

Module 3 Overview: 1989

- *Synopsis*

The 1989 Velvet Revolution was a non-violent transition of power in what was then [Czechoslovakia](#), occurring from November 17 to December 29, 1989. Popular demonstrations against the one-party government of the [Communist Party of Czechoslovakia](#) involved students and older dissidents. Additionally, external factors including the transformations in Poland and Hungary and the collapse of the regime in East Germany were significant catalysts for the downfall of Communism in Czechoslovakia. The Communist Party of Czechoslovakia announced on November 28 that it would relinquish power and dismantle the [one-party state](#). Two days later, the legislature formally deleted the sections of the Constitution giving the Communists a monopoly of power. The result was the end of 41 years of one-party rule in Czechoslovakia, and the subsequent dismantling of the planned economy and conversion to a [parliamentary republic](#).

- *Sources and Outcomes*

In Module 3, students will examine the contexts, causes, and effects of the 1989 Velvet Revolution. 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 three 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
"Making History 1989"	Interactive Website with Overview Essay	Resource created at George Mason University's Center for Digital Humanities
Praquecast- Velvet Anniversary	Podcast - 26 Minutes	First edition resource has multiple voices.
National History Day: The Velvet Revolution	Video - 10 Minutes	Student made resource.
TIME's Photo Essay: The Velvet Revolution	Multimedia Website	Dynamic visual resource

Project Timeline

Snapshot of Module 3 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								
<p>We have provided multiple images relevant to the 1989 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.</p> <ul style="list-style-type: none"> ● IMAGE 1 The Velvet Revolution in Prague on November 17, 1989 ● IMAGE 2 November 1989: Václav Havel, and wife Olga Havlova, honor those who died during protests. <p style="text-align: center;"><u>Suggested "Hook" Activities to be used with images:</u></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>See - Think - Wonder</td> <td>What Makes You Say That</td> <td>Step Inside</td> </tr> <tr> <td>Analyzing Images</td> <td>Color Symbol Image</td> <td> Graphic Organizer for Documents a) Image Version 1 b) Image Version 2 </td> </tr> </table>			See - Think - Wonder	What Makes You Say That	Step Inside	Analyzing Images	Color Symbol Image	Graphic Organizer for Documents a) Image Version 1 b) Image Version 2
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Activity and Compelling Question	In this activity, students will explore...
<p><i>Activity 1: International Students' Day</i></p> <p>How do students play an important role in social change and civic engagement?</p>	<p>The role of student participation in social change.</p>
<p><i>Activity 2: The Protests of 1989</i></p> <p>To what extent is free expression worth risking one's life and well-being?</p>	<p>The protest activities and surrounding history of 1989.</p>
<p><i>Activity 3: Return to Democracy</i></p> <p>In what ways should morality play a role in civic engagement?</p>	<p>Vaclav Havel's rise to the presidency.</p>

Module 3 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>
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AP History

European History

- **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.

U.S. History

- **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.

World History

- **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.



IB History

Prescribed Topics

- Rights and protest
- Conflict and intervention

World History Topics

- Authoritarian states
- The Cold War: superpower tensions and rivalries

Depth Study

- History of Europe



Iowa Standards

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.

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.

SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

SS.9-12.8. Construct explanations using reasoning, correct sequence (linear or non-linear), examples, and details with 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).