

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 6 Social Studies Duration: 30 minutes
Topics	Communities, The Cold War, Mapping, Propaganda
Curriculum Expectations (General and Specific Learning Outcomes)	<i>Social Studies 6 (Western and Northern Canadian Protocol, 1998)</i> Specific Outcomes 6-V-K-C-003 Students will demonstrate awareness of the influence of democratic ideals in the regions studied 6-K-T-024 Demonstrate awareness of

	<p>significant historical events that continue to affect the regions studied</p> <p>6-S-005 Listen to others in order to understand their perspectives</p> <p>6-S-013 Identify stereotyping in information sources</p> <p>6-S-014 Consider the validity of information based on given criteria</p> <p>6-S-020 Assess and select information using electronic sources and atlases, and interpret maps</p>
Learning Goals	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.
Materials/Resources	<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"> Figure 1. Soviet-made Cold War map: 1928 <i>Atlas of the USSR</i> world map, found online here Figure 2. American-made Cold War map: John Birch Society pamphlet map, published 1980, found online here
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	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).
Lesson Outline	<p>After introducing the topics and the activity, the students will discuss with their partners how their map is different or the same from others that they have encountered before. The teacher will pose the following questions for them to answer together in writing:</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. 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>
Closure	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.
Assessment/Evaluation	Class discussion and participation
Implications for Future Lessons	This lesson links naturally with further work in comparing and contrasting maps, recognizing bias, and critically analyzing primary historical documents.

