|  |
| --- |
| Activity 4: Soviet Union During the Cold War: Cold War Propaganda |
| **Time Needed:** 225 Minutes  **Written By:** Lisa Angela Turcotte  **Teaching Strategy:** Differentiated Instruction |
| Description |
| This activities main focus is on propaganda media in the Soviet Union. Students will be guided through a creative and critical way of understanding the Soviet Union’s participation in the Cold War. Through the perspective of primary sources of propaganda materials, (videos, images and music), students will be critically interpreting the ideas and translating their interpretations into artistic and written expression. This unit will focus on Differentiated Instruction through the implementing of various approaches to learning the same information. |
| Strands and Expectations |
| **Strands**  Methods of Historical Inquiry  Citizenship and Heritage  Overall Expectations  **HIV.03** · communicate opinions and ideas based on effective research clearly and concisely;  **HIV.02** · critically analyze historical evidence, events, and interpretations;  **HIV.04** · demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.  **CHV.01 ·** demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century;  Specific Expectations  **HI2.01** – demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;  **HI2.04** – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;  **HI3.01** – communicate effectively, using a variety of styles and forms (e.g., essays, debates, role playing, group presentations);  **HI4.01** – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;  **HI4.03** – demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others.  **CH1.03** – describe the impact of modern Western thought on the non-Western world |
| Prior Knowledge |
| * Students have had experience in dramatic tableaux and have already videotaped previous drama exercises. * Students have had many lessons in the circle learning format. * Students are used to time management activities with timers. * Students had an overview of the Cold War time line in the introductory lesson. * Students have learned already the American view of the Cold War * Students have studied the principles of Marxist-Leninist Thought * Students have already studied the Communist Revolution and principles of Communism from the 1920’s. * Students have already practiced note-taking while being instructed in a circle. * Students have experience with EIF self-assessments and written reflections. |
| Planning Notes  es |
| Teacher to compile the following materials:   * Chart Paper * Timeline * Basket of markers * Package of images with guiding questions and exercises. * Movie clips of lost Chernobyl film just after the disaster in Russia. * WWII photos, Cold War Propaganda pictures to be displayed around the room * Handout of map of Soviet Union and its satellites to be filled by students. * Large map of Europe and the Soviet Union and its satellites between 1956 -1991. * Maps of Capitalist vs. Communist occupied areas, Chernobyl Fallout, Soviet Cuban Missile Range, U-2 Spy plane flight path and Berlin Airlift displayed in class. * Video Camera * Projector * 3 in class computers. * Laptop/Computer * Extra Pencils with erasers * Clipboards * Thumbtacks * Notebooks * Construction paper * Glue * Scissors |
| Teaching and Learning Strategies  es |
| Circle Learning Set up.   1. Teacher distributes a map of the Soviet Union and its satellites during the Cold War to each student. Teacher groups students into groups of four by numbering them. Instructs each student to quietly, with a pencil only, try and match the numbers indicated on the map with each Soviet Socialist Republic. Teacher sets her timer. The students are given 1 minute. (See Appendix 4.1)   Once the timer goes off, students turn to their group to compare answers and help each other fill out the rest of the map. While students are in groups the teacher writes on the board a series of guiding words for an upcoming walkabout. (See Appendix 4.2)  Teacher instructs students 1 and 2 of each group to use the large version of the map, already pinned to the back wall, to debrief the answers with students 3 and 4 of their group. Once debriefed, the teacher takes out a full scale map of Europe and the Soviet Union during the Cold War and asks two students to pin up the map at the back of the class and encourages the students to use it for reference at any time. In addition the teachers points out various other maps that students can use for reference during the unit. (See Soviet Appendix 4.1)   1. Teacher, while holding a basket of markers, instructs students to look around the room and asks them if they notice anything different. Teacher expects responses such as: “There are pictures.”, or “Why is there paper under the timeline?”   The teacher instructs students, once she has finished speaking, to stand up, take a marker, from the basket she is holding, and walkabout the room starting at one end of the room and follow the timeline. (Previously introduced in class)The teacher asks the students to observe the various pictures and instructs students to write down any words, names, dates, events, feelings, adjectives etc. that come to mind on the chart paper located next to the photos. (See Soviet Appendix 4.3) The teacher refers to the aforementioned written information on the board.  (See Soviet Appendix 4.2)  Students are encouraged to not worry about spelling of words for the exercise and not to worry if they write the same word as someone else. This is in order to prevent students from not writing anything down because they are not sure of the spelling or because they want to write the same word as someone else.  Information for teacher only: The images are in Russian, and those that have writing have translations underneath, which will not be revealed, unless students cannot get the meaning of the images. This is in order to give students a chance to think critically about the photos at which they are looking.  Students are given the go ahead to stand up and start their walkabout the room, following the timeline. The teacher sets the timer for 10 minutes. When the walkabout begins the teacher remains neutral throughout the walkabout so as not to illicit any responses.  Once the time goes off, the teacher calls the class back to their seats in the circle. The teacher then asks for volunteers who would like to read the different words beside the sets of images on the timeline. If no students volunteer, the teacher will then read the first one to give an exemplar and if need be, read all of the chart papers.  The class and teacher debrief the various words written on chart paper beside the groups of photos. Students are encouraged to ask for clarification for words and to give definitions to the class if they know a particular word, event, date etc. Expected words for this section: (See Appendix 4.4)   1. The teacher requests that students take out a pencil and a take a clipboard, which are provided if students don’t have one. Students are then given a small break to stand up, and check their phones, or listen to a song, but are instructed to place their writing tools and clipboards on their chairs before they get up. The teacher asks two students to distribute a package of the set of images with guiding questions and place one on the students’ chairs along with a small notebook for each student. At 3 minutes, the teacher gives a 1 minute warning for students to return to their seats. At 4 minutes the teacher sits down in the circle to notify students that she is ready. 2. Once the class is settled, the teacher explains how the class will be looking at propaganda and the Soviet Union’s perspective on the Cold War. Chronologically, the teacher will go through each Activity Sheet (with the exception of Activity Sheet) and address the questions and facilitate the activities. All sheets are designed to be completed in class. Students, however, will take home any unfinished work. For example: Writing in role letter. The students however, are instructed that if they request extra help from the teacher, they can visit the teacher on either her spare or the teacher will open up her classroom during the lunch period to assist students with any additional guidance or instruction they may require. Students are reminded to take notes and use their reflection journal to chronicle any writing in role activities and to reference the maps posted at the back of the class for various events that are to be covered in the activity sheets. The teacher has students offer to read questions and informs them that she will not provide the answer unless no one knows so that they can work together to understand various aspects of the Cold War. The teacher supplements the information provided from the students. For expected student answers see Appendix 4.3. For additional teacher lecture notes see Appendix 4.5.   At the end, the teacher hands out the final assignment instructions. (Appendix 4.6). The teacher has split students into groups of 5 or 6 for their Assessment As Learning activity.  \*Note that there would be three copies of the sheets of images   * One with just the images – For the timeline, * One with the images and questions – For the students. * One with the images, questions and expected answers – For the teacher.   \*For simplification, Appendix III includes the images, questions and answers\*\*\*  \*For sheets that do not get completed by the end of the period, students can take them home for homework but will not be penalized for incomplete activities, which is why there are many to do. Students will are instructed to move through the timeline at their own pace, and will be paired in mixed-ability groups in order for various multiple intelligences to be shared amongst all students.   1. In groups of 5 or 6, students must now combine their knowledge of working collaboratively, primary sources, along with their ability to understand a role, propaganda images and the use of tableaux for creative and dramatic effect in order to complete the assignment. The students are to create their own activity sheet for the class. They are given various photos to choose from which depict the fall of Communism and the Soviet Union. They can use the various resources that are available to them. Three in class computers with internet and the teachers’ laptop. Resource bins on the Cold War, construction paper, glue, scissors and images are provided for their activity. Students have 55 minutes to do the following. (See Appendix 4.6 for supporting materials) 2. Teacher explains Activity Sheet Task to students. Find two required images. One a photograph of the time and event discussed and two a caricature or propaganda image depicting the event.   