

Module 4: Post 1989

Activity 2: The Legacy of 1977

Compelling question: How can civic movements make a global impact?

Overview: Teachers might use and adapt this activity as a standalone exercise or in conjunction with other Module 4 activities. Also, we encourage you to explore Modules 1, 2, and 3 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 4
- 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 legacy of 1977 on engaged citizenship in local, national, and global contexts.

Primary and Secondary Resources for this Activity

1. [“Charter 08”](#) A manifesto initially signed by 303 Chinese intellectuals and human rights activists. It was published in December 2008, the 60th anniversary of the Universal Declaration of Human Rights. Charter 08 adopted its name and style from the anti-Soviet Charter 77 issued by dissidents in Czechoslovakia (note: the author of Charter 08, [Liu Xiaobo](#), died after 8 years in prison in July, 2017),

2. [“A Nobel Prize for a Chinese Dissident”](#) In this New York Times article, the connection between Charter 77 and China’s struggle for freedom is discussed.
3. [Does the Arab Spring Need a Bill of Rights?](#) In this Christian Science Monitor article, the authors explore and compare the events in Eastern Europe to the Arab Spring.
4. [Charter 77: A Model for Human Rights](#) From Georgetown University, this piece explains the role of Charter 77 in the contemporary history of human rights and uses Cuba as a case study.

Support Resources

<p>Graphic Organizers: Create free, custom made graphic organizers including T-Charts, Venn Diagrams, Frayer Models and much more.</p>	<p>Historical Thinking Prompts: The chart helps demonstrate historical thinking and has sentence frames to support the development of these skills.</p>
<p>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.</p>	<p>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.</p>
<p>Socratic Seminar/Discussion Stems: A handout of prompts and scaffolds for students.</p>	<p>Rubric Maker: Easy to use, quick and free rubric tool maker.</p>

Key Vocabulary for this activity:

1. **Detained:** To keep from proceeding, delay. Often done by officials in relation to a political event.
2. **Tiananmen Square:** Location in Beijing, China of pro-democracy demonstrations that were brutally suppressed by the military in 1989.
3. **Parallels:** A person, event, or thing that is similar to another.

4. **Clandestine:** Kept secret or done secretively.
5. **Multiparty Democracy:** A system in which multiple political parties across the political spectrum run for national election, and all have the capacity to gain control of government offices.

Suggested strategies and assessments for this activity

Compelling question: How can civic movements make a global impact?

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 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: Four Corners

A Four Corners debate requires students to show their position on a specific statement by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position. It can be an effective activity by asking students to apply what they have learned when framing their argument. [\(Full details can be found here\).](#)

Class 1: Preparation - Students read/watch the 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 develop their understanding of the legacy of 1977 and the compelling question. Finish the class [with an exit ticket](#) describing something similar they know about or experienced in their lives that the resources reminded them of.

Class 2: Four Corners - Arrange your room and label four areas of the room with signs reading “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” Generate a list of debatable statements related to the material being studied. A starting list of statements are below. Consider having students generate their own as well.

- Civic Action doesn't have an impact.
- Civic Action is best focused in the local community.
- Civic Action is best focused on the state/national level.
- Civic Action is best focused on the international/global level.

When students are providing their reasons for their positioning, they should provide evidence/reference a resource from this activity.

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) Reflecting on human rights today, students generate a PSA (audio, video, visual etc.) Connecting the legacy of Charter 77 with other documents and current human rights in a nation or community they select or are assigned.
- 2) Write an essay that answers the compelling question.

Students research human rights organizations and conduct interviews with those organizations asking for connections to Charter 77. Together the class votes on which organizations they want to support through a fundraiser or volunteering.