

MY PROJECT



BERLIN



Diefenbunker

Musée canadien de la Guerre froide
Canada's Cold War Museum



My Project Berlin

Classroom Resources for Teachers

The fall of the Berlin Wall in 1989 was one of the most notorious events that signaled the crumbling of the Soviet Union, and the approach of the end of 45 years of the intense ideological conflict and political, economic, and military tension that characterized the Cold War. This year, 2014, marks the 25th anniversary since the fall of the Berlin Wall, and the resources, lesson plans, and classroom projects included here provide excellent ways of encouraging students to explore and further their knowledge of this period in recent world history.

Community and the Cold War

Contained in this resource package are the tools to develop a lesson or major project that integrates Cold War primary source material with the general theme of “community”, while fitting with curriculum guidelines nationwide for students in grades 3 to 12. You are not required to use all of the materials provided, nor are you obligated to participate in any of the accompanying major projects. As an educator, you can pick and choose the content and materials you wish to use, and tailor it according to your own preferences and needs. Should you choose to use any of the major projects as set out in the packages, you will find that you will be able to participate on a number of levels, and will also be provided with the opportunity to have your students’ work featured in an upcoming museum education exhibit here at the Diefenbunker: Canada’s Cold War Museum.

This lesson plan

The Diefenbunker: Canada’s Cold War Museum, would like to thank you for actively contributing to enhancing understandings of Cold War history across Canada. Should you have any questions or feedback, please do not hesitate to contact us at 1-613-839-0007 ext. 223 or education@diefenbunker.ca.

Curriculum

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| Lesson: The Cold War: Communities in the Cold War | Level: Alberta, Grade 3 Social Studies Duration: 30 minutes |
| Topics | Communities, The Cold War, Mapping, Quality of Life |
| Curriculum Expectations (Specific) | <i>Social Studies 3</i> Specific Outcomes: 3.1.1 Students will appreciate similarities and differences among people and communities 3.1.2 Examine the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world |

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| | <p>Skills and Processes:</p> <p>3.S.1 Critical thinking and creative thinking: Evaluate ideas and information from different points of view</p> <p>3.S.2 Historical thinking: Correctly apply terms related to time, including past and present</p> <p>3.S.3 Geographic thinking: Create and use a simple map to locate communities</p> <p>3.S.8 Oral, written and visual literacy: Organize and present information and listen to others in order to understand their points of view</p> |
| Learning Goals | In this lesson, students will develop their mapping skills to enhance their understanding of the various factors that affect quality of life and identity in their own community and in a Cold War community. |
| Materials/Resources | Blank paper and pencil for every student and digitized floorplan of the Diefenbunker (found at http://diefenbunker.ca/rustic/blue_prints.php?langID=en) |
| Instructional Methodology | Map-making, compare and contrast, class discussion, interactive activity |
| Pre-Lesson | Students should be introduced to the Cold War and the Diefenbunker through the use of the provided package materials |
| Introductory Activity/Hook | Ask the students to imagine that their community is facing an emergency (either a natural disaster or other type, the actual cause of the emergency is not important to specify). The teacher will ask the students to draw on a sheet of blank paper a map of their community and include the different places, buildings, and people who they would go to in an emergency for help. |
| Lesson Outline | Once the students finish their maps, the students will compare their maps with others in a small group and explain their choices to their group members. Together as a group, ask the students to identify the ways in which their quality of life would be affected in an emergency situation. If possible, ask the students to include the places, services, and people who contribute to their quality of life on their map, and then circle them if they would disappear in an emergency situation. (For example, students may not have access to a soccer field in an emergency, but playing soccer is an activity that increases their quality of life.) After, the teacher will ask a representative from each group to present the group's |

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| | <p>conclusions to the rest of the class.</p> <p>The teacher will then show students a digitized floorplan of the Diefenbunker on the projector screen. The teacher will lead a discussion with the students to prompt a comparison between the Diefenbunker community and the emergency services they drew in their maps. Ask questions such as: What sorts of emergency services in the Diefenbunker are the same as in your communities? Is there anything in the Diefenbunker community that you think would not be important in an emergency? If you were sent to live in the Diefenbunker community for 30 days in the case of an emergency, what sorts of things would be missing that would affect your quality of life? Why? Remember: you would not have access to any of the resources of the land or your community outside of the bunker for fulfilling your needs, for employment, etc.</p> |
| Closure | Based on the class discussion, the teacher will ask the students to turn the classroom into a mini, self-sustaining community, by asking students to volunteer to represent a place or person that is needed in the case of an emergency. |
| Assessment/Evaluation | Class discussion and participation |
| Implications for Future Lessons | This lesson links naturally with further work in comparing and contrasting maps, as well as identifying similarities and differences between personal communities and those of other regions and cultures. |



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