Come up with 3 questions about the images they are using to signify the end of the Cold War. They can reference their Cold War activity booklet that has been used throughout the entire activity. Come up with 3 tableaux leading up to the images or following the images and present to the class within the last.  Either on computer or on construction paper, the students need to have activity completed with questions and images by the end of the 50 minutes.  Students will need to time-manage effectively in order to accomplish all tasks. At the 50 minute mark, students will be given a 5 minute countdown to the performance of the tableaux.   1. All groups will perform together one after the other. At the end of the performance each group will give a 3 minute presentation on the chosen event, the questions, the reasoning for images, and the explanation for their choice of tableaux. The presentations must be succinct and well timed as at 3 minutes the students will be cut off.   Students are instructed that they will be individually marking the success of a particular group so they need to be observant during the tableaux performance and need to take notes during the presentations. Teacher and students will use the same checklist to ensure that all requirements are met. Students will also write a three part Journal Reflection assignment. 1. Write in Role. 2. Self Assessment for EIF. 3. Teacher Assessment on their understanding of the unit, their learning styles, pleasures, questions etc. The reflection will be due 1 week after the final lesson on The Soviet Union and the Cold War. (See Appendix 4.6 for supporting materials) |
| Assessment and Evaluation |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Task/Topic | Achievement Chart Focus | Strategies | Tools | Assessors | | Activity Sheet, Tableau & Journal Reflection | K/U, T&I, C, A | Walkabout, Writing in Role, Tableaux, Critical Thinking, Group discussions | Checklist, Journal, Reflection & Propaganda, Worksheet Package | Peers/Self/Teacher | |
| Accommodations |
| * Students will have plenty of opportunity to learn about significant events, through pictures, timelines, prepared handouts, drama activities and videos. * Students are given in class time to complete all their activities, except for their written role reflection which is due 1 week after the 300 minute activity is over. * Students get multiple chances to practice critical thinking, review propaganda primary sources and practicing being and writing in role. * Students are given optional images to use in the final Activity Sheet if they do not want to research their own images. * Students can finish activity sheets at home and/or visit the teacher on spare as well as lunch. The teacher uses lunch as an extra help period for the class, upon student request. |
|  |
| Resources  **Electronic Resources**  Cold War Part 1, 2, 3.  Cold War Part 1 - http://www.youtube.com/watch?v=XW9UmvTxm1g&feature=related  Cold War Part 2 - http://www.youtube.com/watch?v=HpBnxf9mxsI&feature=watch\_response  Cold War Part 3 - http://www.youtube.com/watch?v=ewjZludI6VI&NR=1  Old Soviet Cartoon – About U.S. Aggression:  http://www.youtube.com/watch?v=JZydOdNV9pE&feature=related  Shevchenko, Vladimir. *Lost Film on Chernobyl*  http://www.youtube.com/watch?v=NkjAAzkrXSA&feature=player\_embedded#  Soviet Propaganda Posters: 1917-1991: http://www.youtube.com/watch?v=abuNWgjf8lg&feature=related  The Millionaire (Soviet Cartoon, 1963): http://www.youtube.com/watch?v=S3ezma9cLEs&feature=related  English Russia  http://englishrussia.com/  Lusito, Eric. *After the Wall*  http://www.flickr.com/photos/ericlusito/4334473389/in/photostream/  Google Images:  http://www.google.com/#sclient=psy&hl=en&q=soviet+cold+war+propaganda&aq=1&aqi=g4g-o1&aql=&oq=&pbx=1&fp=acc969af815715bf  NLD Ontario: http://www.nldontario.org/articles/DifferentiatedClassroom.html  Thinkquest: library.thinkquest.org  **Print Resources**  Gottfried, Ted. *The Cold War: The Rise and Fall of the Soviet Union*. Brookfield: Twenty-First Century Books, 2003.  Mazower, Mark. *Dark Continent: Europe’s Twentieth Century.* New York: Vintage Books, 1998.  Neelands, Jonothan and Tony Goode. *Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama.* New York: Cambridge University Press, 2010.  Newman, Garfield et al. Legacy: The West and the World.  Toronto:  McGraw-Hill Ryerson Limited, 2002.  Nye Jr., Joseph S. *Understanding International Conflicts: An Introduction to Theory and History (Seventh Edition).* Toronto: Pearson Longman, 2009.  Swartz, Larry and Debbie Nyman. *Drama: Schemes, Themes & Dreams*. Markham: Pembroke Publishers Limited, 2010. |
| Appendices |
| Appendix 4.1 – Maps  Appendix 4.1 - Words to Think By  Appendix4.3 – Propaganda Worksheet Package  Appendix 4.4 – Expected Brainstorm words for walkabout.  Appendix 4.5 – Teacher worksheet lecture notes  Appendix 4.6 – Activity Sheet Assignment, Optional images, Checklist, and Journal Reflection Assignment instructions. |