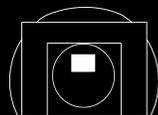


MY PROJECT



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, Northwest Territories, Grade 6 <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>1.1.1 Engage in exploratory communication to discover own interpretation and understanding</p> <p>1.2.1 Reflect on prior knowledge and experiences to arrive at new understandings</p> <p>1.2.2 Explain personal viewpoints in clear and meaningful ways, and revise previous understandings</p> <p>2.1.1 Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding</p> <p>2.1.2 Anticipate meaning of oral, print, and other media texts; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding</p> <p>2.2.1 Explore a variety of oral, print, and other media texts</p> <p>2.2.2 Respond to oral, print, and other media texts creatively and critically</p> <p>2.2.3 Identify bias and stereotype in texts (oral, print, and other media) to extend personal perspective of cultural representations and real life</p> <p>4.1.3 Create original texts (oral, print, and other media)</p> <p>4.2.1 Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)</p> <p>5.1.2 Adjust listening, viewing, and speaking behaviours according to the situation</p> <p>5.2.1 Compare personal ways of responding and thinking with those of others</p> <p><i>Arts Education (SK)</i></p> <p>CP6.10 Create visual art works that express ideas about identity and how it is influenced</p> <p>CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity</p> <p>CR6.2 Investigate and identify ways that the arts can express ideas about identity</p> <p>CR6.3 Examine arts expressions and artists of various times and places</p> <p>CH6.3 Investigate arts expressions from a range of cultures and countries, and analyze how cultural identity is reflected in the work</p>
<p><b>Learning Goals</b></p>	<p>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.</p>
<p><b>Materials/Resources</b></p>	<p>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</p>

	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 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."		
<b>Lesson Outline</b> – (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"> <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?          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?</p>
	15 mins	Visual Thinking Strategies (optional)	<p>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.</p>

	30-60 mins	Creating Artworks*	<p>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>
<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)	<p>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.</p>		
<b>Assessment/Evaluation</b>	<p>Class discussion and participation, created artwork, journal response</p>		
<b>Implications for Future Lessons</b>	<p>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.</p>		