**Lesson Plan Title**: Life in the East Berlin During the Cold War

**Lesson Plan Authors**:

Danielle Bagonis (dbagonis@bcps.k12.md.us)
Jason Kramer (jasonkramer80@yahoo.com)
Yair Yovat (yair.yotvat@ld.amalnet.k12.il)

Funda Kara (fundakara@uoml.k12.tr)

**Course**: 7th/8th Grade Social Studies

**Unit**: Cold War

**Time Needed**: Varies (approximately 75 minutes)

**Lesson Plan Summary**:

Cold war

Life in east Berlin

Checkpoint Charlie

**Objective**

The students will be able to describe the life in East Berlin and will also be able to make comparisons between the life in east Berlin and life in west Berlin in different aspects..

**Final Task:**Students will use the information from the website to complete a study of life in East Berlin. Each student will then complete a writing assignment in which they must address several aspects of life in East Berlin as it compares to their family living in West Berlin.

**Lesson plan**

1. Students will think about and write a paragraph about what they would feel if they woke up one day and saw a wall in the middle of their street which separated them from the other side of the street.
2. The teacher will give a very brief information to the students about cold war, Berlin wall and Checkpoint Charlie.
3. Students will visit the web site
4. **Student Task:**Imagine that you are a 13 year old child living in East Berlin Germany during the Cold War. Based on your experiences at the Cold War sites, write a correspondence to a family member living on the other side of the Berlin Wall.

In your correspondence, you must include information on the writing prompts listed below
1. Explain your relationship with food based on its availability.
2. Describe a conversation that you overheard your parents having last night.
3. Describe a conversation you had with a peer at school today.
4. Describe your mobility options as they relate to your current location and situation.
5. Describe your interaction/experiences with the government or its representatives.

Suggested Additional Resources:

Google Maps/Google Earth
Virtual field trips
The Butter Battle (Dr. Suess)

**Extended Learning**:

1. Following the opening of the Berlin Wall write a journal entry describing your first visit to the West Berlin or West German areas.
2. Using the differences between West and East complete a political cartoon or propaganda piece.
3. Students could complete a newspaper article depicting some aspect of life, political or military events during the Cold War.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **5****“Strong”** | **3****“Proficient”** | **1****“Emerging”** |
| **Component #1:****Written** |  The student must show evidence that their work has been through a review/revision process. This means that there must be copies of each draft.The work has been carefully edited and is free of spelling errors or obvious errors of convention.The work includes factual information about the Holocaust that is seamlessly integrated into the text. This is also required for poems and fiction – one of the goals of this project is to demonstrate your understanding of the importance of the history of the Holocaust.The work includes use of descriptive imagery, metaphor or other literary device. The work also relates to or references a theme, motif, or symbol commonly found in Holocaust literature.The work reflects the theme in style, tone or content.  | The student shows that they have done some review and revision, but the documentation is not complete. Student is missing 1-3 steps/pieces of information.The work is largely free of errors of spelling or convention. Errors are commonly made ones, or simple mistakes.The work includes factual information but it has not been integrates or seems not to go with the rest of the writing.The work includes either a literary device OR a theme, motif or symbol of Holocaust literature, but not both.The work says the website theme, but does not reflect it. | Student most likely did some revisions, but is missing more than 3 pieces of documentationThe work contains many errors and does not appear to have been edited. The errors interfere with reading.Factual information is either not present or is inaccurate.The work does not contain any appropriate usage of literary device, nor does it reference a theme, motif or symbol.The work does not relate to the website theme. |
| **Component #2:****Visual** | The student is required to write a rationale for the image they created or selected.The rationale will describe how or why the image was created/selected.It should also state how or why it relates to the written work.In the rationale, the student should also describe the feelings that the image evokes. The student is responsible for making sure that the image that they submit to the website is credited appropriately.The student must also make sure that permission to publish it on the web is secured (and provide written documentation) if necessary. | The student’s rationale does not contain both of the following criteria:(1) Describes how or why the image was created /selected.(2) Describes the feelings that the image evokes.The student appropriately credited and secured permission to use the image that they chose. | The student did not include a written rationale.The student did not appropriately credit and/or secure permission for the image that they chose.Ø **Note: Students will receive a “1” for Component #2 if either of the above criteria is not met. Students who do not submit an image will receive a “0” for Component #2.** |
| **Component #3****Committee Project** | Student received 90-100% of possible individual and group participation points.**Ø** **Note: Participation will be assessed in a variety of ways on both a group and individual level.**Each committee will make a task list, a time line and a responsibility contract, so that their part of the project gets done and I can see how each person participated.Each committee is responsible for completing their portion of the project on deadlineStudent’s group submitted a problem prevention plan. If a problem arose, they followed the plan and sought assistance sooner rather than later. | Student received 70-89% of possible individual and group participation points.Task list, timeline and contract were submitted, but the information is incomplete or indicates that this particular student did not participate equitably.Group submitted a problem prevention plan, but did not actually seek help in a timely manner (for example, waited until the day before the project is due to tell the teacher that they needed help OR failed to make a back up copy of an important piece of media for the website.)Missed deadline, but completed project by 5 pm, that same day. | Student received less than 70% of participation points.Task list, time line and contract not submitted or submitted with only minimal information. Information indicates that this particular student did not participate.Did not submit a problem prevention plan.Missed Deadline (and 5 pm grace period). |