

Name

Bianca Elliott

Lesson Title

Introduction to the Velvet Revolution

Class and Grade level(s)

High School World History and/or Geography

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

Identify the geographic locations of the Velvet Revolution.

Identify the main people involved in leadership in this revolution.

Identify primary causes and effects as related to this revolution.

Determine if the revolution had to occur at that time or would occur at another time.

Curriculum standards addressed

World History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the World since 1945.

Indicator 1: (A) analyzes the Cold War as the competition between two competing ideologies or world views and its impact on various regions of the world. (e.g., roots in WWII; Mao's China; the Cold War in Europe; NATO; Warsaw Pact, and the competition for non-aligned nations; collapse of *Communism* in Europe.

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

Indicator 3: (K) recognizes how regional identity both unifies and delineates groups of people (e.g., being from the Midwest both connects and person to others from that region and defines them to others as Midwesterners with particular characteristics and values).

Indicator 4: (A) uses regions to analyze past and present issues to answer questions (e.g., conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities).

Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Indicator 2: (A) analyzes how communication and transportation facilitate cultural interchange (e.g., *nationalism*, ethnic pride, cross-cultural adaptation, popularity of ethnic foods).

Time required/class periods needed

Two class periods (47 minute classes)

Primary source bibliography

Background/summary information for teacher/students:

http://news.bbc.co.uk/2/hi/in_depth/europe/2009/1989_europes_revolution/default.stm

Samokhvalov, Vsevolod (2006), Ukraine and the Orange Revolution: Democracy or a `Velvet Restoration'?, *Southeast European and Black Sea Studies*, (6)2, 257-273.

For Class:

first person of Velvet Revolution <http://espanol.video.yahoo.com/watch/5062644/13452503>

the turning point for the Velvet Revolution

<http://www.vidoemo.com/yvideo.php?>

[czech-velvet-revolution-the-turning-point-in-1989=&i=OEIZSkpYcWuRpVEdwT2s](http://www.vidoemo.com/yvideo.php?czech-velvet-revolution-the-turning-point-in-1989=&i=OEIZSkpYcWuRpVEdwT2s)

Other resources used

Optional: Romania lesson module

<http://chnm.gmu.edu/1989/exhibits/unique-experience-of-romania/introduction>

Required materials/supplies

Textbook if it has this information such as a geography book

Means to show YouTube and other video

Writing materials

Vocabulary

Revolution

Velvet

Cold War

Russian words that are new to the students (not covered in other classes)

Procedure

Day 1:

Have on the overhead, blackboard, whiteboard, or paper the following question to brainstorm in groups, "Are revolutions inevitable? If so, what factor(s) determine if there will be a revolution? And, how is a revolution determined to be a *failure* or a *success*?"

Allow the students approximately five minutes to discuss and come to a consensus on these items. Record on the class "board" how each group responded to these questions. Ask the students to look for commonalities and differences regarding what they provided. Highlight these and go to the next item. Have them use maps (text or teacher provided) to locate the location of the superpowers at the time of the Velvet Revolution (United States and Russia).

Historical Background: Briefly explain the Cold War situation as it may be covered in the United States History and other courses. Have them locate the European countries involved and again, briefly highlight their relationship(s) to Russia. Explain the situation and living arrangements of the country just before the Velvet Revolution.

Student Activities: Ask the students to identify how they would feel during this period focusing on when is there breaking point and over what. List on a form the different causes of this revolution as discovered by the students and highlighted by the instructor. Show the clip of first person views of the Velvet Revolution and give the students 2-5

minutes to discuss what they observed during the clip. Again revisit the items that would cause them to consider or not consider a revolution. For closure, ask the students to determine what, if anything could be done in the situation discussed today. Have them write two or three specific options for the next classtime.

Day 2:

Have the students form different groups and identify the options they decided that would change the situation. Be sure to mention that not changing anything, riding it out, was an option at that time. Record these for all to see and again look for commonalities and differences. Discuss both so these are solid in the student's mind. Provide a brief introduction to the main people involved in the Velvet Revolution emphasizing how they were one person representing groups and ideologies. If possible, briefly mention the power of one person to make a difference here and in other historical periods. Show the second clip and have the students spend 2-5 minutes journaling what they observed and felt. Have them share with the other members of the group and share with class. Point out the effects of the revolution (short term and long term) to the students if they are not already noting these. Include personal and national/temporary and long term effects. Then, going back to yesterday's work, ask if the revolution was a "success" or a "failure" and why they hold that position. If there are students who are willing, have a quick debate on this topic. For closure, have the write a two- or three paragraph response to the topic of if the revolution had to occur at that time or would have occurred at another time and why. They need to be thoughtful and detailed in their work.

Assessment and Extension

Teacher observation of groups

Teacher observation of work from the first day

Teacher evaluation of the paragraphs that function as closure

Extension ideas may include having the closing activity for the second day's lesson be a diary entry or letter to a United States or Russian family member explaining what is going on at this time. Additionally, artwork and music could be evaluated for propaganda messages and effectiveness. Students may have their attention drawn to other revolutions such as the 1968 revolution and how United States students in particular responded and the music and art of that time as compared with the Velvet Revolution. Additional discussion may surround similarities and dissimilarities of the response in Tiananmen Square. Students who are emotionally capable may discuss or write about issues they are willing to fight and die for and why.