

In what ways did the Berlin Airlift affect relationships in the Cold War?		
C3 Framework Indicators	<p>D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p> <p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p>	
Staging the Compelling Question	In this inquiry students will explore the first major crisis of the Cold War, as well as both former Allied and Soviet values regarding the pivotal city of Berlin. They will define terms significant to the Cold War and begin to understand subsequent events leading to the end of the conflict in 1991.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Why did the United States invest heavy resources in the Berlin Airlift?	How did the Berlin Airlift affect subsequent events in the Cold War?	How did the German and Allied countries see their role in challenging Stalin's blockade?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Small groups will present their findings after reading one of two articles.	In small groups students will form an argument why they believe certain events affected the outcome of the Berlin Airlift.	Show each group one of the cartoons. Give them five minutes to discuss and analyze and five minutes to present to the class.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: "Berlin Blockade" (History.com)</p> <p>Source B: "The Berlin Airlift" (Defense.gov)</p>	<p>Source A: "Cold War Timeline" (Truman Library)</p>	<p>Source A: "Cartoon on the Berlin Blockade (July 1948)" (CVCE.eu)</p> <p>Source B: "Cartoon by Shepard on the Western Allies' position regarding the Berlin Blockade (28 July 1948)" (CVCE.eu)</p>
Summative Performance Task	<p>Argument: Provide students a printed copy of the Map of Post-War Occupied Germany. Students will choose details of the Airlift or Cold War events that they think are significant, and label them on their provided maps. They will defend their choices by writing an argument.</p> <p>Extension: Option 1: Learn about the "Candy Bomber." Option 2: Connect the fate of the Berlin Airlift Airport to the immigration issues prevalent in Germany today.</p>	
Taking Informed Action	<p>Understand: The 75th anniversary of the Berlin Airlift is an opportunity for celebration in 2024.</p> <p>Assess: Students should research anniversary celebrations connected to the Berlin Airlift, and draw up a plan for appropriate festivities.</p> <p>Act: As a class, write a letter to your local representative (or the German Ambassador) outlining appropriate celebrations for the 75th anniversary of the Airlift in 2024.</p>	

❓ COMPELLING QUESTION

- In what ways did the Berlin Airlift affect relationships in the Cold War?

INQUIRY OVERVIEW

Students will learn about the first major crisis of the Cold War and explore both former Allied and Soviet values regarding the pivotal city of Berlin. They will define terms significant to the Cold War and begin to understand subsequent events leading to the end of the conflict in 1991.

TEACHER BACKGROUND

The history of Germany is linked to the history of Europe and to the history of twentieth-century democracy. By blockading Berlin, the Soviets gambled that the Allies would not be willing to protect Berlin's island of democracy within the newly formed zones of occupation. The Soviets cut off all roads into West Berlin and left the US to make a difficult decision: leave Berlin to the Soviets or move supplies into Berlin by air.

Pre-Assessment: Have students watch as homework before class, "The Germany History Scavenger Hunt, Part 2, Germany and the Cold War."

Transatlantic Outreach Program (TOP). (2020, April 9). *The German History Scavenger Hunt: Part 2 (Germany and the Cold War)* [Video]. YouTube. <https://www.youtube.com/watch?v=hqzRBNsu9Ck&feature=youtu.be>.



🕒 SUGGESTED TIME FRAME: 1 60-minute class period with optional extensions

CONCEPTS LIST

- Allied Forces
- Berlin Airlift
- Berlin Blockade
- Berlin Wall
- Cold War
- East Germany
- Soviet Union
- West Germany
- GDR

INSTRUCTIONAL RESOURCES

- Digital or hardcopies of Featured Sources #1
- Digital or hardcopy of Featured Source #2
- Internet access
- Computer and projector

INTRODUCTORY QUESTION

Individually or with partners, have students take five minutes to look at the Map of Post-War Occupied Germany, and answer the following questions. At the end of five minutes, ask students to verbally share their answers.

1. What do you notice?
2. What would you guess were Allied intentions based on the map?
3. What problems do you think would occur based on geography?
4. What guesses can you make as to Soviet intentions?
5. What kinds of relationships were critical to maintain?

Map of Post-War Occupied Germany: <https://bit.ly/3cOrHHe>



🔍 SUPPORTING QUESTION #1

Why did the United States invest heavy resources in the Berlin Airlift?

► Formative Performance Task #1:

Divide the class into groups, with each group reading one of the following two articles: Each group should answer:

1. What is the major element and/or central idea of your article?
2. Summarize in four sentences the central idea of your article.
3. Summarize in two sentences the central idea of your article.
4. How does your article answer the Supporting Question – Why did the US invest in the Berlin Airlift?

Ask students to share with the class their short summaries.

