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**Lesson Plan:**  
**“WHEN POLAND LEADS EUROPE:  
JOHN III SOBIESKI AND LECH WALESZA”**

**Center for Russian, East European and Eurasian Studies**

**Lesson Title**

Political change can come in a variety of ways and the people who bring such change are often personalities as interesting as the changes they bring.



**John III Sobieski**



**Lech Walesa**

**&**

**Classes and Grade Levels**

This would be for World History but lessons can vary according to grade levels addressed. (Standards would also vary with grade level).

**Goals and Objectives - The student will be able to:**

Students will learn about two periods in European history during which Poland would stand out as a leading actor on the world stage. The period of John III Sobieski is one of significant Polish political accomplishment in European history when Poland was a major military power and “saved” Europe from domination by the Ottoman Turks. The period of Lech Walesa is one of significant Polish political accomplishment in European history when Poland was not a major military power and “saved” Europe from domination by the Soviet Union. Take the information obtained from the various Internet URLs and readings of primary and secondary sources on a given topic and classroom discussions directed by the instructor and demonstrate the effect of political change when it is obtained by widely varying methods. The purpose is to allow the student to see how history shows various methods by which change can be obtained in the world they live in. The class will find that, though change can come in different ways, knowing the various options in the process may broaden their understanding of a far larger world around them.

### Curriculum Standards Addressed:

#### World History Standards for High School:

**Benchmark #4: Indicator 1, Benchmark #5: Indicators 1-4.**

#### Time Required – Class Periods Needed

There should be at least 1 class period allowed for discussion of the historical and political events of the two periods as well as for exploring Internet sites. A final class period should be used for written essays of conclusions found by students.

#### Primary & Secondary Source Bibliography

- Tatham, *John Sobieski*, (Oxford, 1881)  
Dupont, *Mémoires pour servir à l'histoire de Sobieski*, (Warsaw, 1885)  
Salvandy, *Histoire de Pologne avant et sous le roi Jean Sobieski*, (two volumes, new edition, Paris, 1855)  
Coyer, *Histoire de Jean Sobieski*, (Amsterdam, 1761 and 1783)  
Waliszewski, *Acta*, (three volumes, Cracow, 1684)  
Rieder, *Johann III., König von Polen*, (Vienna, 1883)  
Chelmecki, *König J. Sobieski und die Befreiung Wiens*, (Vienna, 1883)  
Du Hamel de Breuil, *Sobieski et sa politique de 1674 à 1683*, (Paris, 1894)  
Walesa, Lech, *The Struggle and the Triumph: An Autobiography*, (Paris, 1991)

#### Internet Sites

##### Lech Walesa

- <http://www.cnn.com/SPECIALS/cold.war/kbank/profiles/walesa/>  
[http://clerk.house.gov/art\\_history/house\\_history/foreignleaders.html](http://clerk.house.gov/art_history/house_history/foreignleaders.html)  
"1989 Recipient Lech Walesa - Liberty Medal - National Constitution Center".  
[http://www.constitutioncenter.org/libertymedal/recipient\\_1989.html](http://www.constitutioncenter.org/libertymedal/recipient_1989.html).  
[http://fakty.interia.pl/raport/przeszlosc\\_walesy/news/zobacz-dokumenty-sb-na-lecha-walese,1132301,2943](http://fakty.interia.pl/raport/przeszlosc_walesy/news/zobacz-dokumenty-sb-na-lecha-walese,1132301,2943).  
[http://www.economist.com/world/europe/displaystory.cfm?story\\_id=11632772](http://www.economist.com/world/europe/displaystory.cfm?story_id=11632772).  
"Gazeta Wyborcza: How the SB produced false documents on Wałęsa".  
[http://wiadomosci.gazeta.pl/Wiadomosci/1.80271.5326682.Jak\\_esbecy\\_falszowali\\_kwity\\_na\\_Wal\\_ese.html](http://wiadomosci.gazeta.pl/Wiadomosci/1.80271.5326682.Jak_esbecy_falszowali_kwity_na_Wal_ese.html).  
Security Cooperation in Central Europe: Polish Views. NATO,  
<http://uk.reuters.com/article/latestCrisis/idUKN0452940020080304>.  
Jaroslaw Walesa, Poland, One to watch - 25/05/2009,  
<http://news.webwwweb.pl/2,3673,1,Wywiad,z,Lechem,Walesa.html>.  
"Instytut Pamięci Narodowej".  
[http://www.ipn.gov.pl/portal/pl/229/7615/SB\\_a\\_Lech\\_Walesa\\_Przyczynek\\_do\\_biografii.html](http://www.ipn.gov.pl/portal/pl/229/7615/SB_a_Lech_Walesa_Przyczynek_do_biografii.html).  
'Positive Proof' Lech Walesa was a Communist Spy: INTERVIEW WITH HISTORIAN  
SLAWOMIR CENCKIEWICZ, Spiegel,  
"Lech Walesa menace de quitter la Pologne." La Presse  
[http://nobelprize.org/nobel\\_prizes/peace/laureates/1983/press.html](http://nobelprize.org/nobel_prizes/peace/laureates/1983/press.html).  
<http://www.ilw.org.pl/english/otfundr.html>  
<http://www.hacer.org/report/2009/03/mexico-lech-walesa-receives-legion-of.html>

John III Sobieski

[www.historynet.com/turning-the-ottoman-tide-john-iii-sobieski-at-vienna-1683.htm](http://www.historynet.com/turning-the-ottoman-tide-john-iii-sobieski-at-vienna-1683.htm)  
[www.nndb.com/people/932/000092656/](http://www.nndb.com/people/932/000092656/)  
[www.knowledgerush.com/kr/encyclopedia/John\\_III\\_of\\_Poland/](http://www.knowledgerush.com/kr/encyclopedia/John_III_of_Poland/)

### **Required Materials**

The instructor must have enough Internet enabled computers to allow reading of materials online.

### **Vocabulary**

Cold War, Democracy, Holy League, Human Rights, Hussar, Monarchy, Nobel Peace Prize, Solidarity, Soviet Bloc, Stirrup, Trade Union

### **Procedure**

The teacher can review the political and military tensions of the 17<sup>th</sup> century as well as the Cold War of the late 20<sup>th</sup> century in classroom discussion. The teacher should provide an understanding of the events leading up to the siege of Vienna in 1683 where Sobieski became the leader of the Holy League and drove the Ottoman army out of Austria. The teacher should also provide an understanding of the events leading up to the rise of Solidarity in Poland in the 1980s which lead to the eventual collapse of Communism throughout Europe and the end of the Cold War in the 1990s.

### **Questions:**

Do students understand the connection between politics and the military?

Do students understand that political change can be obtained with or without military means?

Do students understand that such options depend on the political and military situations that exist at any one time in history?

### **Assessment/Evaluation**

Students will be required to write their answers to the assigned questions. The answers must contain information and ideas obtained from both primary and secondary sources as well as their own original ideas related to the assignment and their own experiences, which may vary widely. The teacher will then provide a short quiz of about 10 questions derived from the questions covered in the assignment. The difficulty of the questions should vary depending on the abilities of the class. Students should pass the quiz based on the usual teacher grading method.