

**TEACHERS:**

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**LESSON: The Cold War. The fall of communism in Hungary and Romania**

**DEPARTURE TIME:** 3 lessons (3\*45 minutes)

**TARGET GROUP:** pupils 14-18

**Operational Goal:**

The development of critical thinking through the analysis of historical sources

Identify the causes of the cold war

Analysis of the Cold War calling on the study of the case (eg Miksa Domonkos and Lszazlo Nussbaum)

Developing the trans-longitudinal analysis skills of history (the analysis of the pre-Cold War period, the cold war period and the post-Cold War period)

**TRAINING ABILITIES AND COMPETENCES:**

Students need to know the historical period by analyzing a case study

Students need to identify the impact of historical events on people's individual lives

Students have to compare the historical periods that preceded and followed the historical event under study

Students need to use information and communication tools and technologies to investigate this historic event.

**DIDACTIC MATERIALS:**

laptop

Documentary film: "Miksa Domonkos: The Mayor Who Worked in Hell" and "Laszlo Nussbaum: Europe without Borders"

The parts of interviews with István Domonkos and László Nussbaum (about the after-war-period)

Photos about the historical period and from the family album of Domonkos and Nussbaum

Documentary sources: [www.centropa.org/](http://www.centropa.org/) biography / cinema / teaching materials

**TEACHING METHODS:**

demonstration

Heuristic conversation

brainstorming

group works

presentation

**INTERDISCIPLINARY KNOWLEDGE:**

Geography - Hungary and Romania and Central-Europe

Religion - Catholicism Judaism, religious tolerance

Art - architecture before the Cold War and after the Cold War

**DIAGNOSTIC INFORMATION:**

Students have knowledge of the interwar period, World War II, the Holocaust

**LEARNING:****Lesson 1.**

Students will watch the film: Maps, Central-Europe and History. Students make a mind map about the history of Central Europe.

Brainstorming about the After-War period and Cold War. Teacher explain the concepts.

**Lesson 2.**

The teacher divides students into 2 groups, and all groups into 2 subgroups.

Subgroups have to research their assigned film and text-sources and to create a life-line on their film (with maps, photos...) focusing on Cold-War-period and the fall of communism.

**Lesson 3.**

Each group (2 subgroups together) have to identify 3 causes of the Cold War and 2 ways of surviving a family during these events. The group-leaders will synthesize in one word the 3 causes and one word for the 2 ways of survival. The teacher analyzes the pupils' answers and writes on the board through a mosaic game the representative words.

Each group will apply the knowledge about communism and the Cold War using the information in the interview and in the presented film; They will learn to work with information from general cases to private cases.

Closing discussion:

Which part of the movie or interview impressed you the most?

Can you identify in your own family elements that define the Cold War and Communism?

**Homework**

Students are asked to write the lesson's conclusion by filling in a single word in the following scheme:

WHERE?

WHO?

HOW?

WHY?