

**TITLE**  
**DEMOCRACY VERSUS COMMUNISM**  
**THE COLD WAR**  
**1945-1991**



**Creator:** Văncica Diana-Mihaela

**Student** aged 13-14.

**Language level:** Language level: B1 (*based on the common European framework reference for languages*)

**Duration:** 3 teaching periods

**Individual occupation time** 3hours

**1st Teaching period**

Before the start of the first teaching period, students are asked to complete the first two columns of a KWL chart with what they know about the Cold War and what they would like to learn.

**Time:** 10' minutes

**1st Activity:**

**Time:** 30'

**Type of activity:** video projection, speaking, debate

**Class organisation:** students watch individually and there is class discussion in between and after the video

**Actions/Tasks:** The teacher introduces students to two historical films about the "Long Telegram" and Winston Churchill's speech at Fulton University in Missouri, USA.

[https://www.youtube.com/watch?v=6kAwyOCeIc&ab\\_channel=CzechBruce78](https://www.youtube.com/watch?v=6kAwyOCeIc&ab_channel=CzechBruce78)

[https://www.youtube.com/watch?v=pyeyUhjAsKM&ab\\_channel=documenteistorice](https://www.youtube.com/watch?v=pyeyUhjAsKM&ab_channel=documenteistorice)

Based on these films, students discover the causes that led to the outbreak of the Cold War, define the "iron curtain" and point out the beginning of the Cold War.

## **2nd Activity**

**Time:** 10'

**Type of actions:** creating a questionnaire

**Class organization:** individual work, feedback

**Actions/Tasks:** To fix the knowledge gained based on the films presented, students are asked to complete a questionnaire

## **2nd Teaching period**

### **1st Activity**

**Time :**40'

**Type of activity:**ppt projection, watching for relevant information

**Class organisation:** individual work, classwork

**Actions/Tasks:** The teacher presents through a power point the outbreak of the Cold War. With the help of historical maps and based on the previous knowledge of the students, the teacher presents the main events of the Cold War. The students write the informations in their notebooks

[https://drive.google.com/file/d/1w-aoKj9jSYyA2Xo\\_898CedKInYslvfFC/view?usp=sharing](https://drive.google.com/file/d/1w-aoKj9jSYyA2Xo_898CedKInYslvfFC/view?usp=sharing)

### **2nd Activity**

**Time:** 10'

**Type of actions:** creating a puzzle online

**Class organization:** individual work, game work

**Actions/Tasks:** Professor invites students to complete an online questionnaire on NATO member states and the Warsaw Pact

[https://puzzel.org/en/quiz/update?p=-MTC\\_uhtvc1Y9vOp8xy9](https://puzzel.org/en/quiz/update?p=-MTC_uhtvc1Y9vOp8xy9)

### 3rd Teaching period

#### 1st Activity

**Time:** 45

**Type of actions:** video projection, play game

**Class organisation:** team work, pairs work

**Actions/Tasks:** The professor projects historical films about the war crises, the relaxation of Soviet-American relations, the end of the Cold War and the Nagasaki bomb to highlight the effects of a new world conflagration. (30 minutes)

Using the cube method, students write down the main ideas. (15 minutes)

steps

A. The teacher makes a cube on the faces of which are written the words: describe, compare, analyze, associate, apply, argue;

B. Dividing the students into 6 groups, each of them examining the topic from the perspective of the requirement on one of the faces of the cube:

1. Describe (eg the turning points of the crises of the 60s and 70s)

2. Analyze (ex Danger of a nuclear war);

3. Compare (ex US Foreign Policy during the term of President Lyndon B. Johnson and during Nixon's presidency);

4. Associates (eg the attitude of the USSR after the conclusion of the SALT II treaty);

5. Apply (eg the new configuration after the takeover of Soviet power by Gorbachev);

6. Argue (eg "For or Against" the attitude adopted by Mikhail Gorbachev towards the communist bloc).

C. Final drafting and communication of results to the other groups. Display the final shape on the board or on the classroom walls.

[https://www.youtube.com/watch?v=D3l5kT9y1E4&ab\\_channel=RadioFreeEurope%2FRadioLiberty](https://www.youtube.com/watch?v=D3l5kT9y1E4&ab_channel=RadioFreeEurope%2FRadioLiberty)

[https://www.youtube.com/watch?v=OIYy32RuHao&t=3s&ab\\_channel=OverSimplified](https://www.youtube.com/watch?v=OIYy32RuHao&t=3s&ab_channel=OverSimplified)

[https://www.youtube.com/watch?v=3qeYaMavxH8&ab\\_channel=FootageArchive-VideosFromThePast](https://www.youtube.com/watch?v=3qeYaMavxH8&ab_channel=FootageArchive-VideosFromThePast)

#### 2nd Activity

**Time:** 5'

Students complete the third column of the KWL chart with the knowledge they have gained by the end of the lessons.