

Name/Date: _____

The ECHO Project

Study an aspect of 20th century Canadian history • Make a personal connection



An **echo** -- a sound coming back to you from a distance -- is a useful metaphor for the act of learning valuable lessons from the past and carrying them on for your own benefit and the benefit of those that follow. An **echo** also refers to a demographic cohort, a group of people growing up at the same time. This is your peer group -- you are in fact called the **Echo Generation**, also known as the “Y” or Millennial Generation. That’s the group of Canadians born from about 1980-2001, which means you are among the very last of them. Your parents are from the tail end of the BABY BOOM generation (1946-1964) or the GENERATION X that followed (1965-1979). For many of you, this means your grandparents or great-grandparents or other elderly people you may know were born before the end of WWII and have lived through some of the most significant events from 1930-1970, as well as their own ordinary and extraordinary stories, and in fact they have stories told firsthand that go back to the 1800s. **What can you learn from them?**

This is a significant project in Social Studies 11. Your goal is to connect two kinds of research: a topic or set of topics that interests you concerning events in 20th Century Canadian history, and some heritage inquiry where you gather primary evidence¹ or interview someone with firsthand knowledge of the matching time period.

STEPS INVOLVED:

1. Write an “essential question” to go with your Echo Project that relates to at least one of the six areas of critical inquiry (see the graphic below)
2. Gather primary evidence, preferably from an interview, although other options exist
3. Research a topic related to a time period or topic in Canada (1920-2000). Use library and internet resources, as well as a study of the primary evidence you gather. See suggested topics below.
4. Put together a project² that captures what you learned from Step 1 and 2, including references. There will be writing involved, but sometimes the writing is hidden (e.g. in a video).
5. Provide a response to your essential question -- this is like the conclusion of your project, while Steps 2-4 are like the “body” of your work. Your response should fit on one page titled Echo Project - Critical Inquiry and include your question at the top.³
6. Submit your project and prepare a brief 5-10 minute presentation that a) shows the class what you did, and b) shares your essential question and your response

Note: Sometimes the interview or evidence suggests a topic (and essential question), sometimes the topic determines the interview or evidence -- start with either a) something you’re interested in, or b) something for which you can find evidence or an interview subject. The essential question could come into focus before, during, or after your research, and it may change as you go, but at least start with a draft. Your essential question may also involve sub-questions -- things you need to figure out first before you can answer the main question.

¹ A primary source is first-hand evidence, something gathered during or immediately after something has occurred, or expressed by someone who experienced the event, e.g. interview, diary or journal, photograph, news report, eyewitness testimony, original documents, certain kinds of creative works

² Examples of project formats include written piece, slideshow, talk or presentation, poster or posterboard, video, scrapbook, reenactment, experiment, simulation, musical composition and/or performance, even interpretive dance.

³ Write your essential question response for publication. In other words, the audience for your project is the class and teacher (at least), while the audience for your essential question is everyone -- it may go up on a blog, social media, or website, so do not include details that compromise your safety and security.

GETTING STARTED

To begin, take a survey through some of the topics that might interest you in the mid-20th century. Many students focus on connections to the World War II era, but there are many topics before and after the war that may generate interest for you. Below are some **examples only** of research topics and historical issues that you might place at the centre of your **Echo Project**. Your topic needs to focus on Canada or at least have a Canadian connection (e.g. through immigration).

