



CANADA-U.S. RELATIONS

Timing: 10-15 minutes one day a week, until every student has presented

Activity Type: Group research/Critical thinking

Materials:

- Access to newspapers and/or news media
- Canada-US Assignment Handout
- Grading Rubric
- Class List

Description: Students will compare and contrast the information provided in three different newspaper articles on the same subject. A class discussion will be generated on the results of the comparison.

Expectations:

- Canadian History Since World War I, Grade 10, Applied: Change and Continuity: Summarize Canada's changing relationship with the United States
- English, Grade 10, Academic: Language: Developing Listening and Speaking Skills; Communicate orally in group discussion for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details; Plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic
- Media Studies: Analysing Media and Media Works: Demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works; Analyse the elements of a variety of media works, in order to identify and describe the intended audience(s) for the works
- English, Grade 10, Applied: Language: Developing Listening and Speaking Skills; Use listening techniques and oral communication skills to participate in group discussions; Plan and make oral presentations, adapting vocabulary and methods of delivery to suit audience and purpose
- Media Studies: Analysing Media and Media Works; Demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works

Teaching Strategies:

English, Grade 10, Academic:

1. Explain to the class that for this assignment, they will require access to national newspapers, such as *The Ottawa Citizen*, *The Toronto Star*, *the Globe and Mail*, etc. Discuss the availability of newspapers at such places as the library, on-line, or at school. It will be their task to find published articles on the subject of Canadian-US relations. Brainstorm possible topics, such as the bulk export of water to the US, the softwood lumber dispute, pollution of the Great Lakes, Afghanistan, fishing treaties, the war in Iraq, etc.
2. Hand out the Canada-US Relations Assignment sheet and the Grading Rubric. Explain the assignment and choose the order of the presentations (draw names out of a hat, a sign-up sheet, etc.). Discuss ways in which the students can facilitate a class discussion (choosing articles on a controversial issue, preparing a list of questions, doing further research on the issue to present a more in-depth understanding to the class, etc.). The teacher should model how to present the article and how to lead a discussion.



3. In order to stimulate class discussions, the students will be marked on their participation during all class presentations. A class list with checkmarks for participation is a good way to keep track of this. Teachers should also be prepared to assist with facilitating the discussion.
4. After all presentations are complete, hold a class discussion on the accuracy and reliability of print media as a source of information on current events. Discuss how they would go about checking the accuracy of the information. Discuss the importance of thinking critically about information delivered to them by the media.

Canadian History Since World War I, Grade 10, Applied / English, Grade 10, Applied:

1. Explain to the class that for this assignment, they will require access to national news media information, such as *The Ottawa Citizen*, *The Toronto Star*, *the Globe and Mail*, etc. Grade 10 applied level students should also be allowed to use news media information from sources such as Metro News, reliable news websites, television news clips, radio news clips, or political cartoons. Discuss the availability of news media at such places as the library, on-line, or at school. It will be their task to find articles or news clips on the subject of Canadian-US relations. Teachers should also discuss what websites are considered reliable sources of information. Brainstorm possible topics, such as the bulk export of water to the US, the softwood lumber dispute, pollution of the Great Lakes, Afghanistan, fishing treaties, the war in Iraq, etc.
2. Hand out the Canada-US Relations Assignment sheet and the Grading Rubric. Explain the assignment and choose the order of the presentations (draw names out of a hat, a sign-up sheet, etc.). The teacher should model how to present the article and how to facilitate a class discussion. Students in the applied stream can prepare and present the assignment in pairs. Students should prepare questions to stimulate class discussion, however the teacher should be the primary facilitator of the class discussion. For students with different learning needs, consider specific accommodations such as allowing the use of a Venn diagram or a mind map.
3. In order to stimulate class discussions, the students will be marked on their participation during all class presentations. A class list with checkmarks for participation is a good way to keep track of this.
4. After all presentations are complete, hold a class discussion on the accuracy and reliability of the news media as a source of information on current events. Discuss how they would go about checking the accuracy of the information. Discuss the importance of thinking critically about information delivered to them by the media.

Alternatives/Extension possibilities:

1. Create a scrapbook project with the same focus where students collect articles on their topic over a longer period of time and write comments on the individual articles
2. Students bring articles to class on a regular basis (i.e. rotating, 3 students every Friday, etc.) and select one to present to the class



Canada-US Relations Assignment (Academic stream)

- ✂ For this assignment you will be required to find 3 newspaper articles dealing with a Canada-US relations issue (such as the bulk export of water to the US, the softwood lumber dispute, pollution of the Great Lakes, Afghanistan, fishing treaties, the war in Iraq, etc.). The articles must be from 3 different sources, as you will be comparing these articles and the information they provide.
- ✂ You will be required to briefly summarize your articles for the class, and then outline the similarities and differences between the 3 articles. What information was the same? What information was different? Did newspapers take different slants on the same issue? Were the articles all written for the same target audience?
- ✂ Prepare specific questions on your articles. Pose these questions to the class and lead a 10-minute discussion on the topic of your articles and the positions taken on the issue in the 3 articles. It is your job to think of ways to get the class talking! Be creative!
- ✂ You will be graded not only on your presentation, but on how well you participate in the discussions of your classmates' presentations.

Grading Rubric

	Level 1	Level 2	Level 3	Level 4
Relevance of Topic	Topic of article had nothing to do with Canadian-US relations	Topic of article was weakly linked to Canadian-US relations	Topic of article was relevant to Canadian-US relations	Topic of article was extremely relevant to Canadian-US relations
Ability to Lead Discussion	Student was unprepared to lead the class discussion	Student was somewhat prepared to lead the class discussion	Student was fully prepared to lead the class discussion	Student was extremely prepared to lead the class discussion and did so creatively
Comparison of Articles	Student did not compare the articles	Student compared some of the information in the articles, but not all	Student compared all the information in the articles	Student did an in-depth comparison of all the information in the articles
Knowledge of Topic/Article	Student had obviously not read the article and knew nothing on the topic	Student had read the article but knew very little on the topic	Student was well informed on the topic	Student was extremely well informed on the topic



Canada-US Relations Assignment (Applied stream)

- ✂ With a partner, you will be required to find 3 pieces of information from the news media dealing with a Canada-US relations issue (such as the bulk export of water to the US, the softwood lumber dispute, pollution of the Great Lakes, Afghanistan, fishing treaties, the war in Iraq, etc.). These pieces of information can be from a national newspaper, a reliable news website, television news clips, radio news clips, or political cartoons. The articles must be from 3 different sources as you will be comparing these news media items and the information they provide.
- ✂ You will be required to briefly summarize your news media items for the class with your partner, and then outline the similarities and differences between the 3 news media items. What information was the same? What information was different? Did different news media outlets take different slants on the same issue? Was the information produced for the same target audience?
- ✂ Prepare specific questions on your pieces of information. Pose these questions to the class. Along with your teacher, you and your partner will help to lead a 10-minute discussion on the topic of your news media items and the position taken on the issue in the 3 pieces of information. It is your job to think of ways to get the class talking! Be creative!
- ✂ You will be graded not only on your presentation, but on how well you participate in the discussions of your classmates' presentations.

Grading Rubric

	Level 1	Level 2	Level 3	Level 4
Relevance of Topic	Topic of news media items had nothing to do with Canadian-US relations	Topic of news media items were weakly linked to Canadian-US relations	Topic of news media items were relevant to Canadian-US relations	Topic of news media items were extremely relevant to Canadian-US relations
Ability to Assist in Leading Discussion	Student was unprepared to assist with the class discussion	Student was somewhat prepared to assist with the class discussion	Student was fully prepared to assist with the class discussion	Student was extremely prepared to assist with the class discussion and did so creatively
Comparison of Articles	Student did not compare the news media items	Student compared some of the information in the news media items, but not all	Student compared all the information in the news media items	Student did an in-depth comparison of all the information in the news media items
Knowledge of Topic/Article	Student had obviously not read the news media items and knew nothing on the topic	Student had read the news media items but knew very little on the topic	Student was well informed on the topic	Student was extremely well informed on the topic

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