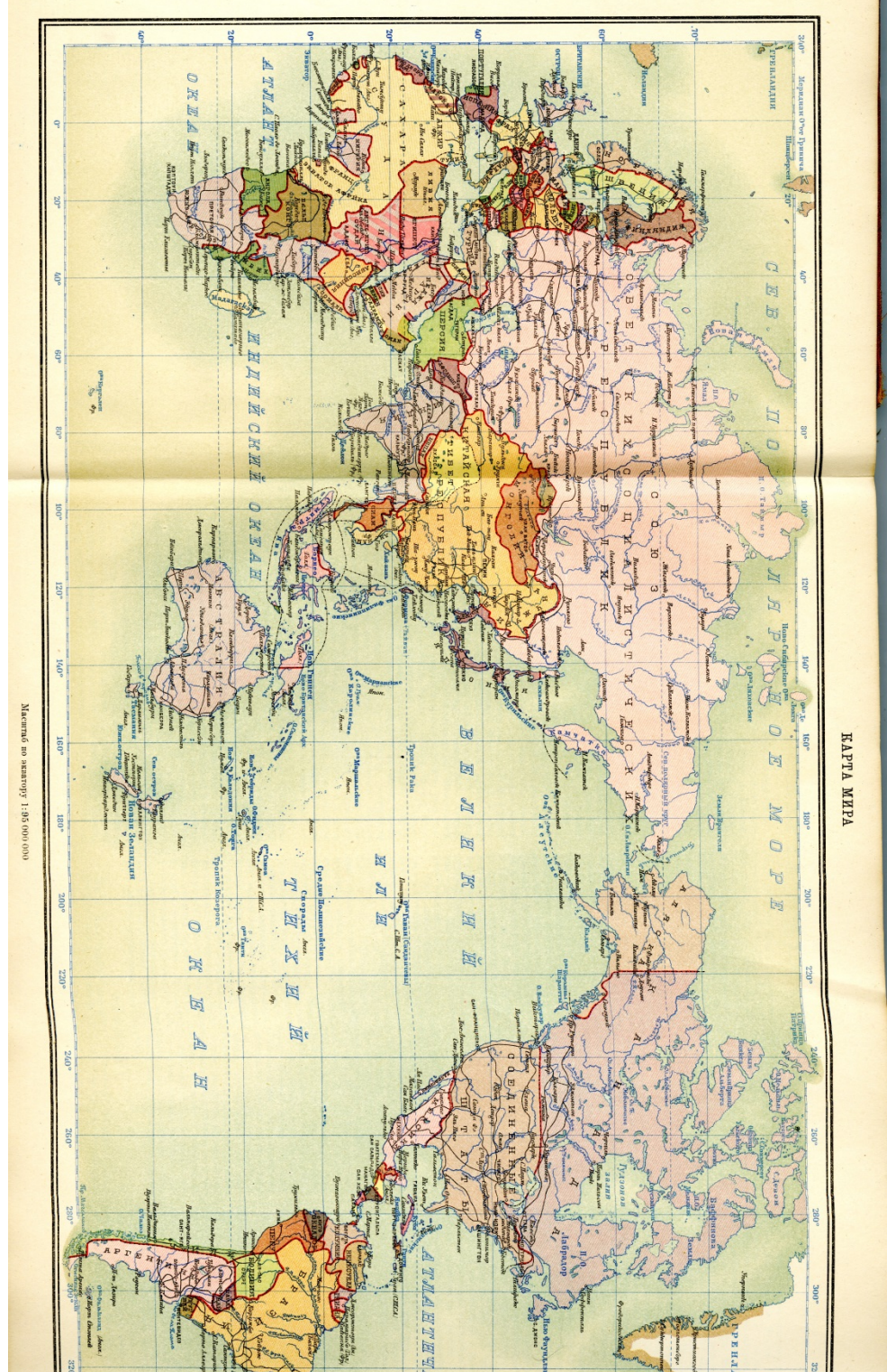


Figure 1. 1928
Atlas of the USSR
world map.



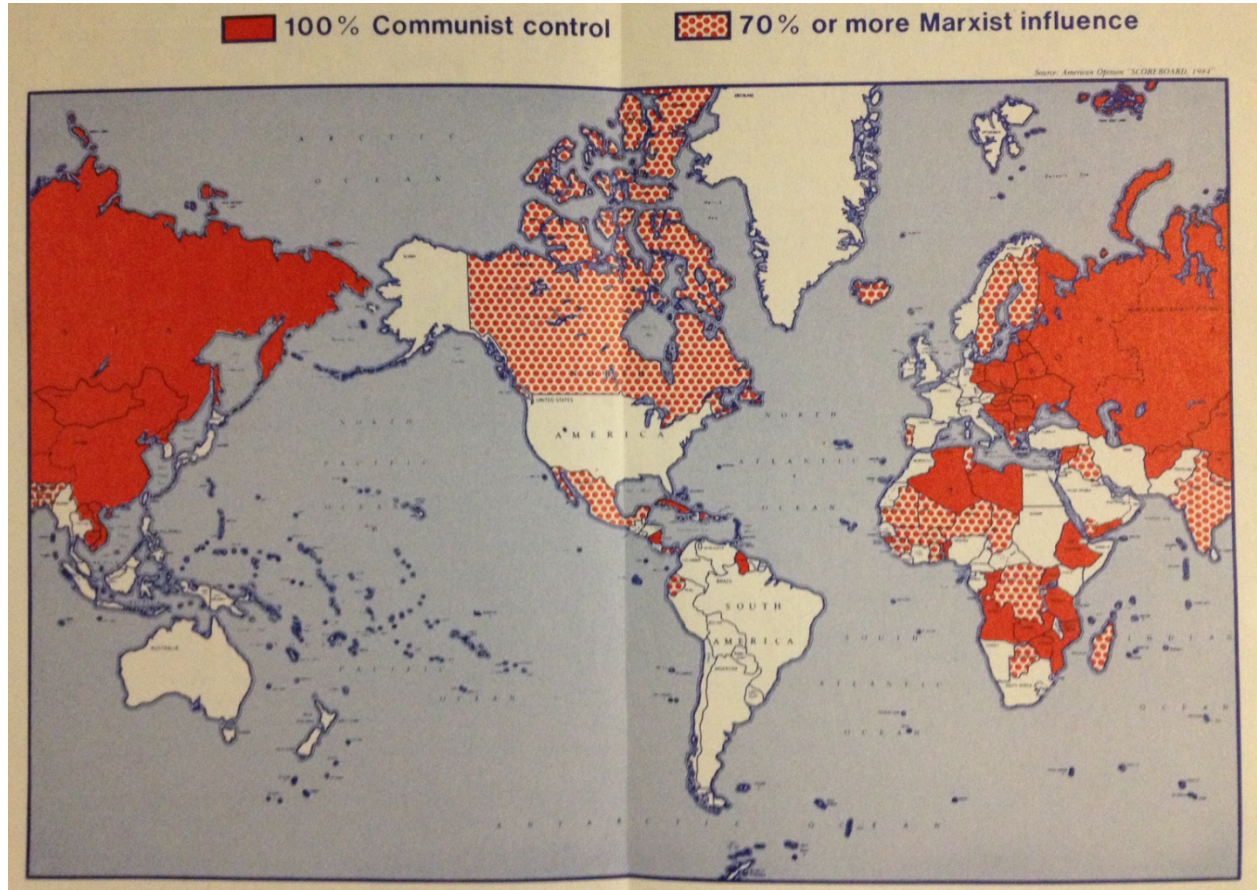


Figure 2. John Birch Society pamphlet (inside pages), 1980