1. Experience and adaptations of ordinary Canadians in a specific region during the Great Depression
2. Response of Canada and Canadians to conditions and events during the Great Depression
3. "Our" War Stories: specific connections and experiences of Canada and Canadians in WWII
4. "Their" War Stories: experiences of ancestors from other countries that were involved in foreign conflicts
5. Impact and challenges faced by displaced persons coming to Canada after WWII
6. Experience and challenges of veterans in Canada after World War II
7. WWII and War Brides: (48,000 British or European women married Canadian servicemen)
8. Compare/Contrast NATO and the Warsaw Pact
9. The role and effectiveness of the United Nations -- start with its origins
10. Coldwar politics: anti-communism, "us against them"
11. Canada's role in the Korean War
12. Pearson and the Suez Crisis -- the start of Peacekeeping and how this helped define Canada
13. Defending Canada: NORAD and Canada-US agreements
14. The Cuban Missile Crisis - impact on Canadians and how Canada responded
15. Changes in Canada's Postwar Immigration policy and how this led to multiculturalism
16. Differing Views on the Avro Arrow project
17. Comparing contributions of Diefenbaker vs Pearson
18. Canada's role in the Vietnam War, including our reception of draft dodgers
19. Canadian counterculture in the 60s & 70s, protests, lifestyle, etc.
20. Socialism comes to Saskatchewan: the rise of the CCF
21. Why the Cold War ended -- explore more than one perspective
22. Positive and Negative Impressions of Trudeau's legacy (at home or abroad)
23. Pros/Cons of Trudeau's Foreign Policy
24. Mulroney's legacy on Canada/US ties
25. Impact of the Baby-boom on Canadian Society
26. New World Order: Should USA be the world police?
27. American pressure on Canadian culture
28. Women's movement and rights in the postwar era (Canada)
29. Environmental movement in the postwar era (Canada)
30. Impact of the Automobile in the postwar era (Canada)
31. Impact of the Television in the postwar era (Canada)
32. Aboriginal self-government & related issues
33. Regionalism -- focus on western alienation
34. Quebec Nationalism -- causes and examples 1960-1979
35. Quebec sovereignty referendums, compare 1980 and 1995
36. Constitutional Change -- Patriation, the Charter, Meech Lake, Charlottetown Accord
37. Impact of Globalization -- global economics, but also culture, politics, and communication
38. How personal computers or the internet changed society, and what they replaced
39. The Residential School System -- experience, survival, legacy, and healing
40. Land claims in British Columbia -- general background and specific case studies
41. Canada's Multiculturalism policy and how views have changed over time
42. Canada Apologizes: things our government has said sorry for and why
43. Arctic Sovereignty and issues surrounding the Canadian Far North



Here is the website version of the details for the Echo Project
<http://www.thielmann.ca/echo-project.html>



Here is a site specifically for conducting heritage research (which can be a big part of the Echo Project if you want it to be) <http://www.thielmann.ca/heritage.html>



Next, start thinking about how you can make a personal connection, usually through an interview or some heritage inquiry. Perhaps you did some of this last year and have some leads you can now follow.

Examples of Echo Projects:

- use of family photos or heritage research (including interviews or recollections) and creative writing to re-imagine what life was like during the Great Depression (or another time period)
- recreating a Depression-Era experience (food, lifestyle, homelessness), journaling about the experience and connecting to real (recorded) factual experiences of the Depression
- interview with a Canadian WWII vet and research into the information shared (e.g. conditions of war)
- gathering records from a relative who survived a u-boat attack early in WWII and matching recollections and family stories about this to the existing historical record of the Battle of the Atlantic
- a critical look at changing technology in the 1950s and 60s, particularly social impacts on Canadians, and comparison with what you can learn from an interview subject who grew up during this time
- exploring an issue (e.g. from the list already provided) and including primary evidence, preferably from an interview but perhaps from other kinds of documents or artifacts
- a comparison on views on communism from three students whose grandparents grew up in Canada, Yugoslavia, and China (the last two of which were communist nations)
- doing a “then and now” on a theme or topic (fashion, food, politics, technology, etiquette) using a variety of period literature, ads, objects, and interviews

Whatever you choose, you should **think critically** about your subject. Your essential question will relate to at least one of the following elements (examples shown of what you might do with them):

- > **EVIDENCE** -- in what particular ways is this topic explored? how is the story told? include primary sources and comment on how these sources shape your understanding of the topic
- > **PATTERNS & CHANGE** -- relate topic to time period and relevant events, relate to place/landscape, identify key themes and establish a timeline
- > **CAUSE & CONSEQUENCE** -- show the connections between, and impacts of, the events within topic through use of comparison and relevant details
- > **JUDGEMENTS** -- what did Canadians learn from this, how will history view this topic? What lessons are there to be learned from this topic?
- > **PERSPECTIVES** -- explore multiple viewpoints and compare biases within the topic. Explore how different perspectives lead to different interpretations of the events within the topic.
- > **SIGNIFICANCE** -- how is this issue important for Canada, how is it meaningful to you? What is the overall impact of the events or trends found within the topic?

Your analysis of the issue or exploration of a topic could take many forms, including:

- poster or visual display, optionally with a brief class presentation
- a multimedia slideshow presentation (a “talk”) e.g. prezi, powerpoint
- prerecorded audio or video presentation (for the class or for posting online)
- written report, perhaps combined with graphics
- performance or dramatic re-enactment, recorded or presented

You will probably wish to work by yourself on this; however, some projects might work well in partners or even small groups, as long as each person makes a unique and documented contribution.

