



60th Anniversary of the Berlin Airlift 2008/2009

“Friends Always”–Teacher Kit

Dear Educators,

The years 2008 and 2009 mark the 60th Anniversary of the Berlin Airlift, one of the greatest humanitarian efforts of all time. In this first battle of the Cold War, the United States, together with her allies, took a stand to protect the freedom of West Berlin when the Soviet Union blockaded the city. They supplied more than 2 million men, women and children with life’s essentials by means of an airlift. *“It is almost unbelievable that the United States and her allies were able to sustain the city of Berlin for 322 days, from June 24, 1948 to May 12, 1949,”* says Klaus Scharioth, Ambassador of the Federal Republic of Germany to the United States of America.

Only three years after the Second World War had ended and thanks to the Airlift, former enemies would become friends. Women and men such as Col. (ret.) USAF Gail S. Halvorsen won the hearts and minds of the German people: Col. Halvorsen had dropped candy for the children of Berlin from his airplane, earning him the nickname “The Candy Bomber.” Within weeks he became a folk hero in Germany and thousands of US citizens donated candy for his flights. This is one of many fascinating stories of the Airlift.

Beyond its lasting legacy for U.S.-German relations, the unprecedented humanitarian action of the Airlift shaped social and political developments for decades to come. On the occasion of the 60th Anniversary of the Berlin Airlift, the German Information Center USA would like to offer you suggestions for your classroom.

The following lesson plans were produced by your colleagues during the 11th Annual Summer Institute for Teachers of the World Affairs Council Pittsburgh (www.worldaffairspittsburgh.org) in June 2008. We thank the World Affairs Council very much for allowing us to use the material for this teacher kit. Please note that the opinions and ideas represented in these lesson plans are those of the teachers and do not necessarily represent those of the German Information Center USA and the World Affairs Council of Pittsburgh.

We appreciate your feedback – to send us your comments and suggestions, please use the the contact form on our website Germany.info.

Now, let yourselves be inspired!

Sincerely,
German Information Center USA



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Useful Materials about the Berlin Airlift

- Historic TV-Documentary *The Berlin Airlift* (DVD)*
- Documentary *The Berlin Airlift* by Robert E. Frye (DVD)*
- Video-Clips Friends Always (DVD)*
- www.Germany.info/Airlift - Airlift InFocus on the German Embassy's website
- www.spiritoffreedom.org – Website of the Berlin Airlift Historical Foundation
- <http://www.konnections.com/airlift/> - Website of the Berlin Airlift Veterans Foundation

*Material available in limited quantities from the GIC USA



History and Social History

1. *The Berlin Airlift: Was the First Battle of the Cold War a Humanitarian Effort or a Message to the Soviet Union?**

Audience: 9th graders	
Activity Objective:	Students should understand what is meant by “Cold War and realize that the Berlin Airlift was the first battle of the Cold War – the Allies took a stand and won. Students should understand the plight of the citizens of Berlin during the blockade and see how the Soviets tested the Allies in Berlin. The city became a focal point of opposing visions and remaining in Berlin becomes a symbol of American intent and its success thwarts the Russians.
Materials & Resources:	Historic TV-Documentary <i>The Berlin Airlift</i> (DVD) Documentary <i>The Berlin Airlift</i> by Robert E. Frye (DVD) www.trumanlibrary.org : The Berlin Airlift (Internet) Movie <i>The Lives of Others</i> (DVD) – life behind the Berlin wall Other Internet resources

*Thanks to: Roberta Campbell (Mt. Lebanon High School) and Jane Mihelic (North Allegheny School District)

- **Introduction:** Teacher will review the division of Berlin, the Soviet blockade of Berlin and the Cold War.
- **Discussion:**
 1. What do we mean by “cold war”?
 - Contrast with traditional warfare.
 - Identity tools of this kind of warfare: Propaganda, posturing from a position of power, threat of nuclear warfare
 2. Discuss what it meant to be without light, heat, food and to be enclosed in a city with no way out and no entrance by land.
 3. Talk about how the citizens would feel as the planes flew into Berlin every 90 seconds from June 26, 1948 until May 12, 1949.
- **Activity 1:** View one of the Berlin Airlift DVDs
 - While viewing, students should note moves and counter moves, cause and effect, of the Soviets and the Americans and British in response to their perspectives and visions for Post-War Germany.
- **Discussion:**
 4. Comments on the DVD: Tactics, Risks, Calling a bluff and other encounters
 5. The Berlin Airlift has been called a bloodless victory - why?
 6. Discuss "Uncle Wiggly Wings" – candy
 7. How did the Berlin citizens help the Airlift?



