Lesson plan for Cold War

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| Topic: | Cold War |
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 |
| Level of education: | 12 – 18 years old students |
| Subjects: | History and Social Studies |
| Time frame: | 90 to 120 minutes |
| Materials: | Centropa Maps film, German Source Book pg. 86-143 (Jewish Life in Germany, Postwar), 218-235 (Germany in the 20th Century), 255-259 (Jewish Berlin), 260-264 (Cold War Berlin), 265-270 (Berlin & The Legacy of the Third Reich), maps of Germany and Berlin before and after 1989, web page europeana1989.eu and germanhistorydocs.ghi-dc.org, History Channel – Berlin Wall deconstructed, The Wall Jumper |
| Summary: | Students will investigate the changes that occurred in Berlin in 1989 through studying the politics, economics, culture, everyday life, and architecture and geography of the city. After sharing their findings, students will address individually to what extent 1989 is a turning point for Berlin. Students may also connect this question to turning points in their own country. |
| Key words: | Berlin, Cold War, turning point, The Berlin Wall, communism, capitalism, democracy, changes |
| Aims and goals: | Students will:* Improve the historical thinking skill of turning points
* Use primary and secondary sources to conduct research
* Develop their public speaking and presentation skills
* Use critical thinking and writing skills to draw conclusions between past and present
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| Outcomes: | Group Presentations and individual essay |
| Lesson plan: | To what extent is the year 1989 a turning point in Berlin? |
| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** |
| 1. Introduce the lesson by asking students to brainstorm about what a turning point is.
2. Present the Centropa film, *Maps, Central Europe, and History* to provide a geographic context for turning points in 20th century Europe.
3. Provide some background information on Berlin pre and post 1989. (for example – PowerPoint presentation, maps, images, Berlin Wall deconstructed video - History Channel)
4. Teacher will facilitate research and presentations.
 | 1. Students will collaborate to form a common definition for the concept “turning point”.
2. Students will watch film and learn background information.
3. Students will break into 5 groups and research their assigned topic
	1. The political changes
	2. The economic changes
	3. Changes in everyday life
	4. Cultural changes
	5. Changes in architecture and geography of Berlin
4. Groups will create presentations on their topic (films, posters, PowerPoint presentations, etc.).
5. The groups will then present their work to one another.
6. Based on the information gathered, students will individually write an essay in which they answer the question, *To what extent is the year 1989 a turning point in Berlin?*
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| Remarks: | Possible extension activities:1. Students connect the question to turning point years in their own countries.
2. Students may then collaborate with students in another country to discuss the various turning points of 1989 in their home countries and their effects.
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| Reflection and evaluation: |  |