Regardless of format, find some way to include your sources/reference list. You are strongly encouraged to use a **firsthand interview** or other **primary sources** to gain perspective or add to your understanding of the issue and the time period... interview tips below.

Talk to someone who lived through the Depression, WWII, or Coldwar/Postwar era or has experience with the topic or issue you have chosen. Design questions to help you understand:

- changes in society and how people lived
- impressions of governments and politicians
- understanding of what Canadians found important
- how people adapted to different lands, resources, work and economic conditions
- thoughts about major events taking place of the world

Of course, sometimes the fun part of an interview is simply learning what was life like for individuals in the past -- dress & habits, hobbies & pastimes, jobs & lifestyle, relationships, interesting stories. There is a lot to be learned by reaching across the "50 year gap."

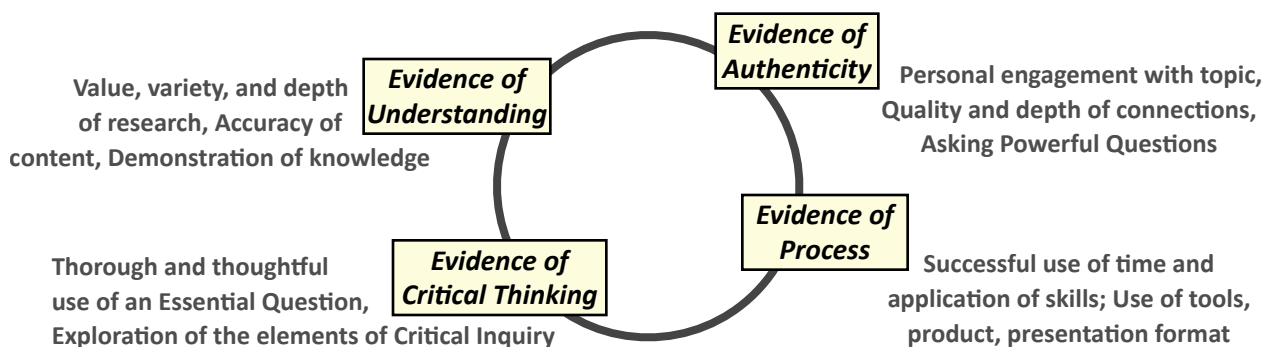
Examples of Interview Questions -- adapt these and other questions to the time period and/or topic you are studying:

- As a young person which Canadian musician, artist, or writer did you admire most? Explain why?
- What were some of the trends, fashions, or pastimes when you were younger?
- As a young person, which TV shows were your favourites?
- Of your favourite TV shows, which ones were Canadian-made? Which ones were American? Do you know?
- What factors do you think make up the culture of a country?
- During the Post-war era, the 1950s, 60s, and 70s, did Canada have a separate culture from Britain or the USA?
- Do you think it was important for the Canadian government to protect the culture of the country after World War II?
- What else stands out for you as an important part of the WWI ear, the Post-war era, the 1950s, 60s, and 70s?

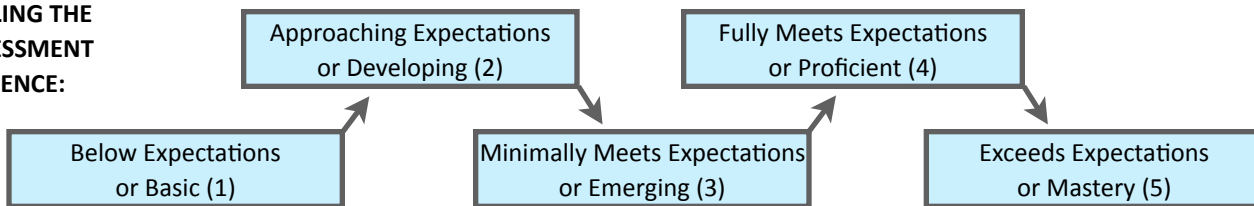
Timeline/Due Date (this is alongside our regular lessons):

Week 1	Read and think about the project
Week 2	Explore possible topics and primary sources including identifying interview subjects
Week 3-4	Step 1: Commit to a topic and decide on a (draft) Essential Question / check in with teacher
Week 5-6	Step 2/3: Conduct research
Week 7-8	Step 4: Put your project together
Week 9	Step 5: Respond to your Essential Question
Week 10	Step 6: Submit work and present to class

Assessment Criteria and Direction for the ECHO Project



SCALING THE ASSESSMENT EVIDENCE:



Project Mark: Four Categories x Score of 0-5 = Total out of 20

Question you have about the Echo Project: