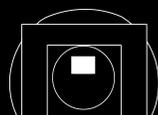


MY PROJECT



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, New Brunswick and Nova Scotia, 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. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences:</p> <ul style="list-style-type: none"> • Recognize that contributions from many participants are needed to generate and sustain discussions • Express clearly and with conviction a personal point of view, and be able to support that position <p>2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically:</p> <ul style="list-style-type: none"> • Participate in small-group conversation and whole-class discussion, recognizing that there is a range of strategies that contribute to effective talk <p>4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts:</p> <ul style="list-style-type: none"> • Talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading or viewing various texts <p>6. Students will be expected to respond personally to a range of texts:</p> <ul style="list-style-type: none"> • Extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts <p>7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre:</p> <ul style="list-style-type: none"> • Recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view <p>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:</p> <ul style="list-style-type: none"> • Demonstrate an ability to integrate interesting effects in imaginative writing and other forms of representation <p>9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes:</p> <ul style="list-style-type: none"> • Produce a range of writing forms • Begin to understand that ideas can be represented in more than one way and experiment using other forms <p><i>Visual Arts</i></p> <p>Materials and Techniques: Create works of art using identified media and corresponding techniques appropriate to their artistic development.</p> <ul style="list-style-type: none"> • Painting – Make appropriate choices of paint brush size to
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	<p>achieve desired results</p> <p>Development of Imagery: Create art works based on a response to a variety of art styles.</p> <ul style="list-style-type: none"> • Explain how subject matter can be treated differently <p>Visual Awareness: Use observational and memory skills to record and create recognizable images of the real world.</p> <ul style="list-style-type: none"> • Illustrate form through the use of cross-hatching, continuous line, layering, stippling • Demonstrate the relationship of the parts to the whole • Practice careful observation in various settings depicting a variety of subjects <p>Responding to Art: Explain the importance of art for both individuals and society.</p> <ul style="list-style-type: none"> • Describe in simple terms two art movements of styles • List artistic characteristics of a style or movement and relate and compare these to personal art making experience • Name several exemplars and prominent artists of a particular style • Describe how art is created and used for different purposes
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 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)	15 mins	Visual Thinking Strategies	Display the Deineka painting on the projector screen. Lead the children through Visual Thinking Strategies by asking questions like: What do you see that makes you say that? What makes you think that? What more can you see? What do you think that means? What’s going on? Help the students understand by: <ul style="list-style-type: none"> • Paraphrasing comments neutrally • 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.