



MY PROJECT



BERLIN

**COMMUNITY STRUCTURE AND
EXCHANGE MAJOR PROJECT**

A GUIDE FOR TEACHERS



Community Structure and Exchange Major Project

Introduction

The fall of the Berlin Wall in 1989 was an event of immense political, social, and symbolic importance in modern world history. East and West Germany were reunited for the first time since the Second World War, and it was also one of the major events that signaled the ultimate end of the communist regime in the Soviet Union two years later, which officially ended the 46 year-long Cold War. Since its construction in 1961, the Wall effectively divided a city, separating families and communities, and simultaneously created new communities. It was one of the clearest visual markers of the ideological conflict that defined the Cold War and became a physical canvas upon which West Berlin residents and visitors expressed their personal ideas and sentiments using graffiti art. In a multitude of ways, the Berlin Wall represents the significant connection between physical structures and their ability to both represent and influence communities. This project aims to make students aware of this essential and dialogical relationship between their own community and the physical structures within and around it.

The Community Structure and Exchange Project works with this theme of interactivity between communities and their built environments by prompting students to identify some of the architectural markers of Cold War-era structures and consider some of the ways that structures are both influenced by their historical context, but also effect changes in the communities around them once created. The project is designed to be flexible for teachers and students to choose their level of participation and from among various potential modifications. The project can be completed at the classroom level and student findings can be shared with their fellow peers within their own school. There is also the option to participate in an upcoming museum exhibit about Cold War education at the Diefenbunker: Canada's Cold War Museum by submitting the students' projects to the museum directly for public display. By the end of this project, the class will have had the opportunity to work collaboratively within the school, within the immediate community, and with the Diefenbunker: Canada's Cold War Museum. In the process, they will gain a critical understanding of the Cold War, the Berlin Wall, and how communities are linked with their built environments.

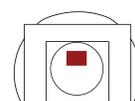
Part I: Inquiry Assignment

Time required: 2+ hours

Materials:

- A projector screen to view the online video "Building the Diefenbunker" from the Diefenbunker: Canada's Cold War Museum's website, at http://diefenbunker.ca/rustic/bunker_video.php?langID=en.
- Copies of assignment sheet (see attached), 1 for every 1 or 2 students

This portion of the assignment is based on the students working through a series of open-ended questions that will help them to discover some of the major features present in Cold War-era



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



architecture that has been described as “bunker style” architecture. They will then be able to apply their new knowledge to recognizing an example of this type of building that exists within their community. Common examples chosen are often schools, government buildings, arts and cultural centres, university campus buildings, or other public institutions. The final part of this assignment asks students to write a brief essay summarizing their conclusions, and analyzing their chosen structure in terms of how it illustrates various aspects of bunker style architecture.

Before handing out the assignment sheets, show the students the video “Building the Diefenbunker” from the Diefenbunker Museum’s website. Then, ask students to work through the assignment sheets, either on their own or with a partner, in class or as homework. If completed during class time, the last question, (the essay portion) would best be completed separately for homework or during the course of an entire class.

Part II: Class Presentation

Time required: 5-10 minutes per presentation

Materials: Projector screen, and any additional props students may choose to use

This portion of the assignment requires students to communicate a summary of their findings from Part I for the benefit of their fellow students in the class. The form that their presentations take can be set by the teacher. All of the presentations however, should include basic information regarding their chosen structure such as the year it was built, its purpose, its current use (if it has changed), and the features that distinguish it as a Cold War-era structure. Additionally, if desired, students can also relate information related to the historical interest of the building by sharing any interesting events or people that are associated with the building. It might be easiest for students to create a traditional presentation using a poster board or Power Point, and then, if time and course requirements allow, to add a creative dimension such as one of the following:

- Poetry or short story composition
- Theatrical composition and/or performance
- Choreographed dance
- Music and lyrics composition
- Visual art work

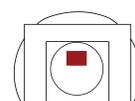
Part III: Museum Participation

Exhibit space at the Diefenbunker: Canada’s Cold War Museum has been dedicated to displaying completed student projects. We hope to showcase the work and creativity of students across Canada to the thousands of local and international visitors who visit the museum each year.

Submitting student projects is optional, but provides one way for students to have a rare opportunity to participate (even from afar) in a real museum exhibit.

There are two ways to participate in this exciting exhibit:

- 1) Mail all hard copies of materials (copies of essays or posters, visual art pieces, video/audio recordings of choreography, theatre pieces, music, photographs of visual art pieces and or posters if the originals cannot be mailed safely) to:





“Community Structure and Exchange Project”

Diefenbunker: Canada’s Cold War Museum

3911 Carp Rd

Carp, ON

K0A 1L0

- 2) Upload and tweet photos and audio/visual recordings of the completed works, or photographs and updates of the works in progress, tagging @BerlinWall2014. In the museum exhibit space, on a large, blank wall, there will be a projection of this live Twitter feed, where visitors will see any uploads and monitor the in-progress or completed work of students. Using Twitter allows for more flexibility and prolonged engagement with the Diefenbunker: Canada’s Cold War Museum. As well, the use of social media itself can be readily linked with the Berlin Wall. Both were/are means of public self-expression, and also provide an accessible forum for social protest and civil action. Drawing this link helps to make the past less of a foreign place for students, enhancing their historical perspective and sympathy.