

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: Ontario, Grade 12 World Cultures, Challenge and Change in Society, Canada: History, Identity and Culture, and World History Duration: 40 minutes
Topics	Communities, The Cold War, Canadian Identity, Propaganda, Sports/Leisure
Curriculum Expectations	World Cultures 12 A3.1 Assess various aspects of information gathered from primary and secondary sources D1.2 Analyse the potential impact on cultural identity and on the relations between cultural groups of cultural stereotypes, labelling, and misrepresentations found in mainstream media

	<p>and popular culture</p> <p>Challenge and Change in Society 12 B2.2 Explain how various economic, political, or sociocultural factors can lead to social change</p> <p>Canada: History, Identity, and Culture 12 (CHI4U/CHY4C) <i>Communities: Local, National, and Global</i> – Assess the significance of successive waves of immigration in the development of regional, provincial, and national identities in Canada <i>Change and Continuity</i> – Analyse how Canada’s relationships with France, Britain, and the United States have influenced Canada’s identity and culture <i>Citizenship and Heritage</i> – Assess the role played by literature, the arts, and popular culture in the development of Canadian identity <i>Social, Economic, and Political Structures</i> – Evaluate the impact of Canada’s national and international economic policies on Canadian identity and sovereignty</p> <p>World History: The West and the World 12 (CHY4U/CHY4C) <i>Communities: Local, National, and Global</i> – Evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the sixteenth century to the present <i>Social, Economic, and Political Structures</i> – Analyse significant economic developments in the West and the rest of the world since the sixteenth century; Describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century <i>Historical Inquiry and Communication</i> – Interpret and analyse information gathered through research</p> <p>Canadian and World Politics 12 (CPW4U/CPW4C)</p>
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	<i>Power, Influence, and the Resolution of Differences</i> – Analyse how international organizations, the media, and technology are able to influence the actions of sovereign states <i>Values, Beliefs, and Ideologies</i> – Explain the role and function of ideologies in national and international politics; Analyse how social and cultural beliefs and political ideologies influence national and international politics
Learning Goals	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.
Materials/Resources (Included in the curriculum package provided by The Diefenbunker: Canada's Cold War Museum)	Cold War Canadaair posters; "Hockey put Canada's Cold War perceptions on ice," <i>The Globe and Mail</i>
Instructional Methodology	Individual writing assignment, student-led small group discussion, primary historical document analysis, 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	<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 Canada. Beyond the borders, they pine; within the borders, they more often whine.</i></p>



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.