Group 1: "Berlin Blockade" (<https://www.history.com>)

Group 2: "The Berlin Airlift" (U.S. Department of Defense)

► Featured Sources #1:

- *Map of Post-War Occupied Germany. Start of the Cold War - The Berlin airlift and the creation of NATO.* (n.d.). Khan Academy. <https://bit.ly/3cOrHHe>
- History.com Editors. (2010, June 1). Berlin Blockade. History.com. A&E Television Networks. www.history.com/topics/cold-war/berlin-blockade
- Lange, Katie. (2018, June 25). *Berlin Airlift: What It Was, Its Importance in the Cold War.* U.S. Department of Defense. www.defense.gov/Explore/Inside-DOD/Blog/Article/2062719/the-berlin-airlift-what-it-was-its-importance-in-the-cold-war/



🔍 SUPPORTING QUESTION #2

How did the Berlin Airlift affect subsequent events in the Cold War?

► Formative Performance Task #2:

Break into groups, send students the „Cold War Timeline“ list and ask them to highlight and form an argument for which events on the timeline they think were affected by the outcome of the Berlin Airlift. All highlighted events must have a clear link to the Airlift and a clear argument for the connection.

► Featured Source #2:

- *Cold War Timeline* [PDF file]. (n.d.). Harry S. Truman Library Museum. https://www.trumanlibrary.gov/public/TrumanCIA_Timeline.pdf



🔍 SUPPORTING QUESTION #3

How did the German and Allied countries see their role in challenging Stalin's blockade?

► Formative Performance Task #3:

Divide the class into two groups and show each group one of the following cartoons. Give them five minutes to discuss and analyze their cartoons, and five minutes to present to the class:

Group 1: "Cartoon on the Berlin Blockade (July 1948)"

1. Who does each person represent?
2. What famous Berlin monument is depicted and why?
3. Why is one person bigger than the others?
4. What is the edifice and why is it damaged?
5. What do the birds and the packages represent?
6. Why is money falling?

Group 2: "Cartoon by Shepard on the Western Allies' position regarding the Berlin Blockade"

1. What symbols do you see?
2. Why are there only two flags?
3. What does the artist depict and shadow and why do you think he chose shadow?
4. Why Roman allusions?
5. What does the caption mean?

► **Featured Sources #3:**


- *Cartoon on the Berlin Blockade. (July 1948).* (n.d.). CVCE.eu. https://www.cvce.eu/en/education/unit-content/-/unit/55c09dcc-a9f2-45e9-b240-eaef64452cae/bdcccacc-734a-4742-96d8-9775a0e94bdb/Resource#e03bba72-03c4-4faf-9a2a-afa1e87dfd7_en&overlay
- *Cartoon by Shepard on the Western Allies' position regarding the Berlin Blockade (28 July 1948).* (n.d.). CVCE.eu. https://www.cvce.eu/en/education/unit-content/-/unit/55c09dcc-a9f2-45e9-b240-eaef64452cae/bdcccacc-734a-4742-96d8-9775a0e94bdb/Resources#f4040117-94e2-4784-bfdf-e99a7e3d45f3_en&overlay



 **SUMMATIVE PERFORMANCE TASK**

Provide students (either individually, with partners, or in small groups) a printed copy of the Map of Post-War Occupied Germany: <https://bit.ly/3cOrHHe>

1. Choose at least four to six details of the Airlift or subsequent Cold War events that you think are significant to represent on your map.
2. Either draw in your details or label them accordingly on the map in the appropriate location. Consider the use of captions, legends, or some indicator of scale.
3. In a separate document, write one to three paragraphs defending your choices, using at least two to three sentences per event to justify your choices.

 **EXTENSION (OPTIONAL) TASK**

Option 1:

An additional option for an extra class period would be to show the PBS documentary "The Candy Bomber," the story of Gail Halvorsen, featured in TOP's Scavenger Hunt video #2. Below is a link to the full forty-one minute documentary and a shorter five-minute preview for classes with time constraints.

- Korno Sente. (2015, August 8). *Utah History: The Candy Bomber* [Video]. PBS Documentary. YouTube. <https://www.youtube.com/watch?v=1bzfsq2XCA0>. (Duration: 41:09)
- PBS. (2014, October 14). *Utah History: The Candy Bomber* [Video]. YouTube. <https://www.youtube.com/watch?v=OmanS-4nc4Y>. (Duration: 5:01)



Option 2:

Alternatively, assign students the following article from NPR on the fate of the Berlin Airlift Airport, and ask them to connect it to the immigration issues prevalent in Germany today.

- Kaste, Martin. (2018, August 11). *The Site of the Berlin Airlift Now Serves as Refugee Shelter and Big Open Park*. NPR. www.npr.org/2018/08/11/634394533/the-site-of-the-berlin-airlift-now-serves-as-refugee-shelter-and-big-open-park



★ TAKING INFORMED ACTION

UNDERSTAND The 75th anniversary of the Berlin Airlift is an opportunity for celebration in 2024.

ASSESS Students should research anniversary celebrations connected to the Berlin Airlift and draw up a plan for appropriate festivities.

ACT As a class, write a letter to your local representative (or the German Ambassador) outlining appropriate celebrations for the 75th anniversary of the Airlift in 2024.



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