
Rationale: (context and why unit matters)

In this unit, students will examine the significance of global and national events and attitudes that have shaped Canadian identity from 1945-1972. Through their study of various events of the Cold War and Canada's turbulent political, social, and cultural climate through this same time period, students will examine the ways in which global and regional conflicts have been a powerful force in shaping our contemporary world and identities.

Culminating tasks or events to celebrate or bring together the learning

- Suez Canal Crisis news interview activity (formative)
- Vietnam War Dossier activity (formative)
- Cuban Missile Crisis dossier activity and create-a-news-memo activity (formative)
- Personalized, autonomous presentations (jigsaw style learning – will include a proposal, self and peer assessment, and class presentation) (summative)
- Regular kahoot and knowledge review games (ideally these will be formative and weekly)

STAGE 1: Desired Results (what will students be able to understand? know? do? (write ,say, do)

Core Competencies: (big picture reminders)

Communication

- Connect and engage with others (to share and develop ideas)
- Acquire, interpret, and present information (includes inquiries)
- Collaborate to plan, carry out, and review constructions and activities
- Explain/recount and reflect on experiences and accomplishments

Thinking

- Creative**
 - Novelty and value
 - Generating ideas
 - Developing ideas
- Critical**
 - Analyze and critique
 - Question and investigate
 - Develop and design

Personal & Social

- Positive Personal & Social Identity**
 - Relationships and cultural contexts
 - Personal values and choices
 - Personal strengths and abilities
- Personal Awareness & Responsibility**
 - Self-determination
 - Self-regulation

- Well-being
- Social Responsibility**
 - Contributing to community and caring for the environment
 - Solving problems in peaceful ways
 - Valuing diversity
 - Building relationships

UNDERSTAND	<p>Big Ideas(curriculum)</p> <ul style="list-style-type: none"> - Global and regional conflicts have been a powerful force in shaping our contemporary world and identities - The development of political institutions is influenced by economic, social, ideological, and geographic factors. 	<p>important/essential questions (create)</p> <ul style="list-style-type: none"> - How can I describe the ideological conflict that characterized the Cold War? - How did the Suez Canal crisis impact the development our contemporar world, and what effect did it have on the development of Canadian identity? - Why is the Cuban Missile Crisis a key event in understanding American-Russian conflict, aggression, and future diplomacy? - To what extent was Canadian foreign policy aligned with American foreign policy during the Cold War? - How can I evaluate Canada’s participation and response to modern conflicts, specifically the Vietnam War? - How was the 1960s a time of radical transformation for Indigenous peoples, women, and minorities in Canada? - Why was there a rise in nationalism in Quebec, and what can I interpret from the FLQ crisis? - How was Canada’s presence on the world stage shaped by its growing participation in the international community? - How can I identify whether a document is a primary or secondary source? - How can I employ processes of critical historical inquiry to interpret the past?
DO	<p>Curricular Competencies: (skills)</p> <ul style="list-style-type: none"> - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions - Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence) - Compare and contrast continuities and changes for different groups during this period (continuity and change) - Make reasonable ethical judgements about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment). 	

Content (learning standards):

- Domestic conflict and co-operation
- International conflicts and co-operation
- Truth and reconciliation in Canada
- Changing conceptions of identity in Canada
- Political and economic ideologies and the development of public policy

STAGE 2: Assessment Plan**Formative Assessment (for learning):**

- Suez Canal Crisis news interview activity (formative)
- Vietnam War web quest (formative)
- Cuban Missile Crisis dossier activity and create-a-news-memo activity (formative)
- Africville web quest (formative)
- Harold Cardinal “Red Paper” resistance poster (formative)
- FLQ “interpreting primary and secondary sources” activity (formative)
- Regular kahoot and knowledge review games (ideally these will be formative and weekly)

Summative Assessment (of learning):

- As their celebration of learning, students will be tasked with creating a summative project of their choice to share with the class (jigsaw learning). To clarify expectations to students, I will create a list of sample topics (treatment of Indigenous peoples and resilience in the 1960s, Korean War, nationalism in Quebec, etc) and a list of sample mediums for presentation (poster, spoken word poetry, power point, Youtube video, museum “exhibit”). I will also clarify that at least three sources must be cited, including a primary document, and evidence of at least one of the historical “Big 6” must be *clearly* demonstrated and elaborated upon.
- After clarifying these expectations, student will submit a proposal for their project, along with a personalized rubric for assessing their project. I will have five minut mini-meetings with each student to review the proposal and to make any necessary changes to the rubric to reflect the content and competencies of Social Studies 10.
- As this is a highly personalized project, assessment will not be based on factors such as grammar and neatness of visuals, but on critical reflection, an understanding of the content and historical thinking processes, and a thorough and nuanced understanding of the continued emergence of Canadian identity throughout the Cold War.
- Formative checks will be ongoing throughout this project, and will include micro goal setting sheets, self-reflection, and peer feedback.

