

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 9 Social Studies Duration: 40 minutes
Topics	Communities, The Cold War, Canadian Identity, Propaganda, Sports/Leisure
Curriculum Expectations (Specific)	<i>Social Studies 9</i> 9.1.1 Investigate how artistic and literary expression reflects Canadian identity 9.3.4 Evaluate Canada’s role in the world since WWII 9.3.6 Compare the social and cultural trends in Canada in the 1950s, 1960s and 1970s 9.3.7 Analyse how globalization has affected

	<p>Canada and Canadians since 1980</p> <p>9.4.2 Demonstrate an understanding of how citizenship has evolved over time</p> <p>9.6.1 Portray their personal understanding of Canadian identity</p> <p><i>Processes and Skills</i></p> <p>Communication: Read critically, express and support a point of view</p> <p>Inquiry: Interpret meaning and the significance of information and arguments</p> <p>Participation: Function in a variety of groupings, using collaborative skills and strategies</p>
Learning Goals	<p>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.</p>
Materials/Resources (Included in the curriculum package provided by The Diefenbunker: Canada's Cold War Museum)	<p>Cold War Canadair posters; "Hockey put Canada's Cold War perceptions on ice," <i>The Globe and Mail</i></p>
Instructional Methodology	<p>Individual writing assignment, student-led small group discussion, primary historical document analysis, compare and contrast, and class discussion</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>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</i></p>



	<i>Canada. Beyond the borders, they pine; within the borders, they more often whine.</i>
Lesson Outline	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.
Closure	Students will respond to a teacher-led open poll of the class as to whether they agree or disagree with MacGregor's opening statement.
Assessment/Evaluation	Class discussion and participation
Implications for Future Lessons	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.