



Politics, Economics and National Identity

Unit: Cold War 1945-1968

Lesson #5 Politics, Economics and National Identity

Time: approximately 1 period (75 minutes)

Learning Goal: To understand political forces of the 1950s and 1960s and the impact they had on Canada.
 To understand the relationships that existed between Canada and the United States and the impact they had on the Canadian economy.
 To understand the efforts taken by the Canadian government to create a common national identity and the impact it had on Canada

Resources: Choice Board (Think Tac Toe), textbook, access to computer for research

Handouts: The Greatest Canadian? Tommy Douglas, From St. Laurent to Pearson: Canada's Prime Ministers 1945-1968, The Last Province...
 Newfoundland Joins Canada, Identity Crisis: Common National Identity, Show Me the Money! Canadian – American Relations
For Minds On – Scrap paper or white boards

Minds On

- Have students pair up to play tic tac toe. This should be a timed event. In this word tic tac toe game, one person will be the Canadian and the other will be a non-Canadian. Start with a cultural/national identity theme. The Canadian student can only use movies, music, or television programs that are Canadian to fill their square. The non-Canadian can use any world movie, music or television program to block.

- Try this again with students alternating between being the Canadian or non-Canadian and change the themes—people, businesses, symbols, political figures, etc.
- Some students may find it very difficult to find only Canadian personalities, movies, businesses etc. This could lead into a brief classroom discussion as to why it is so difficult.

Action

- Link the tic tac toe games we just did to the Think Tac Toe, highlighting the various themes. Explain that students are to choose one topic from each column to investigate. They will need to use the corresponding handout for the topic they have chosen.
- You can decide whether or not you want it to be a true tic tac toe or not with students choosing topics that make a line on the board.
- You may also wish to have the students work in partners to complete the research/handout portion.

Consolidation

- Once the students have completed the supporting handout, they will need to answer the corresponding question from the Think Tac Toe board. The answers should be in full paragraph form. Students will self assess and peer assess each others' paragraphs, using the descriptive feedback form at the bottom of the Think Tac Toe.
- Teachers may want to assess the paragraphs using the descriptive feedback chart.