- I actively intend to use these presentations in a jigsaw format to create 'experts' who share their knowledge with their peers (Vygotsky's social learning theory)

Stage 3: Learning Plan - a matrix model (below) is an efficient way to show unit lesson connections and general lesson descriptions that connect to assessment for and of learning

Learning Intentions/Curriculum Connections	Instructional Activities (scope and sequence, titles with brief lesson description)	Assessment (method /instrument <u>and</u> criteria/ standards)
<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> - How can I describe the ideological conflict that characterized the Cold War? 	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> - Cold War superpower circle activity - Powerpoint with embedded mini clips relevant to material covered - Class jigsaw of root causes of Cold War 	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> - Teacher circulation during circle activity (formative) - Think-pair-share through power point; handout (formative) - Gamification of jigsaw activity (mini 'satellite' tokens awarded to each team for each main point, ability to hit on Big 6)
<p><u>Lesson 2</u></p> <ul style="list-style-type: none"> - How can I describe the ideological conflict that characterized the Cold War? 	<p><u>Lesson 2</u></p> <ul style="list-style-type: none"> - Students will work on completing their jigsaw learning activity - Students will present as 'expert' groups - Cold War root causes kahoot game 	<p><u>Lesson 2</u></p> <ul style="list-style-type: none"> - Teacher circulation during preparation for presentations. Offer constructive, positive feedback. - Offer constructive formative feedback for presentations, make suggestions for improvement (privately)

Lesson 3

- How did the Suez Canal crisis impact the development our contemporary world, and what effect did it have on the development of Canadian identity?

Lesson 4

- How did the Suez Canal crisis impact the development our contemporary world, and what effect did it have on the development of Canadian identity?

Lesson 3

- Power point with embedded clips
- Students will work in groups to create a “newscast” in which various interest groups are interviewed as it relates to their involvement in the Suez Canal Crisis (cause and consequence, historical empathy). Interview will focus on root causes of the event and long-term ramifications, national identity.

Lesson 4

- Students will continue to work on their Suez Canal Crisis interviews
- Presentation of interviews
- Dialogical conversation about this event’s long term consequences for Canadian identity and what it means for the transformation of world superpowers, impact on stability in the Middle East, etc.
- Kahoot game or “I Have, Who Has”

- Use the kahoot to assess if students are grasping the material

Lesson 3

- Power points will fully utilize a think-pair-share method (not straight lecturing, but encouragement of critical thinking). This method, along with the worksheet, will act as formative assessment.
- I will informally assess the Suez Canal Crisis interviews, and will provide positive, constructive feedback to each presenting group

Lesson 4

- Teacher circulation while students are working on project
- Positive, constructive feedback for presentation
- Check for understanding, include outlying students in conversation using a think-pair-share method.
- Re-assess teaching methods if students are struggling with the material.
- The Kahoot game or “I Have, Who Has” will help build up general knowledge and vocabulary students will have for the Suez Canal Crisis, and will help reflect on the day’s learning.

Lesson 5

- Why is the Cuban Missile Crisis a key event in understanding American-Russian conflict, aggression, and future diplomacy?

Lesson 6

- Why is the Cuban Missile Crisis a key event in understanding American-Russian conflict, aggression, and future diplomacy?

Lesson 7

- How can I evaluate Canada's participation and response to modern conflicts, specifically the Vietnam War?
- How was Canada's presence on the world stage shaped by its growing participation in the international community?

