

**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> Artistic Media During the Cold War: Literature, Painting, and Music	<b>Level:</b> Nunavut, Grade 11 English Language Arts & Visual Arts <b>Duration:</b> 55 - 65 minutes
<b>Topics</b>	Cold War literature, Cold War painting, Cold War music, propaganda

<p><b>Curriculum Expectations</b></p>	<p><i>English Language Arts 11</i></p> <p>1.1 Express Ideas: Connect ideas, observations, opinions, and emotions through a variety of means to develop a train of thought and test tentative positions</p> <p>1.2 Develop Understanding: Examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others</p> <p>Explain Opinions: Explore various viewpoints and consider the consequences of particular positions when generating and responding to texts</p> <p>2.1 Prior Knowledge: Examine connections between personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts</p> <p>2.2 Connect Self, Texts, and Culture: Respond personally and critically to ideas and values presented in a variety of Canadian and international texts</p> <p>Appreciate the Artistry of Texts: Examine how language and stylistic choices in oral, print, and other media texts accomplish a variety of purposes</p> <p>2.3 Techniques and Elements: Examine how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes</p> <p>5.1 Cooperate With Others: Use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation</p> <p>Work In Groups: Demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals</p> <p>5.2 Share and Compare Responses: Identify various factors that shape understanding of texts, others, and self</p> <p>Relate Texts to Culture: Identify and examine ways in which culture, society, and language conventions shape texts</p> <p>Appreciate Diversity: Explain ways in which languages and texts express and shape the perceptions of people and diverse communities</p> <p><i>Visual Art 11</i></p> <p><b>Foundational Objective 1:</b> Analyze forms of art from a variety of cultures and societies, historical and contemporary; interpret meanings within appropriate contexts; and relate their understanding to their own expressions and life experiences.</p> <ul style="list-style-type: none"> <li>• Recognize how visual art can teach us about ourselves, other individuals, and the society in which it is created</li> <li>• Understand how historical, social, and environmental factors and issues influence visual art and artists</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understand how visual art can transmit or challenge cultural values, ideas, and beliefs</li> <li>• Develop an understanding of the issues and concerns of visual artists and explore controversies related to the arts</li> <li>• Analyze and evaluate the meaning and influence of visual art, including mass media and popular culture, in their daily lives</li> <li>• Understand how the mass media and special interest groups use visual images to communicate messages</li> </ul> <p><b>Foundational Objective 2:</b> Use analytical and critical thought to respond to art works and infer meanings based on the many contexts of visual art and global issues.</p> <ul style="list-style-type: none"> <li>• Understand that visual art is a form of communication and critically examine non-verbal communication in art works of all kinds</li> <li>• Perceive, describe, analyze, and interpret art works and make informed judgments using appropriate vocabulary</li> <li>• Analyze to understand how the creative process, the elements of art, principles of design, and technical ability work together to communicate artists' intentions</li> </ul>
<b>Learning Goals</b>	In this lesson, students will analyze and compare examples of artistic expression from the Cold War, produced by artists in the East and West, and determine the ways in which popular culture and art was used to carry specific messages and shape popular thinking.
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Book: First 10 pages of <u>One Day In the Life of Ivan Denisovich</u>, by Alexander Solzhenitsyn (available online through Google Books, or in most libraries)</li> <li>• Projector screen with internet to display a copy of a painting by Aleksandr Deineka, available freely online at <a href="http://www.deineka.info">http://www.deineka.info</a> (suggested works: "The Tractor Driver", "Near the Sea", or "Donbass")</li> <li>• Internet access to stream videos or audio alone of one of the following songs:             <ol style="list-style-type: none"> <li>1. Bob Dylan's "Talkin' John Birch Paranoid Blues"</li> <li>2. Men at Work's "It's a Mistake" (video available online)</li> <li>3. Billy Joel's "Leningrad" (video also available online)</li> <li>4. Ozzy Osbourne's "Crazy Train"</li> </ol> </li> </ul>
<b>Instructional Methodology</b>	<p>Literary analysis in small groups</p> <p>Individual assessment and critique of visual art work</p> <p>Individual written journal reflection</p> <p>Whole-class discussion</p>

<b>Pre-Lesson</b>	Introduce students to the Cold War using the curriculum package provided. Ask students to come to class having read the first ten pages (or more if desired) of Alexander Solzhenitsyn's book <u>One Day In The Life Of Ivan Denisovich</u> . *Option: Read the pages together as a class.
<b>Introductory Activity/Hook</b> (5 minutes)	Together as a class, read the short autobiographical narrative provided by Solzhenitsyn in 1970 upon the occasion of him winning the Nobel Prize for Literature and subsequently edited and published. It is available online at <a href="http://www.nobelprize.org/nobel_prizes/literature/laureates/1970/solzhenitsyn-bio.html">http://www.nobelprize.org/nobel_prizes/literature/laureates/1970/solzhenitsyn-bio.html</a>
<b>Lesson Outline</b> (45-55 minutes)	<p>Part One (approx. 15 minutes): In small groups of 3-4 students, the teacher will ask the students to discuss the following questions with reference to the text:</p> <ol style="list-style-type: none"> <li>1. What is the topic of this text, and why do you think the author wrote it?</li> <li>2. What is the overall tone of this excerpt, and what literary devices does the author employ in order to communicate his message? (eg. syntax, imagery, symbolism, dialogue, etc.)</li> <li>3. Why do you think that the Soviet government objected to the publication of this book?</li> </ol> <p>Part Two (approx. 15 minutes): Now, on the overhead projector, the teacher will show the students one of the selected Soviet-approved art works by Aleksandr Deineka, asking them to consider why this piece may have been state-approved. The teacher will ask the students to reflect in a journal entry on the painting, creating a T-chart (or a Venn diagram) to pick out some of the similarities and differences between the painting and the Solzhenitsyn text in terms of context, content, overall messages, targeted audience, techniques, and the relationship of each of the artists to the state.</p> <p>Part Three (approx. 15 minutes): The teacher will play one of the selected Cold War popular songs for the class. As a class, the teacher will ask students to identify some of the literary and musical techniques implemented, the overall message of the song, and the intended audience for the song. Some specific elements to focus on are:</p> <ul style="list-style-type: none"> <li>• Style/Genre – What genre is this song? Who was the main audience for this type of music? Why would the composer/singer have wanted to target this particular audience for his or her message?</li> <li>• Tempo – What speed is chosen and why? (Is it meant to be relaxing, exciting, evoke feelings of anger, sadness,</li> </ul>

	<p>sympathy, etc.?)</p> <ul style="list-style-type: none"> <li>• Dynamics – Is the song generally loud or quiet? Does this change throughout, and why? What is important about those moments that the singer/composer is trying to emphasize?</li> <li>• How do the words fit with the music? Which words are emphasized and why? Do you think that the message is clearly communicated?</li> </ul> <p>What kinds of literary techniques are used? Imagery? Metaphor? Narrative voice chosen? What is the significance of these devices?</p>
<b>Closure</b> (5 mins)	If time allows, the teacher can continue the class discussion to try and identify some of the major similarities and differences between these examples of Cold War culture in terms of message, audience, and impact.
<b>Assessment/Evaluation</b>	Small group and whole group discussion, journal reflection
<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 example of Cold War popular culture in the form of a comic strip.