

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.

Media Literacy and Popular Culture

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 aim of prompting students to become more observant and critical of the media and popular culture, while fitting with English Language Arts and Visual Arts 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: Media Literacy and Popular Culture: Soviet Art	Level: English Language Arts & Visual Arts, Alberta, Grade 8 Duration: 35 – 110 minutes (optional components; activities can be spread over multiple classes)
Topics	Soviet Art/Propaganda, The Space Race, The Cold War, Visual Thinking Strategies, Image Analysis and Creation

<p>Curriculum Expectations</p>	<p><i>English Language Arts</i></p> <p>1.1 Discover and explore:</p> <ul style="list-style-type: none"> Express ideas and develop understanding – seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences <p>1.1 Clarify and extend:</p> <ul style="list-style-type: none"> Consider the ideas of others – Acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives Combine ideas – Exchange ideas and opinions to clarify understanding and to broaden personal perspectives <p>2.2 Respond to texts</p> <ul style="list-style-type: none"> Experience various texts – Experience oral, print and other media texts from a variety of cultural traditions and genres; Make connections between biographical information about illustrators and their texts Construct meaning from texts – Support own interpretations of oral, print, and other media texts, using evidence from personal experiences and the texts <p>2.3 Understand forms, elements and techniques</p> <ul style="list-style-type: none"> Understand forms and genres – Discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience <p>2.4 Create Original Text</p> <ul style="list-style-type: none"> Generate ideas – Create oral, print, and other media texts related to issues encountered in texts and in own life <p>4.3 Present and Share</p> <ul style="list-style-type: none"> Demonstrate attentive listening and viewing – Use appropriate verbal and nonverbal feedback to respond respectfully <p>5.1 Respect others and strengthen community</p> <ul style="list-style-type: none"> Appreciate diversity – discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts; Compare own and others’ responses to ideas and experiences related to oral, print and other media texts Relate texts to culture – Compare ways in which oral, print, and other media texts reflect specific elements of cultures or periods in history <p><i>Visual Arts</i></p> <p>COMPOSITIONS:</p> <ul style="list-style-type: none"> Components 1: Students will create compositions in both two and three-dimensions <p>ENCOUNTERS</p> <ul style="list-style-type: none"> Impact of Images: Students will consider the impact of manmade structures upon human activity in the modern world
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Learning Goals	In this lesson, students will use visual thinking strategies to critically analyze and discuss a piece of Soviet art, fitting it into the context of the Space Race and the Cold War, and will then create their own piece of Soviet art based on their conclusions.			
Materials/Resources	Projector and Power Point to display the work “Space Conquerors” by Aleksandr Deineka (download a copy at http://www.deineka.info/work-pokoriteli_kosmosa.php), digital copy of Andy Warhol’s “Moon Walk 1987” (download a copy at http://www.warhol.org/ArtCollections.aspx?id=1574), art supplies (markers, paint, crayons, pastels), art paper 11x14 or 8x10			
Instructional Methodology	Visual Thinking Strategies: Finding meaning in art about the USSR and the Cold War through group analysis and open discussion Make art work using various media Individual writing and reflection in journals			
Pre-Lesson	Introduce students to the topics of the Cold War, the Diefenbunker, and the Space Race, relying on the materials provided in this curriculum package.			
Introductory Activity/Hook (5 minutes)	Explain the process of VTS to the students. (See information on facilitating this approach and examples of its use with elementary school children at http://vtshome.org/) For example: “I’m going to ask you questions about some pictures, and I want to you to answer freely and honestly. There are no bad answers. We’re going to try and notice lots of details and big ideas from these pictures, and we’re going to talk about them as group.”			
Lesson Outline – (65-95 mins)	<table><tr><td>15 mins</td><td>Visual Thinking Strategies</td><td>Display the Deineka painting on the projector screen. Lead the children through Visual Thinking Strategies by asking questions like:</td></tr></table>	15 mins	Visual Thinking Strategies	Display the Deineka painting on the projector screen. Lead the children through Visual Thinking Strategies by asking questions like:
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			neutrally <ul style="list-style-type: none"> • Pointing at the area being discussed • Linking and framing student comments
	5 mins	Soviet Messages	What are some of the things we saw in this painting? What things do you think were important to the Soviet government that commissioned this painting? What message do you think this painting has about the Soviet Union's role in the space race?
	15 mins	Visual Thinking Strategies (optional)	Repeat the VTS exercise as before, this time using Andy Warhol's "Moonwalk" print, contrasting this Western artistic work with the Soviet example previously viewed.

	30-60 mins	Creating Artworks*	Explain how the Soviet state supported art that was realistic and easy to understand, and that highlighted things that were good about the Soviet Union and its people like obedience, work, strength, wealth, intelligence, inventive, victorious, etc. Ask the students to pretend that they are living in the Soviet Union during the Cold War, and that the Soviet government has asked them to paint something for the government and their fellow citizens. While they are planning and painting their piece, make sure that they are keeping in mind the things that the Soviet government wanted.
	<p>*If desired, the Creating Artworks activity can be omitted and the other activities combined into a single, more condensed lesson, modifying the journal entry to a personal reflection by the students on the work by Deineka, followed by the question of how they think Soviet citizens would have responded to the painting.</p>		
Closure (10 mins)	Have the students reflect in their journals on the paintings they created, explaining what the painting is of and why they chose it. Have them consider whether they think a painting like theirs would help citizens to love and honour their country.		
Assessment/Evaluation	Class discussion and participation, created artwork, journal response		
Implications for Future Lessons	This lesson links well with the major project prescribed in the Diefenbunker curriculum package that prompts students to create their own collaborative Cold War comic strip.		