Lesson 5

- Students will work in groups with 'doctored' document packages to piece together the events of the Cuban Missile Crisis (working without prior knowledge)
- Students present their stories, discussion about historical processes and critical thinking
- Short presentation about what actually happened during the Cuban Missile Crisis (include embedded youtube clips)

Lesson 6

- "Duck and Cover" video and discussion about why this event matters as far as understanding American-Russian aggression
- Class discussion (based on Counterpoints questions page 229, 231)
- Cuban Missile Crisis "historical perspectives" memo activity

Lesson 7

- Short presentation with embedded clips
- Should Canada's foreign policy be independent of the United States? What measures has Canada taken to promote a distinct Canadian identity?
- Vietnam War web quest (specific questions related to Canada's participation and response)

Lesson 5

- Teacher circulation
- Providing positive, constructive feedback for students presenting their stories of what happened during the Cuban Missile Crisis
- Think-pair-share, interactive presentation, and worksheet to accompany presentation (student will be requested to demonstrate that they have filled in the worksheet)

Lesson 6

- Think, pair, share
- Students will discuss the major questions together as a pod before presenting their answers
- Teacher circulation; activity includes a brief, formative rubric for students to follow

Lesson 7

- Think-pair-share method
- Students will work in their pods to draft a response. I will focus my attention on making sure outliers are participating in the discussion
- Teacher circulation for Vietnam War web quest offer feedback. I have an answer key for this

Lesson 8

- How can I evaluate Canada’s participation and response to modern conflicts, specifically the Vietnam War?

Lesson 9

- Why was there a rise in nationalism in Quebec, and what can I interpret from the FLQ crisis?
- How can I identify whether a document is a primary or secondary source?

Lesson 10

web quest ready to go (could potentially be summative).

Lesson 8

- Think, pair, share; assess if students are participating in discussion
- Teacher circulation for Vietnam War Web Quest answer key (potential for this activity to be summative)
- Use Kahoot to assess if students have grasped key knowledge related to Vietnam War and Canada’s rapidly changing foreign policy (pp. 234).

Lesson 9

- Think-pair-share
- Teacher circulation
- Can I Do It? For timeline of events in Quebec

Lesson 10

- Note student participation in class discussions. Use a think-pair-share to ensure students are

Lesson 8

- Hand out the summative assignment so that students have plenty of notice. Take time to explain how the projects will work, and that students will need to submit a brief proposal.
- Explain how by the end of the war, the tide was beginning to rapidly turn in the way society was feeling about conflict/international aggression. Tie this in to Trudeau’s changing foreign policy (counterpoints pp. 234).
- Finish Vietnam War web quest
- Vietnam War Kahoot (if time)

Lesson 9

- Students will examine photographs of the October Crisis without background knowledge, drawing conclusions based on inference. Students will generate some questions for further exploration.
- Students will construct a timeline of the Quebec independence movement. (starting pp. 217). Students should hang on to this timeline for later, when they will identify events in order of significance.

Lesson 10

- Discussion with students about the role of government in civil uprisings. Should the

<ul style="list-style-type: none"> - Why was there a rise in nationalism in Quebec, and what can I interpret from the FLQ crisis? - How can I employ processes of critical historical inquiry to reconstruct and interpret the past? 	<p>government intervene in situations of civil unrest? Was the War Measures act necessary, or an over-reaction?</p> <ul style="list-style-type: none"> - Students will re-visit the photograph from the previous day, and use context from the textbook to elaborate and revise their initial answers. - Students will analyze traces of FLQ manifesto and debrief on findings/conclusions - If time, students will watch music video “Mommy, Mommy” (1971) to understand cultural fears of assimilation 	<p>responding effectively to the photograph, using historical thinking skills</p> <ul style="list-style-type: none"> - Students will work in their pods and complete a chart I have created to analyze traces from the FLQ manifesto
<p><u>Lesson 11</u></p> <ul style="list-style-type: none"> - Why was there a rise in nationalism in Quebec, and what can I interpret from the FLQ crisis? - How can I employ processes of critical historical inquiry to reconstruct and interpret the past? 	<p><u>Lesson 11</u></p> <ul style="list-style-type: none"> - Students will watch a series of video and audio clips related to the October crisis, taking notes. - Discussion of central question: was the federal government justified in the War Measures Act, or were their actions an over-reaction? (More questions on page 221 of counterpoints) - Students will spend the rest of the class formulating a historical argument based on the assigned question. Go over rubric with students so they know how they will be evaluated. 	<p><u>Lesson 11</u></p> <ul style="list-style-type: none"> - Teacher circulation - Think, pair, share - Students will formulate a historical argument based on the central question (formative). I will use a rubric to assess (based on historical thinking concepts)
<p><u>Lesson 12</u></p>	<p><u>Lesson 12</u></p> <ul style="list-style-type: none"> - Students will review footage of Pierre Elliott Trudeau and his claim of creating a “just society.” Discussion of what a just society means. Review of difference between equity and equality. 	<p><u>Lesson 12</u></p> <ul style="list-style-type: none"> - Class discussion, think-pair-share. Teacher will call on groups that do not normally participate in the discussion. - Teacher circulation while students are working on posters. Offering formative feedback.

