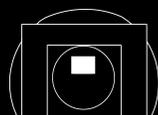


MY PROJECT



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: Nunavut, Grade 5 Social Studies Duration: 30 minutes
Topics	Communities, The Cold War, Mapping
Curriculum Expectations (Specific Learning Outcomes and Skills)	<i>Social Studies 5</i> Specific Learning Outcomes 5-K-I-004 Describe how culture, language, and heritage contribute to their identities 5-K-I-005 Explain how moving to a different community or country can affect identity 5-V-I-005 Appreciate that knowledge of Canadian history

	<p>and of the stories of the people of this land can enrich their understanding of who they are</p> <p>Skills 5-S-008 Express reasons for their ideas and opinions 5-S-012 Observe and describe material and visual evidence for research 5-S-02 Reflect on how stories of other times and places connect to their experience 5-S-024 Construct and interpret maps</p>
Learning Goals	In this lesson, students will demonstrate an understanding of how various factors contribute to their own community and sense of identity by mapping their community, and will then compare and contrast this with the experience of the emergency community housed in the Diefenbunker.
Materials/Resources	Blank paper and pencil for every student and digitized floorplan of the Diefenbunker (found at http://diefenbunker.ca/rustic/blue_prints.php?langID=en)
Instructional Methodology	Map-making, compare and contrast, and class discussion
Pre-Lesson	Students should be introduced to the Cold War and the Diefenbunker through the use of the provided package materials
Introductory Activity/Hook	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.
Lesson Outline	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. Within their groups, the teacher will ask the students to identify the places, services, events, and people that contribute to their sense of identity that would be affected in an emergency situation. (For example, a lack of access to a favourite provincial park may affect a student who enjoys hiking often, or the cancelation of a special festival or celebration in the event of an emergency.) After, the teacher will ask a representative from each group to present the group's conclusions to the rest of the class.

	<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 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, what sorts of things would be missing that would affect your sense of identity? 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, for recreation, etc.</p>
<p>Closure</p>	<p>Based on the class discussion, the teacher will ask the students to turn the classroom into a mini, self-sustaining community, by asking students to volunteer to represent a place or person that is needed in the case of an emergency.</p>
<p>Assessment/Evaluation</p>	<p>Class discussion and participation</p>
<p>Implications for Future Lessons</p>	<p>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.</p>



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