Embassy of the Federal Republic of Germany

- **Activity 2:** Imagine you are a pilot or a citizen of Berlin during the Airlift. Write a paragraph in which you express your experiences, feelings and reactions.
- **Activity 3:** Share your paragraph with the class.



2. Old Time Newspaper Reporter*

Audience: High School
Activity Objective: To use interview techniques and to effectively write a newspaper article. The project could be accompanied by the invitation of local citizens who lived during this period of history and can speak to class on first-hand experience. The German Information Center might be helpful to provide contacts of Veterans in many local areas.
Materials & Resources: Historic TV-Documentary <i>The Berlin Airlift</i> (DVD) Video-Clips <i>Friends Always</i> (DVD) List of BAVA members (Berlin Airlift Veterans Association) Other Internet resources

*Thanks to: Walter J. Rowland (Penn Hills High School)

- **Introduction:** Review of events leading up to Berlin Airlift (being studied in social studies class), and five W's of newspaper writing as well as review of interviewing techniques.
- **Activity:**

Students divide into pairs. Student A will be role-playing a child in Germany before the Berlin Airlift. Another student (B) will be a newspaper reporter writing an article about the situation (homework). The following day roles are switched and Student B is a child in Germany after the Berlin Airlift with Student A reporting. Students will use the 5 W's of good newspaper reporting (previously taught).

Additionally the students could interview local citizens who lived during this period of history or even Veterans.



3. Primary Resources from the Berlin Airlift*

Audience: Middle School (Participants of National History Day Competition)	
Activity Objective:	Given primary resources documenting the Berlin Airlift, the students will learn about the Berlin Airlift, as well as the importance of utilizing primary resources when conducting research. Internet and book research is encouraged as well.
Materials & Resources:	Video-Clips <i>Friends Always</i> (DVD) www.trumanlibrary.org: The Berlin Airlift (Internet) List of BAVA members (Berlin Airlift Veterans Association) Other Internet resources

*Thanks to: Jackie Newman (Fort Cherry High School)

- **Introduction:** As part of the lesson introduction one could use the 3 video clips *Friends Always* by the German Embassy. Followed by an introduction of the key players of the Berlin Airlift such as President Truman, General Clay, General Tunner or Col. Halvorsen.

- **Activity:**
The activity will be provided for middle school gifted students participating in the National History Day Competition. Students participating in the competition must learn how to locate and utilize primary resources.

The teacher could begin by asking the students what they know about what went on in Berlin in 1948 – why Americans flew 189,000 missions into Berlin. Students/Teacher will discuss the Berlin Airlift (teacher providing information as needed). Following the discussion, the class will view the three video clips *Friends Always*.

The students will now be directed to the Truman Library website (http://www.trumanlibrary.org/whistlestop/study_collections/berlin_airlift/) where they can view numerous documents including memos and telegrams completed by President Truman and others during the time of the Berlin Airlift. The students will also be encouraged to utilize other sites, including the Library of Congress (loc.gov) to locate primary resource documents. The students will be provided class time to each find at least one primary document they would use in a history project about the Berlin Airlift. Each student will then share their document with the class and explain how it could be incorporated into a project.



4. How To Win A War Without Losing The Peace*

Audience: High School	
Activity Objective:	To enable students to consider and discuss the similarities and contrasts between post-war policies in Germany and Japan after WWII and those being implemented in Iraq. (Activity could be adapted to include WWI, Korea and Vietnam as a study of the methods and effectiveness of U.S. post-war policies).
Materials & Resources:	Historic TV-Documentary <i>The Berlin Airlift</i> (DVD) www.trumanlibrary.org : The Berlin Airlift (Internet) Video segments on post-war Japan and Iraq (and/or Weimar Germany, Korea and Vietnam) Pertinent primary sources on post-war periods Other Internet resources

*Thanks to: Bob Thornton (Trinity High School)

- **Introduction:** Students will view the Historical TV Documentary on the Berlin Airlift to get an impression of the effects of the Berlin Airlift in the whole post-WWII Germany.
- **Activity:** Students will view the documentary on the Berlin Airlift as well as video segments on post-war Japan and Iraq after the fall of Saddam Hussein (could also include WWI, Korea and Vietnam) and discuss their impressions of the events depicted.

