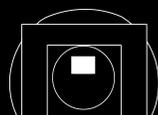


MY PROJECT



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> Prince Edward Island, Grade 12 English Language 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 12</i></p> <p>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"> <li>• Examine others’ ideas and synthesize what is helpful to clarify and expand on their own understanding</li> <li>• Listen critically to analyse and evaluate concepts, ideas, and information</li> </ul> <p>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"> <li>• Interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter</li> </ul> <p>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"> <li>• Read widely and experience a variety of literary genres and modes from different provinces and countries, and world literature from different literary periods</li> </ul> <p>Students will be expected to respond personally to a range of texts.</p> <ul style="list-style-type: none"> <li>• Make informed personal responses to increasingly challenging print and media texts and reflect on their responses</li> <li>• Make connections between their own values, beliefs, and cultures, and those reflected in literary and media texts</li> <li>• Articulate and justify points of view about texts and text elements</li> </ul> <p>Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.</p> <ul style="list-style-type: none"> <li>• Show the relationships among language, topic, purpose, context, and audience</li> <li>• Respond critically to complex and sophisticated texts – examine how texts work to reveal and produce ideologies, identities, and positions</li> </ul>
<p><b>Learning Goals</b></p>	<p>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.</p>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>• Book: First 10 pages of <u><a href="#">One Day In the Life of Ivan Denisovich</a></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> </ul>

	<ul style="list-style-type: none"> <li>Internet access to stream videos or audio alone of one of the following songs:             <ol style="list-style-type: none"> <li>Bob Dylan’s “Talkin’ John Birch Paranoid Blues”</li> <li>Men at Work’s “It’s a Mistake” (video available online)</li> <li>Billy Joel’s “Leningrad” (video also available online)</li> <li>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>	<p>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.</p>
<b>Introductory Activity/Hook</b> (5 minutes)	<p>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></p>
<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>What is the topic of this text, and why do you think the author wrote it?</li> <li>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>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</p>

	<p>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, sympathy, etc.?)</li> <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)	<p>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.</p>
<b>Assessment/Evaluation</b>	<p>Small group and whole group discussion, journal reflection</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 example of Cold War popular culture in the form of a comic strip.</p>