



Module 3: 1989

Activity 1: International Students' Day

Compelling question: How do students play an important role in social change and civic engagement?

Overview: Teachers might use and adapt this activity as a stand alone exercise or in conjunction with other Module 3 activities. Also, we encourage you to explore Modules 1, 2, and 4 to design a comprehensive exploration of the 68, 77, 89 project.

As you design your students' learning experiences we suggest:

- Utilize the background resources for Module 3
- Previewing the selected primary and secondary resources
- Explore the instructional supports and selected vocabulary
- Adapt the lesson plans and performance assessments we provided for this activity

Focus: In this activity, students will explore the role of student participation in social change.

Primary and Secondary Resources for this Activity

Oral History:

1. [Veronika Heblíkova-Balingit](#) - In the 2 minute clip “Student Protests” Veronika describes the student protests leading up to November 1989.
2. [Veronika Heblíkova-Balingit](#) - In this 1 minute clip titled “Revolutionary Spirit” Veronika states how the revolutionary spirit was apparent in her peers in November 1989.

Socialism Realised:

3. [We Are Not Children!](#) - This 3 minute clip shows the highest representative of the Communist Party in Prague, Miroslav Štěpán, explaining strong policy to employees of a large machine factory in Prague on 23 November 1989.

Reading:

4. [“Piercing the Velvet Fog”](#) - Kieran Williams; Slovo 11, v.2 Winter 2010-2011 pages 4-7. The article describes the importance of dates in the political history the Czech Republic and Slovakia as they formed two governments.

Support Resources

[Graphic Organizers:](#) Create free, custom made graphic organizers including T-Charts, Venn Diagrams, Frayer Models and much more.

[Historical Thinking Prompts:](#) The chart helps demonstrate historical thinking and has sentence frames to support the development of these skills.

[Document Analysis Organizers:](#) Use these worksheets — for photos, written documents, artifacts, posters, maps, cartoons, videos, and sound recordings — to teach your students the process of document analysis.

[Harvard’s Project Zero Thinking Routines:](#) A routine can be thought of as any procedure, process, or pattern of action that is used facilitate the accomplishment of specific goals or tasks. Explore this collection and use them with the activities.

[Socratic Seminar/Discussion Stems:](#) A handout of prompts and scaffolds for students.

[Rubric Maker:](#) Easy to use, quick and free rubric tool maker.

Key Vocabulary for this activity:

1. **Consequences:** A result or effect of an action or condition.
2. **Crackdown:** Severe or stern enforcement of regulations, laws, etc., as to eliminate abuses or correct a problem.
3. **Unequivocally:** Having only one possible meaning, outcome, or interpretation.
4. **Constitutions:** The basic principles and laws of a nation.
5. **Federation:** A group of states with a central government but independence in internal affairs.

Suggested strategies and assessments for this activity

Compelling question: How do students play an important role in social change and civic engagement?

Instructional Strategy A: Socratic Seminar

In a Socratic Seminar activity, students help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students are responsible for facilitating their group discussion around the ideas in the text; they shouldn't use the discussion to assert their opinions or prove an argument. Through this type of discussion, students practice how to listen to one another, make meaning, and find common ground while participating in a conversation. [\(Full details can be found here\).](#)

Class 1: Preparation - Students read/watch the 5 resources provided in this activity. Utilize the questions and commentary provided with the resources as well as the support items provided. As students engage with the resources, remind them that they should be looking for evidence to answer the compelling question.

Class 2: Socratic Seminar - The teacher facilitates the Socratic seminar described above. We suggest the teacher or students utilize a twitter # (that you design for the class) to tweet highlights of the discussion. This allows students to review the exchange in the future. ([How to use a twitter # hashtag](#))

Be sure to remind them that they should be looking for evidence to answer the compelling question.

Instructional Strategy B: Connect - Extend - Challenge

This strategy works best after students have already been introduced to an idea or topic and are receiving new information or perspectives that might challenge their initial understanding. The protocol described here engages students in metacognitive reflection by asking them to identify ideas and pieces of information that are consistent with their prior understanding of a topic, those that cause them to revise their thinking, and those that are confusing. This process helps students both deepen their understanding of a topic and become more thoughtful and independent learners. ([Full details can be found here](#)).

Class 1: Preparation - Students read/watch the 4 resources provided in this activity. Utilize the questions and commentary provided with the resources as well as the support items provided. You might have students engage with the source multiple times, once together as a class and again independently. As students engage with the resources, remind them that they should be looking for evidence to answer the compelling question.

Class 2: Connect - Extend - Challenge - The teacher facilitates the CEC protocol described above. Prompt students to go back to the source one more time and respond to the following three questions:

1. **Connect:** How do the ideas and information in this reading connect to what you already know about _____?
2. **Extend:** How does this reading extend or broaden your thinking about _____?
3. **Challenge:** Does this reading challenge or complicate your understanding of _____? What new questions does it raise for you?

After the initial routine, students can encapsulate their conclusions using the strategy called "[Headlines](#)" which draws on the idea of newspaper-type headlines as a vehicle for summing up and capturing the essence of this activity. Be sure to remind them that they should be looking for evidence to answer the compelling question.

Suggested Performance Assessments: Now that students have engaged with the documents and have shared their insights with their classmates, it is time for them to collect their thoughts and answer the compelling question. It is important to connect the historical content to the present. In this sense, the historical content informs students about the past and apply that knowledge to the present.

Your decision on what students should produce will relate to the skills you think they should develop to succeed in the future.

- 1) Create a memorial that demonstrates their conclusion about the compelling question utilizing the sources in this activity and their understanding of the present. The memorial can be a digital archive or plan for a statue/monument.
- 2) Write an essay that answers the compelling question.

Compare student protests in Czechoslovakia in 1989 and another one or more of their choice (teachers should suggest ones that are both US based and International). [Venn diagrams, T Charts, and other visuals](#) can be part of the product.