They will also read excerpts from primary sources (diary entries and reminiscences etc.) from participants in each episode studied.

They will then list similarities and contrasts between the post-war periods studied and discuss the possible factors that may have influenced the post-war policies in each country.



5. *The Internal Temperature of the Cold War*

Audience: Middle School	
Activity Objective:	Students will describe the implications and the impact of daily life in Cold War Germany. The purpose is to get an impression of the societal aspects of history in general – and in post-WWII Germany in particular.
Materials & Resources:	Movie <i>The Lives of Others</i> (DVD) – life behind the Berlin wall Documentary <i>The Berlin Airlift</i> by Robert E. Frye (DVD)

*Thanks to: Sue Wilcher – (Mellon Middle School)

- **Introduction:** Set time stage at the end of WWII and the beginning of the Cold War. Name key events of the Cold War in a chronological order. The students are asked to describe what effects they think the Cold War had on daily life.
- **Activity:** Show *The Lives of Others* and/or *The Berlin Airlift*
- **Discussion:**
 1. Why would it have been so difficult for the character to adjust to Post Cold War?
 2. Why did the family work so hard to preserve the life that she knew?
 3. Where else in the world are others dealing with issues of occupation of displacement that would challenge the “temperature” of their freedom?



6. New Relationships After World War II

Audience: High School (French Students)
Activity Objective: Students are asked to discuss ramifications of a divided country in the aftermath of World War II, and U.S. role in rehabilitating Germany
Materials & Resources: Movie <i>Bon Voyage</i> (DVD) Documentary <i>The Berlin Airlift</i> by Robert E. Frye (DVD)

*Thanks to: Laura Wenneker (Westinghouse High School)

- **Activity:** Teacher shows French (I) students the French film “Bon Voyage,” an action packed movie with some very funny moments, about the beginning of World War II. Naturally, it is from the French point of view. Americans don’t figure at all, and the Germans are stereotyped as heartless and almost robot-like.

After watching the movie ask the students to write a brief description of what they think German people are like, and what they think happened to them at the end of World War II. Collect descriptions. Then show the DVD about the Berlin airlift. Discuss the division of France by the occupying forces during the war, and any similarities to the division of Germany afterwards.

Once again, ask the students to again write what they think German people are like and what they now think happened to Germany after World War II. Finally, discuss why Germans are portrayed as they are in the movie and why Americans behaved as they did during the Berlin Airlift.



7. Berlin Airlift, an American/German Legacy U.S.A.F. and R.A.F. Commitment to a Humanitarian Feat

Audience: High School	
Activity Objective:	Students shall demonstrate – with written clarity – an understanding of the American and British commitment to a rescue effort that ultimately saved two million lives. The purpose is further to raise the understanding and awareness of an historic partnership mission of the Twentieth Century.
Materials & Resources:	Historic TV-Documentary <i>The Berlin Airlift</i> (DVD) Video-Clips <i>Friends Always</i> (DVD) www.trumanlibrary.org : The Berlin Airlift (Internet) Photo of the Berlin Airlift Memorial (three arching “prongs”) Other Internet resources Books selected by high school librarian

*Thanks to: Mary Jane Zikos (Mt. Lebanon High School)

- **Introduction:** Students will watch the historic TV-Documentary *The Berlin Airlift* (DVD), after the teacher has distributed a photo of the Berlin Airlift Memorial in Germany. Supplementary material includes contemporary views (Ambassador Scharioth and/or Col Gail Halvorsen on *Friends Always* Video-Clips) as well as a list of conceivable resources for the written assignment (e.g. books, www.trumanlibrary.org).

Teacher writes assignment prompt and rubrics explaining criteria for writing assignment evaluation (ex. supporting facts and details derived from resources and videos).

- **Discussion: Teacher** introduces and discusses Photo of the Berlin Airlift Memorial and the quote by President Harry S. Truman in March, 1947 stating that a New Germany could not be abandoned in a bereft state, thus sacrificing 25 million people.
- **Activity: Students are asked to** imagine themselves to be a R.A.F. or U.S.A.F. pilot selected for the Berlin Airlift flights. In three well-developed paragraphs, they should construct for their heirs and for posterity, a convincing letter, delineating the dimension of the responsibility and commitment to this mission.

They should consider and include the following

1. Age; hometown; previous training; training for these missions; educational background; future aspirations
2. Description of the aircraft, a thorough explanation of the flight route and perhaps a mention of previous missions



3. Reservations, concerns, and fears as well as other motivational factors (as a result of the involvement, have your hopes in man been resurrected?)

