

Module 4: Post 1989

Activity 3: The Legacy of 1989

Compelling question: How can nonviolence and artists' activism 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 1989 on activism methods.

Secondary Resources for this Activity

1. [Secret Book Clubs](#) - In this 3.5 minute clip, Khin Lay, a Burmese civil society and political activist, discusses the power of information sharing and activism through book clubs.
2. [Message to Dissidents](#) - In this 3 minute clip, Martin Bútora, a Slovak sociologist, writer, civil society activist and former diplomat discusses the absolute power of ideas, ideas of freedom ... and human dignity.

3. [BBC News: Czech Republic and the Velvet Revolution](#) - In this 2014 BBC article, students can explore written and visual material that addresses the impact and outcomes of 1989 on the Czech nation.

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. **Interrogate**: To ask questions of (a person), sometimes to seek answers or information that the person questioned considers personal or secret.
2. **Empower**: To make someone stronger and more confident, especially in controlling their life and claiming their rights.
3. **Autocrat**: A ruler who insists on complete obedience from others
4. **Fragmented**: Existing in separate parts, pieces or factions ; divided
5. **Unawakened**: Not aware, informed, or active.

Suggested strategies and assessments for this activity

Compelling question: How can nonviolence and artists' activism make a global impact?

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 responses, 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 2 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 **S**urprising fact or idea
2. One **I**nteresting fact or idea
3. One **T**roubling 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: 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 2 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) Design an online or traditional gallery of protest art movements. Students can also utilize the reflection strategy [“I used to think... now I think”](#) as part of their research with their art movement(s). Connections to the resources in this activity should be made.
- 2) Write an essay that answers the compelling question.

Organize a book and film list for organizations locally, nationally, internationally and/or establish a list of resources for a current issue [or a UN SDG](#).