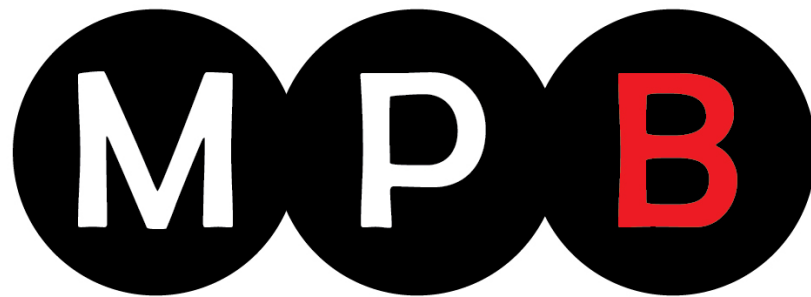




MY PROJECT



BERLIN



**Diefenbunker**  
Musée canadien de la Guerre froide



## 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.

### NATO: A Timeline of Cold War Events

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 theme of NATO, while fitting with Social Studies curriculum guidelines nationwide for high school students. 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> The Cold War: Communities in the Cold War	<b>Level:</b> Ontario, Grade 10 History <b>Duration:</b> 75 minutes
<b>Topics</b>	The Cold War, NATO
<b>Curriculum Expectations</b>	<i>History 10</i>  <b>General Outcomes</b> D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the

	<p>international community, from 1945 to 1982 and the changes that resulted from them</p> <p><b>Specific Outcomes</b>  D2.4. Describe some key developments related to Canada's participation in the international community during this period, with a particular focus on the context of the Cold War (eg. the Korean War; the Gouzenko affair; the establishment of NORAD or NATO; the Suez crisis, the non-proliferation of nuclear weapons treaty, peacekeeping)</p>
<b>Learning Goals</b>	In this lesson, students will work in partner and group situations to conduct online research into various motivational factors for the founding of NATO, as well as of its key events, collaborating with the whole class to create a timeline of NATO during the Cold War.
<b>Materials/Resources</b>	<p>Computers with access to the internet for each set of partners</p> <p>Whiteboard/Chalkboard</p> <p>Paper and writing utensil or word processor</p>
<b>Instructional Methodology</b>	Partner reading, partner written response, group discussion, list-making, group research, collaborative timeline, informal class presentation
<b>Pre-Lesson</b>	Students can be introduced to the Cold War through the introductory Power Point included in this curriculum package.
<b>Introductory Activity/Hook</b> (15 minutes)	<p>Assign each student a partner, and have them read together about the founding of the North Atlantic Treaty Organization, relying on the information provided on the official NATO website (<a href="http://www.nato.int/history/nato-history.html">http://www.nato.int/history/nato-history.html</a>) as well as other sites they may find related to the history of NATO (the Canadian War Museum is excellent; students should cite any other websites in their answer, barring Wikipedia, which is not an acceptable academic source). Ask them to choose one of the following topics and explain in a short written response (half a page) how it can be considered a motivation factor in the founding of NATO:</p> <p style="text-align: center;"> A. European nationalism  B. Soviet expansionism  C. World conflict (World War II)  D. Berlin Blockade (1948-1949) </p>
<b>Lesson Outline</b> (40 minutes)	<p>1. (10 minutes) Divide the whiteboard into 4 sections, correlating with each of the 4 motivations for NATO's creation. Invite the students to contribute their responses in a group discussion to create short information lists in each section based on their answers. Collect their written responses afterwards.</p>

	<p>2. (30 minutes, or homework assignment) Divide the class into groups (of 3-4 students each) and give each group one of the following lists of NATO-related Cold War events (the lists can be assigned to more than one group if needed). Ask the groups to research these events and write a paragraph synopsis for each event describing when it occurred (an exact date if possible, or simply the year), what it was, and its significance with relation to NATO:</p> <p>A) North Atlantic Treaty signing; Korean War; Supreme Headquarters Allied Powers Europe</p> <p>B) Soviet request to join NATO; Federal Republic of Germany joins NATO; Warsaw Pact</p> <p>C) France's withdrawal from NATO's military structure; Headquarters relocation to Belgium and adoption of "Flexible Response"; Breakup of Warsaw Pact and the Soviet Union</p>
<b>Closure</b> (20 minutes)	<p>Draw a timeline on the whiteboard, and ask a representative from each group to write in one of their group's responses, filling in the events and dates that they found. While doing so, a different representative of each group should also state their group's conclusions regarding the event's relation to NATO, corroborating their answers publicly with any other groups who worked on the same topic to ensure consistency and accuracy. Ask each group to submit their responses together at the end of the discussion.</p>
<b>Assessment/Evaluation</b>	<p>Written responses, informal presentation, participation</p>
<b>Implications for Future Lessons</b>	<p>This lesson provides an excellent means of bridging into more in-depth learning about other Cold War events such as the Cuban Missile Crisis or NORAD, as well as the current role of NATO and other international organizations.</p>