8. Actions-Reactions: America's Response to selected Historical Events of the 20th Century involving Germany

Audience: Honors American Foreign Policy Class, American History	
Activity Objective:	The students will gain knowledge and an appreciation of the complexity of the various responses to these historical events, and they will be offered the opportunity to express their own educated viewpoints.
Materials & Resources: Hand-outs and excerpts from historical accounts DVDs, e.g. Documentary <i>The Berlin Airlift</i> by Robert E. Frye	

*Thanks to: Thomas Zunic (Central Catholic High School)

- **Introduction:** During the Twentieth Century, other than the World Wars, there have been several notable historical events which have linked the United States with Germany. The purpose of this lesson is to explore a select few of these in order to stimulate discussion, to reinforce their significance, and for the students to generally expand their knowledge of such events. A variety of methods will be employed to create an environment in which these objectives will be attained. With the emphases on the complexity of these issues, regarding the nation's response, the students will gain an appreciation for making tough foreign policy decisions which are often unpopular and highly controversial. With the focus on these specific events, although not all inclusive and somewhat superficial considering the allotted timeframe, the class will recognize that German-American relations are indeed an integral part of our respective histories.
- **Activity:** The following topics could be explored
 1. The Sinking of the Lusitania: The Warnings and Weapons?
 2. The Zimmerman Telegram: A Mexican-German Alliance.
 3. The Treaty of Versailles and President Wilson's Fourteen Points.
 4. Hitler versus Chamberlain and the policy of appeasement.
 5. The Holocaust: why and how?
 6. The Berlin Airlift: from adversary to ally.

Handouts and subsequent class discussion will be employed regarding most of these titles in addition to films to be presented on the topics numbered four and six. The students will also be required to take part in a debate concerning the aftermath of the First World War, with the class divided into various perspectives on the treaty and our government's response within both the executive and legislative bodies. Finally the students will individually construct a critique on one of the topics which will include excerpts from a scholarly published work such as the Diary of Anne Frank or All Quiet on the Western Front.



- **Assessment:**

The evaluation of the student's comprehension and participation will involve several techniques. The first tactic is the debate format in which each student must submit a position paper. The second method is the critique covering a specific topic from the list and to provide additional support for their arguments via outside sources. The third and final tool is an objective/subjective test which highlights key elements such as the major personalities and concepts within the stated historical events. An informal follow-up discussion will also be included to further evaluate the overall level of competency achieved from this lesson.



Politics and Government

9. U.S. Cold War Policy

Audience: 11 th Grade US History
Activity Objective: Students will be able to analyze American Cold War policy as it pertains to Berlin. They will put themselves in the administration's place at different points in time (Cold War).
Materials & Resources: Movie <i>The Fog of War</i> (DVD) John F. Kennedy's Berlin Speech

*Thanks to: Bruce Fennell (South Park High School)

- **Introduction:** Students read Kennedy's Berlin Speech and discuss Kennedy's View of Berlin with Teacher.
- **Activity:** Students will:
 1. View clip from Fog of War on Cuban Missile Crisis.
 2. Students will view Berlin Airlift PowerPoint**
 3. Students will work in groups:
 - Truman Administration
 - Eisenhower Administration
 - Kennedy Administration
 - Nixon Administration
 - Reagan Administration

Students will create an outline of their presidential Cold War policies as it relates to Berlin. Each Cold War conflict must be placed in its relationship to how it may impact the situation in Berlin. How does Korea, Vietnam, Afghanistan, etc relate to each president's Berlin Policy? Student products may include but are not limited to PowerPoint, Podcast, Persuasive Speech/Presentation, Classroom simulation/role-play, Web page, Essay, etc.

- **Evaluation:** Final product should be evaluated using PSSA written response rubric.

**Please contact the World Affairs Council of Pittsburgh at welcome@worldaffairspittsburgh.org for the actual PowerPoint Presentation by Mr. Fennell



10. How the Berlin Airlift Became a Victory in the Cold War

Audience: Middle/ High School
Activity Objective: The students will understand the amount of resources and commitment it took to make the Berlin Airlift a success.
Materials & Resources: Historic TV-Documentary <i>The Berlin Airlift</i> (DVD) Video-Clips <i>Friends Always</i> (DVD)

*Thanks to: George Thomas (Butler Area School District)

- **Introduction:** Students will watch the historic documentary along with the Friends Always clips (interviews).
- **Activity:**
 1. This will take the form of a policy scenario. The scenario is that you have a major city (Berlin) completely surrounded and no supplies can get in by land or water. How would you solve this problem?
 2. Students will be divided into two groups.
 3. Group A would plan how to go it by air.
 4. Group B would explore other ways to get supplies to Berlin.
 5. Both groups would have to explain the risks involved such as political tensions, etc. Students would participate in a discussion about the pros and cons of the various methods considered. This should take 1- 2 days.



