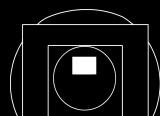


**MY PROJECT**



**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.

### 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](mailto:education@diefenbunker.ca).

### Curriculum

<b>Lesson:</b> Media Literacy and Popular Culture: Soviet Art	<b>Level:</b> English Language Arts & Visual Arts, New Brunswick and Nova Scotia, Grade 4 <b>Duration:</b> 35 – 110 minutes (optional components; activities can be spread over multiple classes)
<b>Topics</b>	Soviet Art/Propaganda, The Space Race, The Cold War, Visual Thinking Strategies, Image Analysis and Creation

<p><b>Curriculum Expectations</b></p>	<p><i>English Language Arts</i></p> <p><b>1. Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences:</b></p> <ul style="list-style-type: none"> <li>• Describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas</li> <li>• Ask and respond to questions to clarify information and to explore possibilities or solutions to problems</li> <li>• Express and explain opinions and respond to the questions and reactions of others</li> <li>• Listen critically to others' ideas and opinions</li> </ul> <p><b>2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically:</b></p> <ul style="list-style-type: none"> <li>• Participate in conversations, small-group and whole-group discussion, understanding when to speak and when to listen</li> </ul> <p><b>4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts:</b></p> <ul style="list-style-type: none"> <li>• Use after-reading/viewing strategies such as reflecting about the text, responding to the text (through talking, writing, or some other means of representation), and asking questions about the text</li> </ul> <p><b>6. Students will be expected to respond personally to a range of texts:</b></p> <ul style="list-style-type: none"> <li>• Make personal connections to texts and describe, share, and discuss their reactions and emotions</li> </ul> <p><b>7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre:</b></p> <ul style="list-style-type: none"> <li>• Respond critically to texts to identify the point of view in a text and demonstrate an awareness of whose voice/positions are and are not being expressed, to discuss the text from the perspective of their own realities and experiences, and to identify instances of prejudice, bias, and stereotyping</li> </ul> <p><b>8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, experiences, and learnings; and to use their imaginations:</b></p> <ul style="list-style-type: none"> <li>• Use writing and other forms of representation to discover and express personal attitudes and opinions, and to express feelings and imaginative ideas</li> </ul> <p><b>9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes:</b></p> <ul style="list-style-type: none"> <li>• Create written and media texts using a variety of forms</li> </ul> <p><i>Visual Arts</i></p> <p><b>Materials and Techniques:</b> Choose from a variety of art media to express a feeling, communicate a message and represent people,</p>
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	<p>places, and objects.</p> <ul style="list-style-type: none"> <li>Plan and complete a painting independently</li> </ul> <p><b>Development of Imagery:</b> Create an art work, independently, based on memory, observation, imagination, fantasy, mood and in response to expressive art forms.</p> <ul style="list-style-type: none"> <li>Generate and select ideas for art work</li> <li>Use a variety of sources to stimulate ideas on art work</li> <li>Demonstrate self-confidence and eagerness toward their art production, expression, and discussion</li> <li>Develop observational skills</li> </ul> <p><b>Visual Awareness:</b> Describe visual properties and qualities in the world around them.</p> <ul style="list-style-type: none"> <li>Use a variety of sources for images, such as, memory, fantasy, observation, and recording</li> </ul> <p><b>Responding to Art:</b> Describe art works using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>Recognize that a response to art involves feelings, understandings, and knowledge</li> <li>Describe how people may have different responses to an art work</li> </ul>
<b>Learning Goals</b>	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.
<b>Materials/Resources</b>	Projector and Power Point to display the work “Space Conquerors” by Aleksandr Deineka (download a copy at <a href="http://www.deineka.info/work-pokoriteli_kosmosa.php">http://www.deineka.info/work-pokoriteli_kosmosa.php</a> ), digital copy of Andy Warhol’s “Moon Walk 1987” (download a copy at <a href="http://www.warhol.org/ArtCollections.aspx?id=1574">http://www.warhol.org/ArtCollections.aspx?id=1574</a> ), art supplies (markers, paint, crayons, pastels), art paper 11x14 or 8x10
<b>Instructional Methodology</b>	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
<b>Pre-Lesson</b>	Introduce students to the topics of the Cold War, the Diefenbunker, and the Space Race, relying on the materials provided in this curriculum package.
<b>Introductory Activity/Hook</b> (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 <a href="http://vtshome.org/">http://vtshome.org/</a> ) For example: “I’m going to ask you questions about some pictures, and I want 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.”

<b>Lesson Outline – (65-95 mins)</b>	15 mins	Visual Thinking Strategies	<p>Display the Deineka painting on the projector screen.</p> <p>Lead the children through Visual Thinking Strategies by asking questions like:</p> <p>What do you see that makes you say that?</p> <p>What makes you think that?</p> <p>What more can you see?</p> <p>What do you think that means?</p> <p>What's going on?</p> <p>Help the students understand by:</p> <ul style="list-style-type: none"> <li>• Paraphrasing comments neutrally</li> <li>• Pointing at the area being discussed</li> <li>• Linking and framing student comments</li> </ul>
	5 mins	Soviet Messages	<p>What are some of the things we saw in this painting?</p> <p>What things do you think were important to the Soviet government that commissioned this painting?</p> <p>What message do you think this painting has about the Soviet Union's role in the space race?</p>

	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>			



<b>Closure</b> (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.
<b>Assessment/Evaluation</b>	Class discussion and participation, created artwork, journal response
<b>Implications for Future Lessons</b>	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.