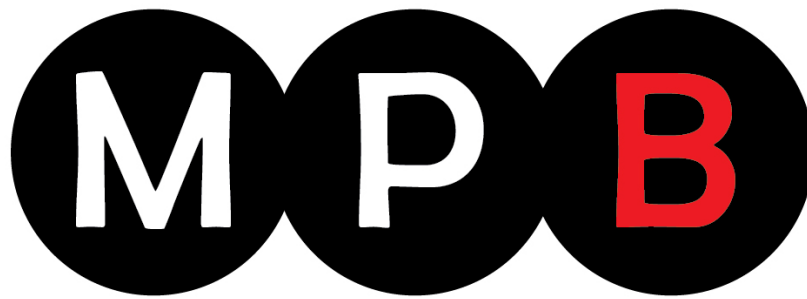


**MY PROJECT**



**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> Nunavut, Grade 8 Social Studies <b>Duration:</b> 30 minutes
<b>Topics</b>	Communities, The Cold War, Mapping
<b>Curriculum Expectations (General and Specific Learning Outcomes)</b>	<i>Social Studies 8</i>  <b>Specific Learning Outcomes</b> 8-C-007 Compare concepts of democracy in societies studied 8-K-CC-010 Demonstrate understanding of the concept of worldview 8-K-CC-012 Demonstrate understanding that

	<p>worldviews are shaped by many factors</p> <p>8-V-I-004 Appreciate that their beliefs and values are shaped by the time, place, and society in which they live</p> <p>8-V-CC-006 Appreciate the significance of worldviews of societies of the past</p> <p><b>Skills</b></p> <p>8-S-007 Listen to others in order to understand their perspectives</p> <p>8-S-015 Identify prejudice, racism, stereotyping, or other forms of bias in information sources</p> <p>8-S-018 Consider the validity of information based on given criteria</p> <p>8-S-024 Assess and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases</p>
<b>Learning Goals</b>	In this lesson, students will contrast a modern map with a Cold War-era map, examining them critically for bias and using the maps to interpret how Canada as a world community has evolved over time.
<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>	Map-making, compare and contrast, and class discussion
<b>Pre-Lesson</b>	Students should be introduced to the Cold War and the Diefenbunker through the use of the provided package materials
<b>Introductory Activity/Hook</b>	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).

<b>Lesson Outline</b>	<p>After introducing the topics and the activity, the students will discuss with their partners the following questions:</p> <p>What types of communities are identified in 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. Ask the students to form small groups of 3 or 4 students and have them identify three ways in which the maps communicate a specific message from one group to a particular audience.</p>
<b>Closure</b>	<p>The teacher will ask a representative from each group to share their findings with the class, ensuring that they specify the message that they think the map is communicating, who is saying it, and to which audience.</p>
<b>Assessment/Evaluation</b>	<p>Class discussion and participation</p>
<b>Implications for Future Lessons</b>	<p>This lesson links naturally with further work in comparing and contrasting maps, recognizing bias, and critically analyzing primary historical documents.</p>