11.U.S. and German Military Presence in Europe Since WWII

Audience: High School	
Activity Objective:	SWBAT understand the need for a continued joint military presence in Western Europe in the Cold War and Post Cold War era. SWBAT compare the role of both the US and German military in Western Europe throughout the Cold War and Post Cold War era. This activity will work well if it is used as an entry into the Cold War. Using it at any other point could give away too many of the conclusions that you want the students to explore.
Materials & Resources:	Documentary <i>The Berlin Airlift</i> by Robert E. Frye (DVD) Access to library www.defenselink.mil www.army.mil www.airforce.mil Other Internet resources

*Thanks to: Richard Schiavoni (Vincentian Academy)

- **Introduction:** Starting with the documentary on the Berlin Airlift, students will begin to view the changing relationship between the United States and Germany as it shifted from WWII adversary to Cold War allies.
- **Activity:** Students will use a combination of historical information and current events to explore how the United States and its allies projected/projects power in Europe. The students will form groups of 4 and then pair off. One pair will focus on the historical military forces and the other pair will focus on the current military forces in Europe. The idea is for students to get an idea for when the United States began to see Germany as more of an ally and less of an adversary from WWII.

The students can use their time to either conduct research in the library or in a computer lab. Students should focus on the total number of troops and types of divisions committed by both countries during both the early stages of the cold war and currently in Europe. The first day should be spent compiling information and the second day should be used to present the information to the other half of each group and conduct a follow up discussion.

The teacher should come up with additional questions and use these as a jumping off point. Why did the United States gradually allow the German military to increase its forces? What did geographic boundaries on the east/west German border have to do with the increase in German forces?



12.U.S. Presidential Leadership: The Post World War II Era Compared to the Post Cold War Era

Audience: Honors or AP Government Class
Activity Objective: Encouraging students to illustrate and substantiate how the criteria for presidential decision-making has changed (1950s/late 90s-present)
Materials & Resources: Short clip of the movie <i>American Experience: The Berlin Airlift</i> (DVD) www.trumanlibrary.org : The Berlin Airlift (Internet) http://www.fas.org/irp/offdocs/direct.htm : Clinton and Bush directives and executive orders (Internet)

*Thanks to: Dennis DeFilippo (Oakland Catholic High School)

- **Introduction:** Students will be shown the clip described above. Before the clip is shown, the teacher will write on the board: “What factor or factors motivate presidential decisions?” The clip will show President Truman being advised not to continue the airlift. Truman’s response is the focal point of this activity.
- **Activity:** After the clip is shown, the teacher questions the class on their impressions of what influenced Truman’s decision to continue the airlift. The teacher should record student responses without comment and generate a list of responses on the board. After students have responded the teacher will then introduce the focus of the lesson: The students will have two days to research a credible response to the following question:

Given the responses listed on the board (which should include characteristics that reflect that Truman made a decision that he thought was moral/right/value-based regardless of political backlash) compare and/or contrast a single decision by President Clinton and a single decision by President Bush that compares to Truman’s decision or contrasts Truman’s decision. Students must research information on Presidents Truman, Clinton and G.W. Bush to use as support for their thesis.



13. *The American Military and its Good Will To Children: Then And Now (from the Berlin Airlift to Afghanistan/Iraq)*

Audience: High School	
Activity Objective:	The students will be able to analyze and evaluate the recent history of how the United States military has reached out to children of occupations, beginning with the Berlin Airlift, through Vietnam, and ending with today's occupations of Afghanistan and Iraq. The making of a future enemy, a future ally.
Materials & Resources:	Documentary <i>The Berlin Airlift</i> by Robert E. Frye (DVD) NPR-Radio-Clip 'Uncle Wiggly Wings' and Berlin's Candy Bombers: http://www.npr.org/templates/story/story.php?storyId=91906449 Video clips of American soldiers giving children (in Iraq and Afghanistan) candy, food, toys, and soccer balls.

