Lesson plan for ……

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| Topic: | Cold War:  the physical and psychological construct of borderlands | | |
| Authors: | * Darwin Rodriguez | | |
| Level of education: | High School - 10th grade | | |
| Subjects: | European History | | |
| Time frame: | 3 block periods - 1 week of instruction | | |
| Materials: | Centropa video: "Maps, Central Europe and History"  "The wall jumper" by Peter Schneider selected excerpts  Computers or smartphones with Internet access | | |
| Summary: | Students will explore the changing borders of Europe in the 20th century starting to with WWI until German Reunification ultimately comparing and contrasting other Cold War and contemporary border zones and related conflicts | | |
| Key words: | Ideology, loss, dispossession, concepts of home and identity, agency, validation, prejudice | | |
| Aims and goals: | Students will:   * Identify the continuity and changes to Europe's political map throughout the 20th century * Draw parallels between the Cold War and ongoing conflicts * Challenge the notion of borders as immutable * Collaborate on synthesizing a meaningful connection to the centropa source material | | |
| Outcomes: | Students begin to humanize the "other" and peer behind the construct of a wall | | |
| Lesson plan: | 1. View centropa video | 2. Read excerpts of wall jumper | 3. Assign regional conflicts to small groups |
| **TEACHER'S ACTIVITIES** | | **STUDENT'S ACTIVITIES** | |
| * Teacher will introduce Centropa website as a multimedia resource * Play centropa borders video * Excerpt wall jumper stories read aloud in class * Teacher assigns small groups and border conflicts | | -Students will research assigned border conflict/migratory issue   * students will divide assignments to produce suite of multimedia resources for given conflict * Interviews * Maps * Art/short stories * Conflicting perspectives * Students will publish work by end of semester for other students to use as resource | |
| Remarks: | Publishing rights and issues relating to intellectual property may arise. Some form of generic waiver may be necessary or publishing can be limitless to an internal network. See your media specialist | | |
| Reflection and evaluation: |  | | |