

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

Lesson: The Cold War: Communities in the Cold War	Level: New Brunswick/Nova Scotia, Grade 4 Social Studies Duration: 30 minutes
Topics	Communities, The Cold War, Mapping, Emergency Government
Curriculum Expectations	<i>Social Studies 4</i> Specific Learning Outcomes 4.4.3 Describe the political landscape of Canada Processes and Skills Communication: Organize data using visual representation, write personal narratives, interpret maps

	<p>Inquiry: Compare and contrast; interpret photographs and maps;</p> <p>Participation: Create maps, contribute to discussions; work collaboratively with peers</p>
Learning Goals	<p>In this lesson, students will demonstrate an understanding of the various ways in which their community is equipped for cases of emergency at federal level, 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>
Materials/Resources	<p>Blank paper and pencil for every student and digitized floorplan of the Diefenbunker (found at http://diefenbunker.ca/rustic/blue_prints.php?langID=en)</p>
Instructional Methodology	<p>Map-making, compare and contrast, small-group discussion and informal presentation, whole-class discussion, whole-class interactive activity</p>
Pre-Lesson	<p>Students should be introduced to the Cold War and the Diefenbunker through the use of the provided package materials</p>
Introductory Activity/Hook	<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>
Lesson Outline	<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 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</p>

	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.
Closure	Based on the class discussion, the teacher will ask the students to create a mini-Diefenbunker community of politicians and military officials within the classroom. Each student will be asked to volunteer to be one specific character (for example, the Prime Minister, the Minister of Defense, a military general, etc.) who would have been allowed inside of the bunker in a time of 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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