

**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> New Brunswick & Nova Scotia, Grade 6 Social Studies <b>Duration:</b> 30 minutes
<b>Topics</b>	Communities, The Cold War, Mapping, Culture and Values
<b>Curriculum Expectations (General and Specific)</b>	<i>Social Studies 6</i>  <b>Specific Curriculum Outcomes</b> 6.1.1 Explore the concept of culture and demonstrate an understanding of its role in their lives 6.1.2 Identify, locate, and map major cultural regions of the world

	<p>6.3.2 Examine how government relates to culture in a selected country</p> <p><b>Processes and Skills</b>          Communication: Develop mapping skills;          Express and support a point of view          Inquiry: Analyse and evaluate information for logic and bias          Participation: Function in a variety of groupings, using collaborative and cooperative skills and strategies</p>
<b>Learning Goals</b>	<p>This lesson will prompt students to consider the people, institutions and other factors that contribute to their own experience of a community, and compare this with an example of the Cold War-era government community housed within the Diefenbunker, considering the role that government in a democratic society plays in a time of emergency.</p>
<b>Materials/Resources</b>	<p>Access to the internet or one atlas for every two students in the class, and Cold War world maps (copies of maps included in following pages or in web links below)</p> <ul style="list-style-type: none"> <li>Figure 1. Soviet-made Cold War map: 1928 <i>Atlas of the USSR</i> world map, found online <a href="#">here</a></li> <li>Figure 2. American-made Cold War map: John Birch Society pamphlet map, published 1980, found online <a href="#">here</a></li> </ul>
<b>Instructional Methodology</b>	<p>Map-reading, compare and contrast, and class discussion</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>In groups of two, students will search for a world map of their preference either online or in an atlas. The world map should be up-to-date (2007 or later).</p>
<b>Lesson Outline</b>	<p>After introducing the topics and the activity, the students will discuss with a partner the answers to the following questions:</p> <p>What types of communities are identified in</p>

	<p>the map and how are they divided (geographically, politically, nations/provinces/states/cities, etc.)? Where is Canada on the map and how is it depicted in terms of location, size, colour, and other details? Do you think that there is any bias in this map, or is it an objective view of the world? Ask them to provide reasons for their opinions.</p> <p>The teacher will then show the students the world maps that were published during the Cold War in the USSR and Canada, either using a projector screen or by handing out photocopies. As partners, the students will then write brief lists of the major differences they notice between their map and the Cold War maps. They should pay particular attention to how the maps reflect the values of the different federal government systems in place in the USSR and in Canada at the time. The teacher will call on each set of partners to share some or all of their lists with the class, and create a master list on the whiteboard of their contributions.</p>
<b>Closure</b>	<p>The teacher will lead a discussion with the whole class based on questions such as the following:</p> <p>What cultural values are represented in the Cold War-era maps? How are these maps an example of a way that the governments influenced culture? Have the cultural values of the Cold War period changed over time?</p>
<b>Assessment/Evaluation</b>	Class discussion and participation
<b>Implications for Future Lessons</b>	This lesson links naturally with further work in comparing and contrasting maps, recognizing bias, and critically analyzing primary historical documents.



