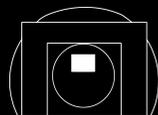


MY PROJECT



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

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| <b>Lesson:</b> The Cold War: Communities in the Cold War               | <b>Level:</b> New Brunswick/Nova Scotia, Grade 3 Social Studies<br><b>Duration:</b> 30 minutes  |
| <b>Topics</b>  | Communities, The Cold War, Mapping, Role of Government  |
| <b>Curriculum Expectations</b> (Specific Learning Outcomes and Skills) | <i>Social Studies 3</i><br><br><b>Specific Learning Outcomes</b><br><b>3.3.1</b> Examine the purpose, function, and structure of governments in their province<br><br><b>Processes and Skills</b><br>Communication: Organize data with visual |

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|                                   | <p>representation; communicate and express ideas in small groups and class discussions; role play; draw and interpret maps</p> <p>Inquiry: Compare and contrast; investigate primary sources; listen and respond critically;</p> <p>Participation: Explore, create, and construct maps; work collaboratively; contribute to discussions about community and province</p>  |
| <b>Learning Goals</b>             | <p>In this lesson, students will demonstrate an understanding of the various ways in which their community is equipped for cases of emergency at the local, regional and federal levels, by creating maps of their communities. They will use a map of the Diefenbunker to compare and contrast their interpretations of the services and people who would be important in case of an emergency.</p>  |
| <b>Materials/Resources</b>        | <p>Blank paper and pencil for every student and digitized floorplan of the Diefenbunker (found at <a href="http://diefenbunker.ca/rustic/blue_prints.php?langID=en">http://diefenbunker.ca/rustic/blue_prints.php?langID=en</a>)</p>  |
| <b>Instructional Methodology</b>  | <p>Map-making, compare and contrast, small-group discussion and informal presentation, whole-class discussion, whole-class interactive activity</p>   |
| <b>Pre-Lesson</b>                 | <p>Students should be introduced to the Cold War and the Diefenbunker through the use of the provided package materials</p>   |
| <b>Introductory Activity/Hook</b> | <p>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.</p>  |
| <b>Lesson Outline</b>             | <p>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 which of the services and people on their maps are provided by municipal governments, and which are provided by provincial and federal governments, as well as non-government services and people. After, the teacher will ask a representative from each group to present the group's conclusions to the rest of the class.</p> <p>The teacher will then show students a digitized floorplan</p> |

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|  | <p>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, is there anything in particular that you would want to be there that is missing? 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> |
| <b>Closure</b>                         | <p>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.</p>   |
| <b>Assessment/Evaluation</b>           | <p>Small-group and whole-class discussion, participation</p>   |
| <b>Implications for Future Lessons</b> | <p>This lesson links naturally with further work in comparing and contrasting maps, as well as identifying similarities and differences between local, regional, provincial, national and global communities.</p>  |



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