government was justified in using PC6444 to expose a security threat to Canada

BLM 6.3c : Developing a Fair and Ethical Judgment Position 2 The government committed a crime when they suspended the civil liberties of those who were suspected of collaborating with Russian spies.

Secondary Resources

Lisa See. Historical Linkages.

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<http://www.coldwar.org/articles/40s/IgorGouzenko.asp>

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History of Rights. Alan Nunan May <http://www.historyofrights.com/bios/nunmay.html>
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History of Rights Fred Rose <http://www.historyofrights.com/bios/rose.html>
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