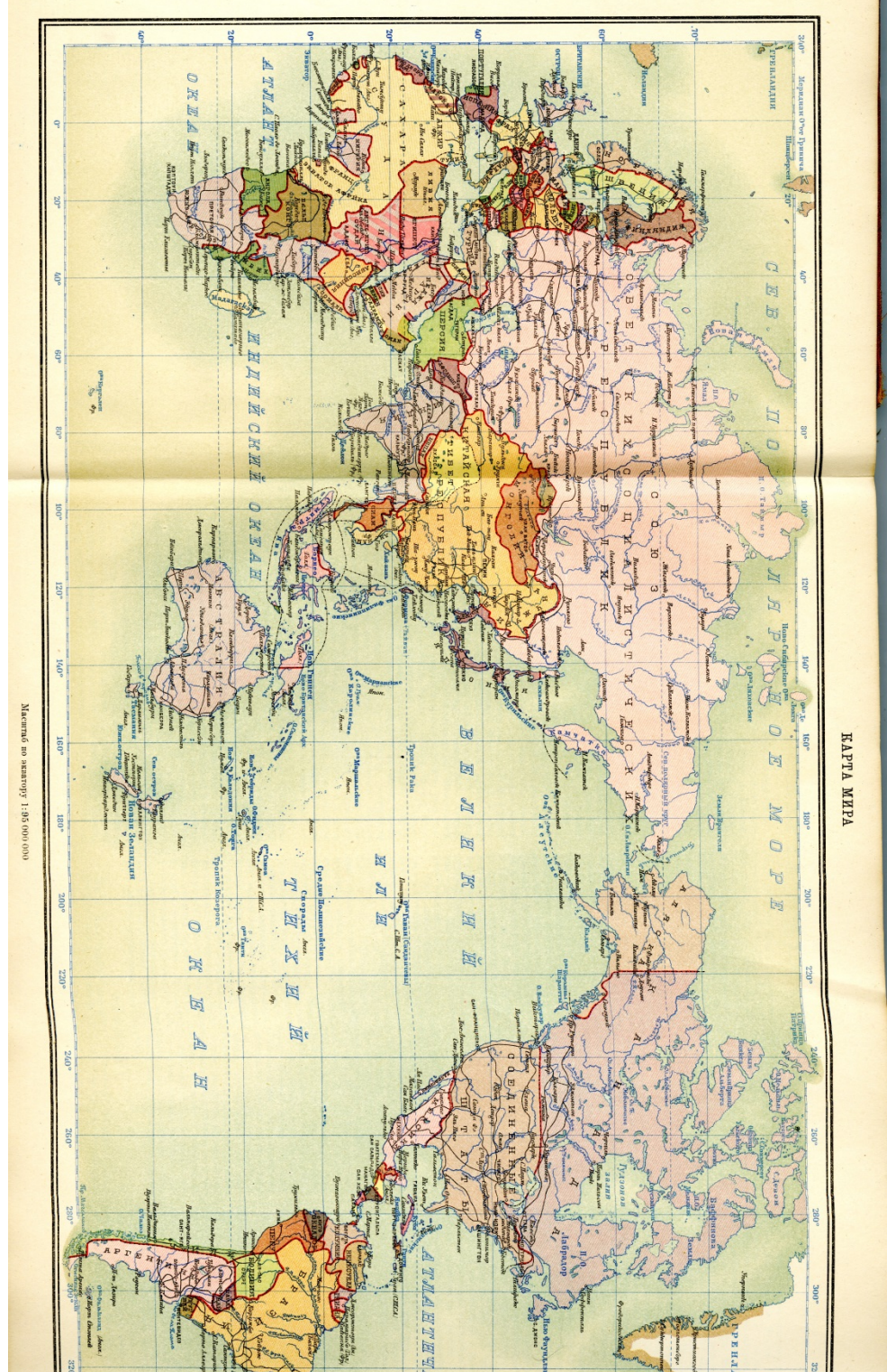


Figure 1. 1928  
*Atlas of the USSR*  
world map.



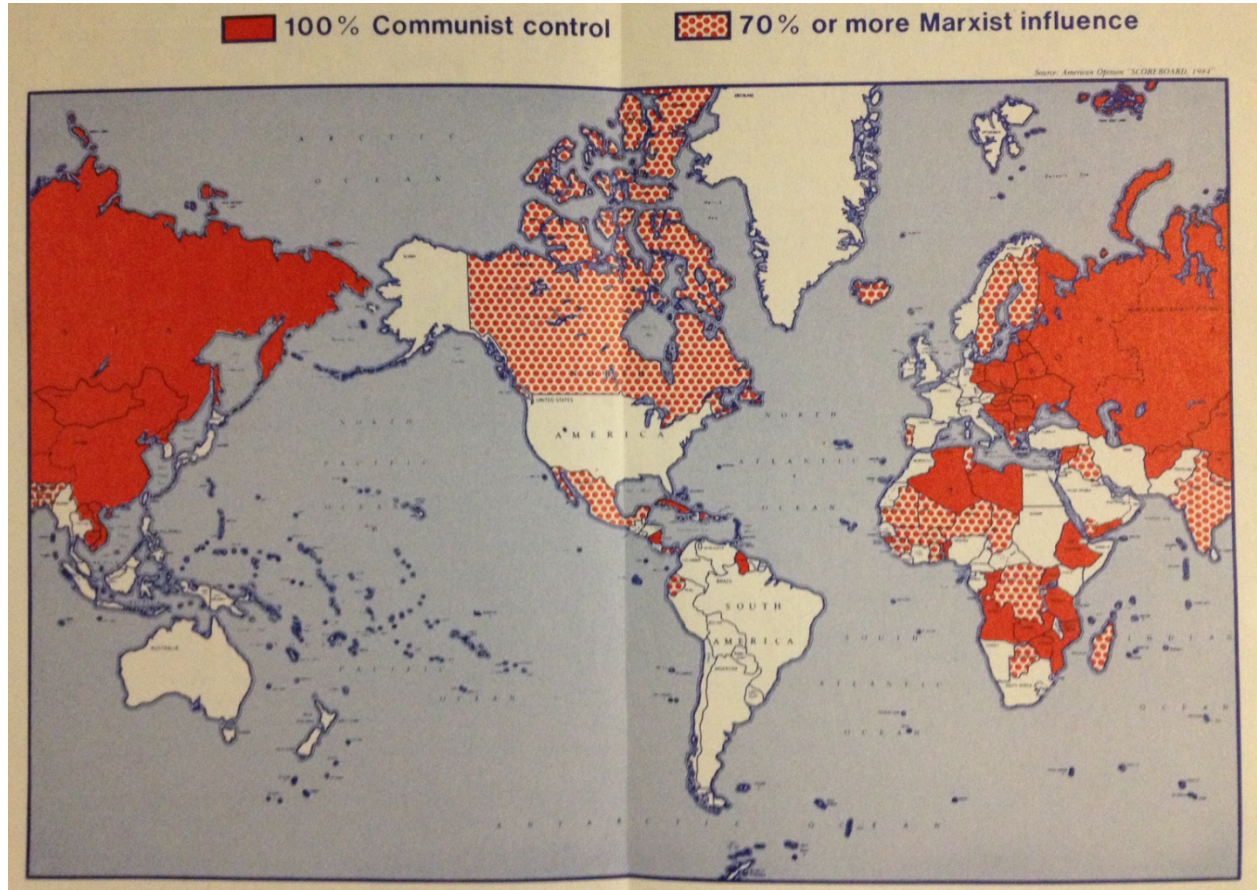


Figure 2. John Birch Society pamphlet (inside pages), 1980