*Thanks to: Bill Soff (Hempfield Area High School) and Mike Mazzarese (West Mifflin High School)

- **Introduction:** During war, the children of a country under siege or foreign occupation are the most psychologically and physically vulnerable members of society. Often all they know is war (death and destruction) followed by occupation. Today's lesson examines the response of the United States to this vulnerability – traced from the Berlin Airlift through today's conflict in Iraq/Afghanistan. What should the role of the American military be in relation to the children of an enemy combatant or occupied country? Does this policy lay the groundwork for future generations of "friends" or will it create more "enemies"?
- **Activity:**
 1. At the beginning teacher shows Documentary *The Berlin Airlift* by Robert E. Frye (DVD). Afterwards the class listens to the NPR story "Uncle Wiggly Wings and Berlin's Candy Bombers" (June 26, 2008—4:22 <http://www.npr.org/templates/story/story.php?storyId=91906449>).
 2. Teacher asks students to think about the value (real and propaganda) of winning the hearts of an occupied nation's children. What do the students think would be precious to them if they lived under a military occupation.
 3. The class will be put into groups of approx. five students, who will write and report their findings to the class:
 4. Group "Berlin Airlift":
 - Discuss the history and purpose behind the Berlin Airlift and its relevance to the Cold War.
 - Establish America's moral authority to do what was necessary to



- help the citizens of Berlin (along with Britain and France).
 - Analyze the negative effect(s) the blockade had on Berlin's children.
 - Discuss how the role of the United States went from that of an enemy of Germany in WWII to a liberator of Berlin.
5. Group "Vietnam":
- Discuss the role of the American military in Vietnam vis a vis Vietnamese children.
 - Was there an orchestrated policy towards children?
 - How did this policy change once the Viet Cong began using children as human bombs?
 - Lessons learned and legacy?
6. Group "Iraq/Afghanistan":
- Discuss the role of the American military in Iraq/Afghanistan vis a vis the children of these countries.
 - Do specific policies/protocols exist for how American/coalition forces are to interact with children? (this would have been posed as a homework question the night before)
 - Does this policy increase trust or create more fear/hatred (on both sides)?
 - What will be the legacy of this policy?
- **Discussion:** "Are the United States turning future enemies into future allies?", "Can the United States use this method in other countries today?", and "Which countries could use this tactic?" The class could spend the last few minutes of the period brainstorming ideas on ways that they, as a classroom society, can help children in Iraq/Afghanistan through military or through international aid organizations.



14. Our Response to the Berlin Airlift and How We Can Apply U.S. Foreign Policy to Issues Today

Audience: High School	
Activity Objective:	SWBAT think critically and propose solutions to foreign crises the United States faces today, by using the Berlin Airlift as a case study. SWBAT compare different crises the world faces today and determine the role the United States should play in world affairs today.
Materials & Resources:	Documentary <i>The Berlin Airlift</i> by Robert E. Frye (DVD) Newspaper Clips CIA World Factbook with country profiles (Internet)

*Thanks to: Author: Jennifer LaFemina – Central Bucks East High School

- Introduction:** For homework the night before, students will read about a certain conflict (Myanmar/Burma conflict, Venezuela and Chavez’s anti-American platform, Robert Mugabe’s oppression in Zimbabwe, Iran as an “unfriendly” force in the Middle-East, and relations with North Korea) in the world, using news clippings and websites that the teacher hands out. The student’s entrance slip for the following day is to make sure that they post a comment about their situation on the e-learning site, and respond to two of their classmates’ postings. The postings they respond to must not be their own situation. If they have not done this, they will have to work individually in class.
- Activity:** In class, students will watch clips of how the United States responded to the Soviet Blockade of Berlin (The Berlin Airlift) and jot down notes on how certain leaders responded to the pressures of the crisis. Afterwards, the students (in groups of 5-6 students) will create a larger poster (using paper provided by the teacher), which will explain details of the conflict that they read about the night before, including three-seven in-depth reasons on why the United States should act on the situation.

The second part of the project will be two well-thought out scenarios of how the United States should respond to the other countries’ and their leaders. The students should also discuss how their responses either differed from or followed a similar plan of action in regards to the Berlin Airlift. They must include why they suggested the United States to react in a certain way towards the particular country.

The next day, students will present the situations, as well as their proposals, to their classmates. Afterwards, students will write a journal response, in which they should reflect on at least two different crises (they cannot choose their own) and their classmates’ proposals.



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