

Module 1 Overview: 1968

- *Synopsis*

The 1968 Prague Spring was a period of political [liberalization](#) in [Czechoslovakia](#) during the era of [its domination by the Soviet Union](#) after [World War II](#). It began on 5 January 1968, when [reformist Alexander Dubček](#) was elected [First Secretary](#) of the [Communist Party of Czechoslovakia](#) (KSČ), and continued until 21 August 1968 when the [Soviet Union](#) and other members of the [Warsaw Pact](#) [invaded the country](#) to halt the reforms. After the invasion, Czechoslovakia entered a period known as "[normalization](#)": subsequent leaders attempted to restore the political and economic values that had prevailed before Dubček gained control of the KSČ. [Gustáv Husák](#), who replaced Dubček and also became [president](#), reversed almost all of Dubček's reforms. The Prague Spring inspired music and literature such as the work of [Václav Havel](#), [Karel Husa](#), [Karel Kryl](#), and [Milan Kundera](#)'s novel [The Unbearable Lightness of Being](#).

- *Sources and Outcomes*

In Module 1, students will examine life in Czechoslovakia under communism and the subsequent 1968 invasion by the Soviet Union. The (Library and organization) have selected primary and secondary sources that provide teachers and students with a rich collection of political, social, economic, and cultural perspectives across four designed activities.

Each activity is centered on a compelling question that invites students to construct their understanding, ask additional questions about the past, and apply their thinking to the contemporary world. In order to support these outcomes, teachers will find an array of instructional strategies and processing routines you can utilize and adapt for students. Additionally, a variety of performance tasks supporting students' deep content understanding and develops skillsets usable beyond the classroom provide authentic contexts for the demonstration of meaningful learning.

Background Knowledge Resources for Students

Project Note: These optional background resources are for teachers to consider using with their students. We have attempted to diversify the medium and reading level of the sources we selected.

Resource	Type/Medium	Notes
The History Learning Site	Article on Website	A hyperlinked overview essay
Office of the Historian	Article on Website	An overview essay
BBC Bitesize History	Archived Website, multi-media	A subject guide resource with a variety of elements
<i>Poor Richard's Podcast - Prague Spring</i> Part 1 Part 2	Podcast Part 1 - 18 minutes Podcast Part 2 - 12 minutes	Official resource of the Association of Diplomatic Studies
<i>Lagan College, Belfast - What was the Prague Spring?</i>	Video - 6 minutes	The video provides a general overview of the Prague Spring

Project Timeline

Snapshot of Module 1 Activities

Project Note: Teachers should decide what activities they will use with their students. Each activity has 2-3 suggested instructional strategies as well as options for [performance based summative assessments](#).

Suggested Hook Exercise

We have provided multiple images relevant to the 1968 Module and suggest you [utilize them as a hook exercise with your class](#). Additionally, there are multiple thinking routines for you to consider as you lay the foundation for this module's activities.



- [IMAGE 1](#) Czech woman yelling "Ivan go home!" to an occupying soldier sitting on a tank in the streets of Prague - Aug 26, 1968
- [IMAGE 2](#) Czech protesters crowd around Soviet tanks during suppression of Prague Spring, 1968.



Suggested "Hook" Activities to be used with images:

<u>See - Think - Wonder</u>	<u>What Makes You Say That</u>	<u>Step Inside</u>
<u>Analyzing Images</u>	<u>Color Symbol Image</u>	<u>Graphic Organizer for Documents</u> a) <u>Image Version 1</u> b) <u>Image Version 2</u>

Activity and Compelling Question	In this activity, students will explore...
<p><u>Activity 1: Communist Life in Czechoslovakia</u></p> <p>To what extent and in what ways are our lives impacted by the political and economic systems we live with?</p>	<p>Life under communism and Stalinism in Czechoslovakia, 1948-1968.</p>
<p><u>Activity 2: Socialism with a Human Face</u></p> <p>How does a free society encourage true cultural expression and how is the latter related to the former?</p>	<p>1968 in a larger historical context.</p>
<p><u>Activity 3: The Warsaw Pact Invasion</u></p> <p>Does a country ever have a right to invade another one that doesn't operate according to their liking?</p>	<p>The Warsaw Pact, Soviet influences, and protests.</p>
<p><u>Activity 4: Normalization and Exile</u></p> <p>How does a society cope with invasion and oppression?</p>	<p>Oppression by pro-Soviet leadership and the process of fleeing Czechoslovakia.</p>

Module 1 Standard Correlations

 <p>Common Core</p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
 <p>AP History</p>	<p>European History</p> <ul style="list-style-type: none">➤ Key Concept 4.1 — Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.➤ Key Concept 4.2 — The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism.➤ Key Concept 4.3 — During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.➤ Key Concept 4.4 — Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

	<p>U.S. History</p> <ul style="list-style-type: none"> ➤ Key Concept 8.1 — The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. ➤ Key Concept 9.3 — The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. <p>World History</p> <ul style="list-style-type: none"> ➤ Key Concept 6.2 — People and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts. ➤ Key Concept 6.3 — The role of the state in the domestic economy varied, and new institutions of global emerged and continued to develop throughout the century.
 <p>IB History</p>	<p>Prescribed Topics</p> <ul style="list-style-type: none"> ➤ Rights and protest ➤ Conflict and intervention <p>World History Topics</p> <ul style="list-style-type: none"> ➤ Authoritarian states ➤ The Cold War: superpower tensions and rivalries <p>Depth Study</p> <ul style="list-style-type: none"> ➤ History of Europe
 <p>Iowa Standards</p>	<p>SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>SS.9-12.8. Construct explanations using reasoning, correct sequence (linear or non-linear), examples, and details with</p>

significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (e.g. cause and effect, chronological, procedural, technical)

SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

SS-WH.9-12.13. Analyze change, continuity and context across eras and places of study.

SS-WH.9-12.14. Examine and explain the way perspectives impact history and historical study.

SS-WH.9-12.16. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness.

SS-WH.9-12.17. Determine multiple and complex causes and effects of historical events. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument.

SS-WH.9-12.18. Describe the impact of culture, institutions, communities and families on individual identity. (e.g., patriarchy, nationalism, political-religious movements such as Islamism or Zionism).

SS-WH.9-12.19. Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control. (e.g. gunpowder empires, development of representative governments, rise of nation-states, imperial systems in the 19th & 20th centuries, communist states)

SS-WH.9-12.20. Evaluate methods (violent revolutions, non-violent protests, legal reforms) used to change or expand systems of power and/or authority. (e.g., Haitian revolution, civil disobedience, expansion of suffrage).

SS-WH.9-12.21. Assess different economic and labor systems within and across societies. (e.g., mercantilism, capitalism, communism, chattel slavery, wage labor).

SS-WH.9-12.22. Examine the ways in which trade, commerce, and industrialization affected systems, states, and societies. (e.g. Early Modern global trade, Industrial Revolution, Imperialism, post-WWII globalization)

SS-WH.9-12.23. Analyze the influence of social, political, and economic developments on maintaining and transforming gender roles and social status. (e.g. development of the middle and working classes, feminism, ideas of universal human rights)

SS-US.9-12.13. Analyze change, continuity and context across eras and places of study.

SS-US.9-12.14. Examine and explain the way perspectives impact history and historical study.

SS-US.9-12.16. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness.

SS-US.9-12.17. Determine multiple and complex causes and effects of historical events.

SS-US.9-12.18. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument.

SS-US.9-12.33. Analyze the growth of and challenges to U.S. involvement in the world (e.g. imperialism, isolationism, Cold War, membership in international organizations).