

THE SINGING REVOLUTION



Subjects: History

A 20th Century Primer to the Singing Revolution

Aim / Essential Question

How did historical and geopolitical events lead to the Singing Revolution?

Overview

Students will engage in a gallery walk/stations activity to gain an understanding of the social and political climate of Europe that led to the Cold War. Students will gather information on a worksheet and create a visual representation of *The Singing Revolution* documentary.

Materials & Technology

- *The Singing Revolution* (Chapter 1)
(from Disc One / Chapters)
- Slide show presentation of activities
(from www.izzit.org)
- Printouts of slide show slides #9 - #17 for the gallery walk stations
- Class set of graphic organizers for gallery walk
(below)
- Poster paper, colored pencils
- Computer with projection capability
- Any DVD-compatible player that will allow distinct chapters to be shown
- A television or video projection unit

Lesson Time: Three 50-minute class periods.

Objectives

Students will:

- Use prior knowledge to understand the role of a nation's resources and history in affecting the present.
- Observe, collect, and analyze data using maps, photos, illustrations, and written primary/secondary source texts.
- Create a visual representation of the events and social factors that led to the Cold War.
- Present, evaluate, and discuss their project, and those of their peers.

Instruction

Note: Prior to activity, teacher should print the 9 slideshow images on a color printer and hang them around the classroom for a 7 station gallery walk.

Days 1 & 2:

Opening: Bell Ringer / Do Now

- Begin slide show presentation, stop at slide #2.
- Ask students to answer the following prompt with a numbered list,
Prompt: "Identify the steps you took to come to school today."
Example: I got out of bed and took a shower. I got dressed. I ate my breakfast.

Remind students to be detailed as this will provide greater opportunity to demonstrate the impact of resources, people, politics and technology on modern-day living. (5min.)

- Advance slide show to slides #3 and #4.
- Tell students to look at their bell ringer lists with a partner. Have students compare their responses (5 min.), and then identify the actors and resources necessary to have completed their list (5 min.).

Example: I took a shower in a stall made by a contractor and installed by a plumber, using water piped in from the water company.

Activities

1. Distribute gallery walk worksheet to students.
2. Project slide show Slide #5 and tell the students: “For us to be sitting in this classroom today, many factors had to come together. There could not have been a school unless people saw a need, acted to gather the resources, created a building, hired an administration and teaching staff, stocked it with supplies, and made arrangements to have you here. You already made a list of the people and resources needed to get you here. Society is full of individuals acting on their own, but greatly impacted by many factors outside of their control. Today you will investigate many factors that came together to produce the longest conflict of the 20th Century, the Cold War.”
3. Project slide #6, Ideology and Cold War definitions.
4. Project slide #7, and tell the students that they will research these topics during their gallery walk.
5. Project gallery walk instructions, slide #8, and have students who paired up previously go to the different stations.
6. Inform the students that they have 5 minutes to investigate each posted slide and write down their findings. After 5 minutes, direct students to move clockwise to the next station. Transition time should take no more than 1 minute. Repeat this until all students have visited each station.
7. Students will return to their desks and fill in any remaining spaces left on their handouts.
8. Review the stations, via the slide show presentation slides #9 - #17, and discuss the various stations and their implications. Students will take additional notes filling in the remaining spaces. Tell students they are to show you their Gallery Walk 7 entry as an exit ticket.

Day 3

- Students will watch the, “Death Solves all Problems” section of *The Singing Revolution* (8:39-18:00). If you have time, show the documentary from the beginning rather than starting at “Death Solves all Problems” (8:39), as it provides a good overview of the entire documentary. Remind students that the images they have seen of World War II, such as the taking of Estonia and the rise of the Cold War, are products of factors beyond the control of individual people, which they learned about in the gallery walk.
- Provide resources to produce comic strips or murals such as markers/colored pencils and butcher paper/poster board. Inform the students that they are to create a cartoon strip or mural of the events and issues that came together to produce the world of 1949 (Pre-Cold War). Show students the “Areas of Investigation” list from day 1 activities (slide 7), or just write on the board the 5 areas of investigation: ideology, economics, effects of conflict, perception, and struggle for power. Require students to include a minimum of four topics from their gallery walk notes.

Close

Application / Summary

Have students present their comic strips or murals to the class and actively field questions or comments about their work.

Homework

Students will take their collage or comic strip home to complete work and illustrate.

Name _____

Date _____

Class _____ Period _____

Teacher _____

Gallery Walk: The 20th Century on the Eve of the Cold War

Define ideology:

What was the Cold War?

Gallery Walk 1 - Ideology

Define-

- Capitalism:

- Communism:

Based on the definitions, why would a capitalist be worried about communists in his or her country?

Gallery Walk 2 – Economics

- What are the obvious differences between the cars?

- Which would you buy?

- How might they reflect the larger themes of freedom and independence?

Gallery Walk 3 – Conflict

- Compare the two maps of Europe, before and after WWII. What changes have taken place? List 3 major changes found on the 1949 map.
 - 1-
 - 2-
 - 3-
- What change has occurred to the country of Estonia?
- Overall, what was the Soviet reaction to WWII?

Gallery Walk 4 – Perception

- Who made these images? Capitalist or Communist?
- How does this group perceive the opposing side?

Gallery Walk 5 – Perception

- Who made these images? Capitalist or Communist?
- How does this group perceive the opposing side?

Gallery Walk 6 - Political Power

What messages were the Soviets and Americans telling the world, as they expanded their spheres of influence?

- Soviet Union:

- United States:

Gallery Walk 7- Potsdam

Given the information on the poster about Potsdam and your notes from previous stations, write one paragraph answering the following:

What do you anticipate would be the Soviet Union's next strategic move?