

**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 25<sup>th</sup> 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](mailto:education@diefenbunker.ca).

### Curriculum

<b>Lesson:</b> The Cold War: Communities in the Cold War	<b>Level:</b> Manitoba, Grade 10 <b>Duration:</b> 40 minutes
<b>Topics</b>	Communities, The Cold War, Canadian Identity, Propaganda, Sports/Leisure
<b>Curriculum Expectations</b>	<i>Social Studies 10</i>  <b>Skills:</b> S-100 Collaborate with others to achieve group goals and responsibilities S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary

	<p>S-304 Analyze material and visual evidence during research</p> <p>S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective</p> <p>S-405 Articulate their perspectives on issues</p> <p><b>Knowledge and Values</b></p> <p>KI-003 Explain the relationship between place and identity</p>
<b>Learning Goals</b>	In this lesson, students will explore the meaning of Canadian identity, and try to determine how it has been affected by concepts of Canadian identity during the Cold War, through examining historical propaganda and a contemporary newspaper account of the 1972 hockey Summit Series.
<b>Materials/Resources</b> (Included in the curriculum package provided by The Diefenbunker: Canada's Cold War Museum)	Cold War Canadian posters; "Hockey put Canada's Cold War perceptions on ice," <i>The Globe and Mail</i>
<b>Instructional Methodology</b>	Individual writing assignment, student-led small group discussion, primary historical document analysis, compare and contrast, and class discussion
<b>Pre-Lesson</b>	Students should be introduced to the Cold War and the Diefenbunker through the use of the provided package materials
<b>Introductory Activity/Hook</b>	<p>To begin, ask students to consider whether or not they think Canada is a single community, in light of the following quotation by journalist Roy MacGregor:</p> <p><i>The Canadian Identity, it seems, is truly elusive only at home. Beyond the borders, Canadians know exactly who they are, but within, they see themselves as part of a family, a street, a neighbourhood, a community, a province, a region, and on special occasions like Canada Day and Grey Cup weekend and, of course, during the Winter Olympics, a country called Canada. Beyond the borders, they pine; within the borders, they more often whine.</i></p>



<b>Lesson Outline</b>	After introducing the topics and the opening quotation, the teacher will hand out the attached assignment page and walk students through its three parts. The teacher will also be responsible for breaking the class into three groups for discussion and providing each group with one of the attached propaganda posters, and then afterwards, for handing out copies of the newspaper article and leading the class in discussing its contents.
<b>Closure</b>	Students will respond to a teacher-led open poll of the class as to whether they agree or disagree with MacGregor's opening statement.
<b>Assessment/Evaluation</b>	Class discussion and participation
<b>Implications for Future Lessons</b>	This lesson links with broader studies of Canadian identity, the impact of the past on the present, and with reading historical and contemporary media sources critically for bias.