

**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> Prince Edward Island, Grade 5 Social Studies <b>Duration:</b> 30 minutes
<b>Topics</b>	Communities, The Cold War, Mapping
<b>Curriculum Expectations (General and Specific)</b>	<i>Social Studies 5</i> <b>5.1.1</b> Demonstrate an understanding of how we learn about the past  <b>5.6.1</b> Illustrate the similarities and differences of past societies and their society  <b>Communication:</b>

	<p>Develop mapping skills</p> <p><b>Participation:</b> Engage in a variety of learning experiences that include both independent study and collaboration</p> <p><b>Inquiry:</b> Strand 6 – Present ideas to others</p> <p><b>Geographic/Mapping Skills:</b> Representation of place Map components Scope Perspective</p>
<b>Learning Goals</b>	In this lesson, students will develop their mapping skills to enhance their understanding of the various factors that affect quality of life and identity in their own community and in a Cold War community.
<b>Materials/Resources</b>	Blank paper and pencil for every student and digitized floorplan of the Diefenbunker (found at <a href="http://diefenbunker.ca/rustic/blue_prints.php?langID=en">http://diefenbunker.ca/rustic/blue_prints.php?langID=en</a> )
<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>	Ask the students to think about what the word “community” means. What kinds of people and things are part of your community?
<b>Lesson Outline</b>	<p>After introducing the topics and the activity, the teacher will hand out a sheet of blank paper to every student and ask them to draw a map of his or her community, and then generate a class discussion about their maps using the following questions:</p> <p>What did you choose to include? (Did you draw a map of your home? Of your school? Of your neighbourhood? Of your town or city?) What kinds of things did you leave out and decide were not an important part of your community?</p>

	After students have had a chance to contribute to the discussion, 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 by asking them to compare the floorplan with their own maps and to imagine what sort of a community would have lived inside of the Diefenbunker.
<b>Closure</b>	The teacher will ask the students to identify what kinds of things on the floorplan are the same or different from the maps that they drew and to describe some of the ways in which the Diefenbunker community have been different from their own.
<b>Assessment/Evaluation</b>	Class discussion and participation
<b>Implications for Future Lessons</b>	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.



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