<ul style="list-style-type: none"> - How was the 1960s a time of radical transformation for Indigenous peoples, women, and minorities in Canada? 	<ul style="list-style-type: none"> - Watch footage of Harold Cardinal creating the Red Paper, discussion of the White Paper and why it was problematic for Indigenous Canadians. Review brief section of the White Paper. - Students will begin working on a 'resistance' poster from the perspective of Harold Cardinal. 	<ul style="list-style-type: none"> - I will assess the posters and include a small rubric based on key historical thinking concepts (perspective).
<p><u>Lesson 13</u></p> <ul style="list-style-type: none"> - How was the 1960s a time of radical transformation for Indigenous peoples, women, and minorities in Canada? 	<p><u>Lesson 13</u></p> <ul style="list-style-type: none"> - Students will work on their resistance posters - Peer and self assessment - Brief presentation to peers (possibly in groups of four) - Kahoot of FLQ Crisis and 1969 White Paper 	<p><u>Lesson 13</u></p> <ul style="list-style-type: none"> - Continual circulation, offering positive and constructive feedback. - I will create a brain break when students begin getting off task. Following the brain break, students will use a peer and self-assessment sheet to formatively assess their work - I will use the Kahoot game to assess which students are struggling with general knowledge retention, and will update my teaching style accordingly
<p><u>Lesson 14</u></p> <ul style="list-style-type: none"> - How can I employ processes of critical historical inquiry to interpret the past? 	<p><u>Lesson 14</u></p> <ul style="list-style-type: none"> - Students will work on their personalized learning projects. Start with a micro-goal setting sheet, review of rubric and project possibilities. 	<p><u>Lesson 14</u></p> <ul style="list-style-type: none"> - I will be continuously circulating the room and having mini-meetings with students to ensure they are on task and utilizing key historical thinking concepts. I will provide constructive, positive, formative feedback.
	<p><u>Lesson 15</u></p>	<p><u>Lesson 15</u></p> <ul style="list-style-type: none"> - Think, pair, share

Lesson 15

- How was the 1960s a time of radical transformation for Indigenous peoples, women, and minorities in Canada?
- How can I employ processes of critical historical inquiry to interpret the past?

Lesson 16

- How was the 1960s a time of radical transformation for Indigenous peoples, women, and minorities in Canada?
- How can I employ processes of critical historical inquiry to interpret the past?

Lesson 17

- How can I employ processes of critical historical inquiry to interpret the past?

Lesson 18

- Slideshow with embedded clips pertaining to the dismantling of Africville in Halifax, Nova Scotia
- Africville webquest
- Time to work on personalized projects

Lesson 16

- Africville webquest continued
- Opportunity to work on personalized learning projects

Lesson 17

- Opportunity to work on personalized learning projects

Lesson 18

- Presentation of personalized learning projects

- Worksheet to accompany Africville slideshow
- Formative assessment of which students are participating and demonstrating critical thinking skills
- Teacher circulation during personalized project work period. Offering positive formative feedback.

Lesson 16

- Teacher circulation

Lesson 17

- Peer and self-assessment of personalized projects
- Teacher circulation

Lesson 18

- I will use a rubric to assess projects based on evidence of critical inquiry and the utilization of historical thinking skills, ability to use a primary source

<ul style="list-style-type: none"> - How can I employ processes of critical historical inquiry to interpret the past? 	<ul style="list-style-type: none"> - Brief discussion about differences between Canadian and US transformation through the late 50s to early 70s (compare and contrast) - Kahoot game - This is designed to be a fun last-day class (there will be treats and the team that has won the most rockets will be awarded) 	<ul style="list-style-type: none"> - Think-pair-share for compare and contrast class discussion - I will use the Kahoot game to assess which students are struggling with general knowledge retention, and will update my teaching style accordingly
<p style="text-align: center;">Resources:</p>	<p>Counterpoints Textbook</p> <p>Various Youtube clips and resources</p> <p>Power point presentations</p> <p>Pre-made Cuban Missile Crisis activities from Teach BC (BCTF)</p> <p>Pre-made Vietnam war web quest (some changes made to reflect Canadian content and historical thinking concepts)</p> <p>Pre-made Africville web quest (some changes made to reflect historical thinking concepts and fresh resources that have been developed since the web quest was published)</p> <p>Pre-made FLQ activity from the 'Big 6' historical concepts website.</p>	