Lesson plan for Cold war ……

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| Topic: | Cold War | | |
| Authors: | * Carrie Boone, Danielle Ramirez, Maria Bitakou , Dimitrios Chatzakis | | |
| Level of education: | High School | | |
| Subjects: | World & American History | | |
| Time frame: | Unit Long | | |
| Materials: | * German Jewish Sourcebook * Films from Centropa: Maps of Central Europe & Escape from Prague * Padlet * Centropa * Various forms of technology * Students’ choice of art medium | | |
| Summary: | For this lesson students will be working for an entire unit on the culture and history of the Cold War through personal testimony. Students will be working with students from other countries to compare how the Cold War affected their country. | | |
| Key words: | Cold War, Marshall Plan, Iron Curtain, Berlin Wall, West Berlin, East Berlin, Berlin Airlift, Communism, Velvet Revolution, Arms Race, Space Race, Korean War, Vietnam War, Mikail Gorbachev, Olympic Games of 1980 & 1984 in Moscow & LA | | |
| Aims and goals: | Students will:   * Be able to locate countries on a world map that were affected by the Cold War * Define provided terms * Be able to understand and represent at least one individual testimony of the Cold War * Be able to communicate effectively with students from another country | | |
| Outcomes: | Students will each complete one project representing one account (interview) of the Cold War on an individual in their community. This project could be created through technology (i.e. slideshow, video, website) or using some other form of media (i.e. poster, poem, drawing). Using an online resource, the students will exchange their presentations with other classrooms in the US and Greece. The closing activity would incorporate the students knowledge of the other individual testimonies through comparing and contrasting their experiences. | | |
| Lesson plan: | The Cold War Through the Ages & Across the Globe |  |  |
| **TEACHER'S ACTIVITIES** | | **STUDENT'S ACTIVITIES** | |
| 1. Teachers will show the film “Maps of Central Europe” from the Centropa website    1. Teacher hands out map for students to fill in 2. Teacher shows students the Centropa film “Escape from Prague”    1. Following the film a worksheet of Cold War terms would be handed out for the students to complete. 3. The teacher will present the final project to the students. This project requires them to find someone in their family or an older family friend to interview about the Cold War. Some parents may remember something specific from the Cold War or maybe even a grandparent. The students need to tell the teacher about who they chose to interview and answer three main questions. Who is the person? How old were they? Where did they live?    1. Teachers will create a website (blog tool) where the information from the interviews will be available to the rest of the students.    2. Teacher will separate the groups based on the time period that the interviewee lived in during the Cold War.    3. In those groups, you will inform the students that they need to review the Cold War timeline and color code the dates based on the country represented.    4. Teachers will instruct students to work in their groups using information from the timeline to come up with questions and multimedia sources to get more background knowledge about the time period.    5. Teachers will then instruct the students to complete the interview on their own time.    6. The teacher will pull up the blogs of students from cooperating classes to look at similarities and differences among the interviewees.    7. Teacher will then give instructions on the final presentation of the interview. This can be abstract or something using technology.    8. Teacher will facilitate the presentations of the final projects which would take place at the end of the unit.    9. These presentations would be placed online for the cooperating classrooms to view. After looking at the projects, students will need to reflect on what surprised them or intrigued them about the information from another location. | | 1. Students will review map that they will be required to fill in. Then, students will view the “Maps of Central Europe” as a whole group. Students will be given time to fill in their maps after the film. Class will discuss the fluid borders of Central Europe, especially noting the time after the World Wars. 2. As a whole group, students will view the “Escape from Prague” film. After viewing, students will complete an activity sheet including important terms for the Cold War Era. 3. Students will be given a copy of the project sheet for the “Cold War Through the Ages” project and participate in a discussion of the expectations of the project. Included is the preliminary interview for the project. 4. Students will go home and find a family or community member to interview for the project. Students will complete questions including the interviewee’s age, nation of residence during the focus period etc and return to class with this background information. 5. When students return to class, the teacher will facilitate breaking the class into appropriate groups based on similarities in the time eras that the subject recalls. 6. In these groups, students will review the appropriate portion of the Cold War Timeline from the “German Jewish Sourcebook” to gain background information what was happening in Central Europe at the time. Students will “code” their reading with highlighters of differing colors to show the country which the event took place. 7. In these decade-related groups, students will write questions for the interview of their subject based on what they learned. Students will be encouraged to use differing media in these interviews to “jog the memory” of the interviewee. 8. Students will interview their subjects for homework using the interview questions they wrote in class. 9. In class, students view cooperating class’ interviews (previously uploaded by teachers) and note similarities/differences in the interviewee’s experiences. 10. Students will create a visual representation of their interviewee’s memory in a format of their choosing, some suggestions include a comic strip/cartoon, a virtual presentation such as powerpoint or a website, a sculpture, etc. 11. Students will present their visual representation to their classes. 12. Students will view cooperating classes projects and note similarities and differences. | |
| Remarks: |  | | |
| Reflection and evaluation: |  | | |