

The Character of our Canadian Military History Program

The Cold War and Surviving in a Bomb Shelter

- Korea/Peacekeeping/Cold War -

Learning Objectives:

- ✚ Describe the Cold War triggering event (Gouzenko Affair).
- ✚ Give examples of two Canadian-linked Cold War events that do not include Gouzenko.
- ✚ Name at least two Canadian Prime Ministers and for each, describe how they are linked to the Cold War.
- ✚ Create a list of supplies required in a bomb shelter and evaluate which items are the most important.
- ✚ Compare and contrast different technological advancements made during the Cold War and their impact.
- ✚ Draw one parallel between Cold War events and current events.
- ✚ Demonstrate the traits: communication; cooperation; courage; resilience; responsibility; thoughtfulness.

Character Traits Explored:

Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness

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The Cold War and Surviving in a Bomb Shelter

Overview: The Cold War will be presented and discussed within a Canadian (Gouzenko, NORAD, Bomark vs. Avro, Pearson's UNEF, Diefenbaker, Summit Series, etc.) as well as a global context (communism, Suez, Cuban Missile Crisis, U.S.S.R. dissolution). In the middle of the presentation the participants will be asked to make a list of items needed to survive in a bomb shelter for 2 weeks.

History Learning Objectives

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Character Trait Development:

Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness

Total Time: 30-40 min.

Group Size: 4-6

Space: small, indoors with tables for each group

Age: 13 +

Materials:

Part A: Presentation

- PowerPoint: "[Cold War](#)"
- laptop with internet, projector, **and audio speakers**

Part B: Activity (for per group)

- pencils
- 1 copy of "[Cold War Handout](#)" (1 pg.)



Key Vocabulary

Airborne: soldier or group of soldiers that parachutes into enemy-held areas

Infrastructure: roads, water, telephone, rail, etc. systems

Naval mine: an explosive device in water; often below the surface to make invisible to enemy ships

U.S.S.R.: Union of Soviet Socialist Republics

Amphibious: able to operate in water and on land

Casualty: a soldier who is removed from the fight due to injury or death

Reconnaissance: scouting an area

Deception: a trick designed to mislead

Preparation (for the presentation and activity):

- For POWERPOINT presentation:

Setup laptop, projector, and speakers for presentation of the slideshow: "[Cold War](#)". Make note of where the activity begins in the PowerPoint (slide 15).

• For the ACTIVITY:

1. First, set up the space. Find a working area where a station (table and chairs) can be setup for each group. Group stations should be separated as much as possible so that the groups cannot overhear discussions within other groups.
2. Second, print (in colour, if possible) 1 worksheet for each group and ensure that each group's workstation has a few pencils and one worksheet.

Directions for Presenting the Module

A- PowerPoint Instructions: (20 min, plus 15 minutes for the activity in the middle)

Present the PowerPoint "**Cold War**" and follow the speaking notes as necessary. Note the following slideshow-embedded audio files that should be played for the audience:

- slide 6: Audio (1m:00) - Churchill's Iron Curtain Speech
- slide 13: Audio (2m:44) - Emergency siren (try to let this play for the whole audio so that it sinks in).
The siren sets the tone for the info on the next two slides (fallout information and the activity). Be sure to mention that the initial blast is the primary threat to your survival.
- slide 23: Audio (1m:16) - Summit Series, Henderson's goal

B- Activity Instructions:

1. Follow the PowerPoint slides to introduce (slides 13+14) and describe the Activity (slide 15).
2. Explain the task:
"Working and discussing as a group, complete
 - Part A (3-5 min): Fill in the top threats to your survival in the event of a nuclear blast. Note: #1 (the initial blast) has been given.
 - Part B (12-15 min): Make a list of supplies that your group will require to survive for 2 weeks in your bomb shelter."
3. Explain the roles:
"The roles for this activity are:
The **writer** should record the group's final answers on the handout sheet.
The **timekeeper** should track time and tell the group when their time is up: 3 min for Part A, 12 min for Part B.
The **scorekeeper** has the job of marking their neighboring group's answers when we review the solutions as they come up on the screen."
4. Distribute to each group one copy of "**Cold War Handout**" (1 pg.).
Note: it's best to provide each group with the Handout package after having verbally given them directions because the extra review and prompting will help them better understand the outcomes expected from the activity and will increase the chance that they successfully complete it.
5. Once the groups have completed the activity, have the groups pass their answer sheets clockwise to their neighbor group. Once the scorekeepers are ready, use slide 17 to lead the discussion of potential solutions and then discuss.
Note: the participants may produce solutions that are applicable that are not on the slide – and that's ok.
6. Debrief the activity (slide 18).

C- Scoring:

Part A: “In the event of a nuclear blast, the main threats to your survival are:”

- 5 points each, but they must be in the correct position.

Part B: “Supplies for our Shelter”

- Necessities, 3 pts each, to a maximum of 18 pts.
- Very Helpful Items, 2 pts each, to a maximum of 10 pts.
- Luxury Items, 1 pt. each, to a maximum of 2 pts.

TOTAL: 50 pts. (20 pts for Part A, plus 30 pts for Part B)

Whichever group has the highest score wins this module.

Options for increasing/decreasing difficulty:

1. This activity will get progressively easier as the age and knowledge of the participants (and their critical thinking skills) increase. It’s important to give hints/highlight key points, especially while presenting slides 14, and possibly 13. For example, while reviewing slide 14 facilitator will say: “Aside from the initial blast, the next largest threat to your survival is the radioactive fallout.” The participants should be able to deduce/speculate at least 1 or 2 of the other 3 threats.
2. The facilitator should walk around, observe, and listen to the groups as they work through the two parts of the activity. If a group is stuck or struggling, the facilitator can provide help through prompting questions, hints, or analogies.
3. The difficulty level of this activity will be impacted by how well the facilitator introduces the activity, specifically, how well slides 13 – 14 are covered (see the above notes for those two slides) because you’re trying to get the wheels turning in the participants’ minds.

Debrief

Questions and Prompts:

(1-3 min each)

Note: There are three short debriefs within this presentation. The first is on slide 13 and follows the playing of the attack siren. The second is on slide 18 and debriefs that activity. The third (slide 25) closes the Cold War module.

Debrief 1 (slide 13): The siren

Key Idea 1

To have the participants understand through feeling and emotion what the atmosphere was like during the Cold War.

- *Ask: When you first heard the siren, what did you think? As it played, how did your thoughts/feelings change? Do you think sirens and drills were useful? Why?*

<Courage, Resilience, Communication can be explored here>

Debrief 2 (slide 18): Bomb Shelter

Key Idea 2

To give a real example of one potential Cold War outcome and how it could impact each participant.

- *Ask: How did your group decide how to rank the top threats and your survival items and was your method productive? In this activity, which 3 characteristics are most important for a good teammate to possess?*

<ALL TRAITS can be explored here>

Debrief 3 (slide 25): The End of the Cold War**Key Idea 3**

To have the participants compare the current atmosphere to that in the 60's, 70's, and 80's.

- Ask: *Do you hear any rhymes?* (e.g., weapons race, geopolitical maneuvering, nationalistic sporting events).

<Thoughtfulness can be explored here>