

Module 3: 1989

Activity 2: The Protests of 1989

Compelling question: To what extent is free expression worth risking one's life and well-being?

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 protest activities and surrounding history of 1989.

Primary and Secondary Resources for this Activity

Oral History:

1. [Ludmila Sujanova](#) - In this 3 minute clip “Velvet Revolution” Ludmila discusses some of the changes that occurred in eastern Slovakia following the Velvet Revolution.
2. [Richard Stilicha](#) - In this 2 minute video titled “Nov. 18, 1989” Richard describes the night of November 18, 1989 – the beginning of the Velvet Revolution in Bratislava.
3. [Marek Soltis](#) - In this 2.5 minute clip “Velvet Revolution”, Marek talks about his experiences of the Velvet Revolution.

Socialism Realised:

4. [The Kid and the Housekeeper](#) - This 1 minute clip captures a demonstration in August 1989 between young protesters and an older woman.

Article:

5. [“Musicians in a Time of Revolution”](#) (Roger Latzgo; Slovo v.1).

Support Resources

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

[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.

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

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

[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.

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

Key Vocabulary for this activity:

1. **Import:** To bring (goods or services) into a country from abroad for sale.
2. **Export:** To send (goods or services) to another country for sale.
3. **Indescribable:** Very unusual, extreme, or indefinite to be adequately described.
4. **Ambiguous:** Unclear or inexact because a choice between alternatives has not been made
5. **Generational:** Relating to all the people born and living at about the same time.

Suggested strategies and assessments for this activity

Compelling question: To what extent is free expression worth risking one's life and well-being?

Instructional Strategy A: [S-I-T: Surprising, Interesting, Troubling.](#)

In this activity, students identify what they find surprising, interesting, and troubling about the material. Because the activity gives students an opportunity to process and articulate their response, it's especially useful when students are encountering material they find shocking or an outcome that is counterintuitive. Having students complete an S-I-T activity can be an effective way to help them prepare for their performance tasks. [\(Full details can be found here\).](#)

Class 1: S-I-T: 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 they should identify the following:

1. One **Surprising** fact or idea
2. One **Interesting** fact or idea
3. One **Troubling** fact or idea

Give students an opportunity to share and debrief their S-I-T responses, either in pairs or as a class discussion. Or collect their responses and read them to find out how students are feeling about and understanding the material presented in class. Students can create a “top 5” for the class or record highlights from the class share out.

Class 2: Performance Assessment - This class invites students to organize their information from the S-I-T activity and present it in the assessment format you use (suggestions below). By giving them class time to work on the assessment, you can troubleshoot, check in with students, and they can collaborate.

Instructional Strategy B: Graffiti Board

Graffiti Boards are a shared writing space (e.g., a large sheet of paper or whiteboard) where students record their comments and questions about a topic. The purpose of this strategy is to help students “hear” each other’s ideas. ([Full details can be found here](#)).

Class 1: Graffiti Board - You will need a large space in your room where several students can write at the same time. Some teachers cover a section of the wall with butcher or chart paper, while others use a whiteboard or chalkboard. You will also need plenty of pens and markers. For this activity, markers work better than pens or pencils because they allow students’ comments to be read from a distance. It is best if you supply one for each student.

Provide students with the compelling question “To what extent is free expression worth risking one’s life and well-being?” Students write comments or questions and reply to questions left by classmates. Try to organize or mark the comments under general themes and [use this strategy](#) or another one to discuss and process the information.

Class 2: Resource exploration - After reviewing the graffiti board and the conclusions that occurred, students should now engage with the resources in this activity. You can do this as a full class activity or in learning centers. After students digest the resources perform one more processing activity: [“Claim, Support, and Question”](#) This will prepare them for the performance assessment below.

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) Utilize a video ([Flipgrid](#)) or audio ([Voice Thread](#)) tool.
- 2) Write an essay that answers the compelling question.
- 3) Research freedom of press/speech in countries