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.   * using the centropa website as a model, and more specifically the survival in Sarajevo site, the goal is for students to investigate current issues current border zones be they cold war related, post colonial, or otherwise through exploring either assigned topics or personal family history * The topics to consider include but are not limited to * cuba/USA, north/South Korea, Mexico/USA, india/pakistan, Israel and the broader conflicts in the Middle East * This will be introduced at the beginning of a semester over two classes, but will be a long term project. Students will have until the end of a semester to present their findings and new conclusions in a flexible response setting * EXTENSION: * Students will make their own contribution to their body of work detailing their own experiences with borders. Response is flexible to meet student needs i.e. Visual art, digital format, photography, poetry, personal narrative. * Students will work on extension in second semester to repeat gallery walk at the end of second semester with personal additions | | |
| 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 physical construct of a wall and the concept of a border | | |
| Lesson plan: | 1. View centropa video and introduce students to centropa as a rich resour | 2. Read excerpts of wall jumper in class out load. Assign other excerpts to each group that they will summarize and present to class | 3. Assign regional conflicts to small groups of maximum 4 students. Allow one group to explore personal family hostori |
| **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 * Teacher also selects group to explore personal history through family interviews * Teacher will model sample student work from family history lessons on centropa * Teacher will also model prezi and glogster as a other venue of digital publishing * Teacher will also have periodic checking with groups (every two weeks) to verify progress * At end of semester, teacher will set up a gallery walk and/or presentation schedule * Teacher will then introduce extension activity after Christmas break and repeat gallery walk at end of school year with new contributions | | -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 eventually publish work by end of semester for other students to use as resource either digitally or by making a poster/letter size report * Students can work individually or collaboratively in their groups for the sake of their final product | |
| 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: |  | | |