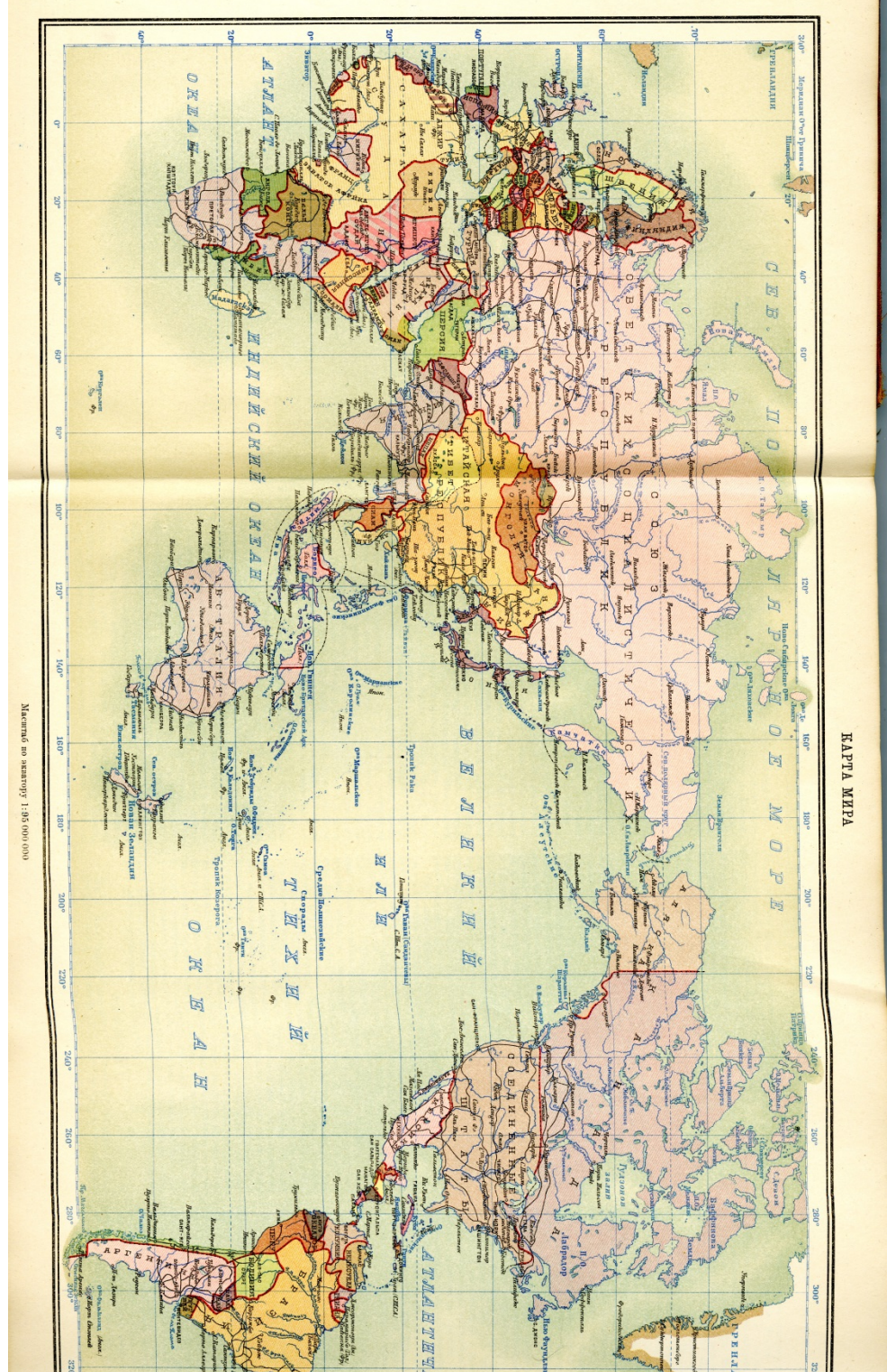


Figure 1. 1928  
Atlas of the USSR  
world map.





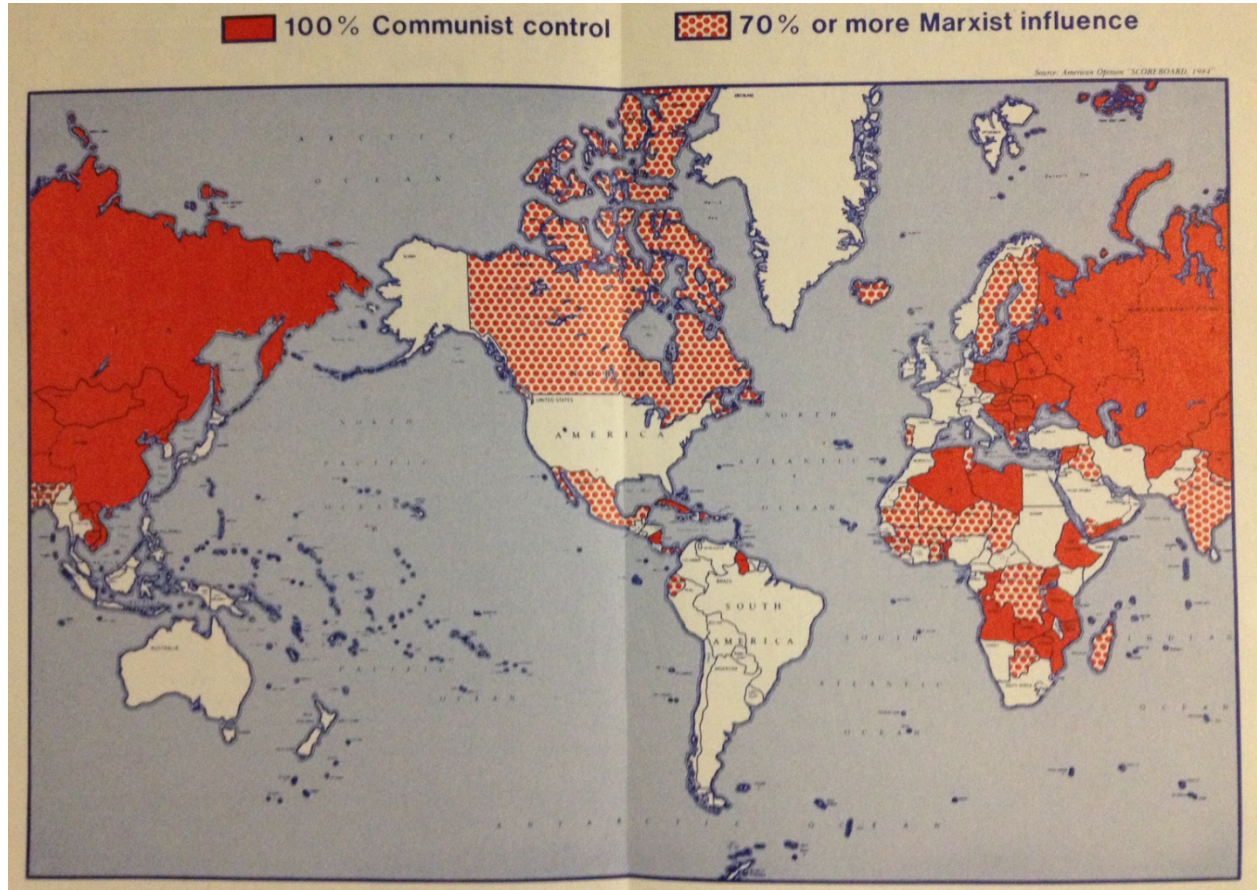


Figure 2. John Birch Society pamphlet (inside pages), 1980

