

Lyndsey Bittle

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Winston Churchill Lesson

Activity:

Where the Iron Curtain Drops

Grade:

5th and 6th

Concepts and Standards:

- NCSS Strand 2-Time, Continuity, and Change
 - NCSS Strand 3-People, Places, and Environments
 - NCSS Strand 5-Individuals, Groups, and Institutions
 - NCSS Strand 6-Power, Authority, and Governance
 - NCSS Strand 9-Global Connections
- Missouri Grade Level Expectations: Elements of Geographical Study and Analysis/5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment/ G.Using geography to interpret, explain and predict/Grade 4. Use geography to interpret the past.

Objectives:

Students will be able to:

- List 3 political orientations that divided Europe
- Locate the nations on a map that affected that were referenced in Winston Churchill's "Iron Curtain" speech.
- Apply skills to working with an atlas

Materials:

- ❖ Winston Churchill's Iron Curtain speech
- ❖ 2 maps of Eurasia
- ❖ Atlas

Procedures:

First, read the students a part of Winston Churchill's Iron Curtain speech about how the continent was separated by an "iron curtain". Then, ask them to describe something that is iron. It is important for them to realize that iron is tough and sturdy so they understand why Winston Churchill called the Berlin wall an Iron Curtain.

After, each student will be given a map of Eurasia. Have students draw what they think are the national boundaries. Then, have students label the different countries and draw in where they think the Iron Curtain was a divider between Western Europe and the east European nations that Russia controlled after World War II. After the students have thought individually have them get

If students are interested in the topic, you might want to spend some time talking about Berlin and have a class discussion of the special status of the city of Berlin.

into pairs and talk about why they put what they did comparing their maps. Then, get out a historical atlas and have the students pass it around looking at it and drawing their new boundaries, countries and iron curtain according to what they both thought. Lastly, have the pairs come up to the front of the room with their map and discuss why their map looked the way it did. After everyone has presented discuss with students the differences between life in Western and Eastern Europe. Discuss a few questions like, why Winston Churchill might make a speech about this particular political problem, what was the "iron wall" in reality, and do you think Winston's speech got his point across. In the end the students should write a journal entry on, which side of the wall would they like to be on?

Assessment:

	0-3	4-7	8-12	13-17	18-20
Participation	Student did not do any work and fought/goofed off disturbing other students.	Student did not do any work but did not bother the other students.	Student contributed little to group.	Student presented ideas to the group about the map.	Student presented and defended ideas to the group about the map.
Map presentation	Student does not draw their map or just scribbles on it.	Student draws only 1 of the 3 objects asked to incorporate in the map presentation.	Student only draws 2 of the 3 objects asked to incorporate in the map presentation.	Student incorporates all 3 objects asked to draw on the map but just shows the map and does not present or defend the ideas.	Student talks confidently about their map, presents, and defends ideas.
Journal	Student does not turn in the journal	The journal is not complete or on topic.	The student writes the journal entry, but does not incorporate any information discussed in class.	Student writes a journal entry with information discussed in class but does not defend their feelings with facts.	Student writes a well designed journal entry about their feelings and defends those feelings with information discussed in class.

Additional Integrative Areas or Extensions: