

# THE SINGING REVOLUTION



**Subjects:** History / Geography

## **Estonia and Hungary: A Case Study in the Soviet Experience**

---

### **Aim / Essential Question**

How do the experiences of Eastern European countries, such as Estonia and Hungary, help us understand the regional impact of the World War II occupations by the Axis powers?

### **Overview**

Students will compare the experiences of the Soviet and Nazi occupations of Estonia and Hungary by viewing film clips and conducting a Web Quest. They will select, investigate, and present a third country's comparative experience to the class.

### **Materials & Technology**

- Slide show presentation of activities  
(from [www.izzit.org](http://www.izzit.org))
- Class set of Student handout # 1 – Notes and Cartoon Analysis  
(below)
- Class set of Your Teachable Moment Rubric  
(below)
- *The Singing Revolution* (Chapters 1-3)  
(from Disc One / Chapters)
- Hungarian Revolution video clip, Part I: Oct. 28, 1956  
(from Disc Two / Section 1: 1939-1956: The Soviet & Nazi Occupations / Newsreels / 1956 Hungarian Revolution)
- Hungarian Revolution video clip, Summary: “Year in Review”  
(from Disc Two / Section 1: 1939-1956: The Soviet & Nazi Occupations / Newsreels / 1956 Hungarian Revolution)
- Any DVD-compatible player that will allow distinct chapters to be shown
- A television or video projection unit
- Computer with projection capability and internet access

**Lesson Time:** Five 50-minute class periods.

### **Objectives**

Students will:

- Use prior knowledge to demonstrate understanding of region as a concept.
- Observe, collect, and compare information of two countries' World War II experiences.
- Conduct research using internet websites.
- Present findings to class.

### **Instruction**

#### **Day 1**

**Opening:** Bell Ringer / Do Now

Distribute handout. Students will complete notes and bell ringer question on slide #2. (10 min.)

### **Activities**

1. Have students complete the outline map of Eastern Europe found on handout #1. Project slide #3 with mapping activity instructions and discuss. Project slide #3-7 and have students use one color to shade the Eastern European region and label both Estonia and Hungary on their outlines. (10 min.)
2. Show students slides 8-10 and have them complete the Stalin/Hitler cartoon analysis and writing summary. Students will use the 4 political cartoons to create a summary paragraph of the relationship between the Nazis and Soviets, and predict how this relationship might have had an impact on the countries located between Germany and Russia. (20 min.)
3. Have students share their answers and discuss the effects of the Stalin/Hitler relationship on Eastern Europe. (10 min.)

### **Day 2**

4. Show students slide #11-12 and have them go to their Venn diagram on the handout. Use slide #12 to explain the categories in the middle circle to ensure student comprehension by tying back to information on Slide #2. Tell students to write examples they see of Estonia's connection to the categories. (10 min.)
5. Start the film and play from 0:51 to 27:58. Stop the film to model 1-2 examples, (Culture-Song Festivals/Folk Songs, Punishment-Gulag). Answer student questions and allow time to fill in additional spaces in the Estonia section of the Venn diagram. (10 min.) The following two class days will require use of computers with internet access.

### **Days 3 & 4**

6. Show students slide #13 and two newsreels from disc 2 entitled, "Part 1. Oct. 28, 1956," and "Summary 1956 'Year in Review.'" Discuss the film clips, allow students time to fill in relevant information into their Venn diagram, and release them to search for the remaining pieces on the internet. (25-30 min.)
7. Show students slide #13. Inform them that they are to research a third Soviet occupied country of their choice. They are to label it on the outline map of Eastern Europe found on handout #1. The students will use the remaining class period and the following day to research their country and develop a PowerPoint slide show to accompany their presentation. Show students slide #14 and direct them to the rubric, located on the second page of the student handout. Provide students sufficient time to research their project during class, and direct them to complete this assignment for homework.

### **Day 5**

**Close:** Application / Summary

Students will present their findings to the class and respond to questions from peers/teacher.

### **Homework**

Students will complete their PowerPoint slide show for presentation.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_ Period \_\_\_\_\_

Teacher \_\_\_\_\_

## Notes

### **Estonia and Hungary: A Case Study in the Soviet Experience**

Region (definition): \_\_\_\_\_

\_\_\_\_\_

Elements:

Culture: \_\_\_\_\_

Landforms: \_\_\_\_\_

Wildlife: \_\_\_\_\_

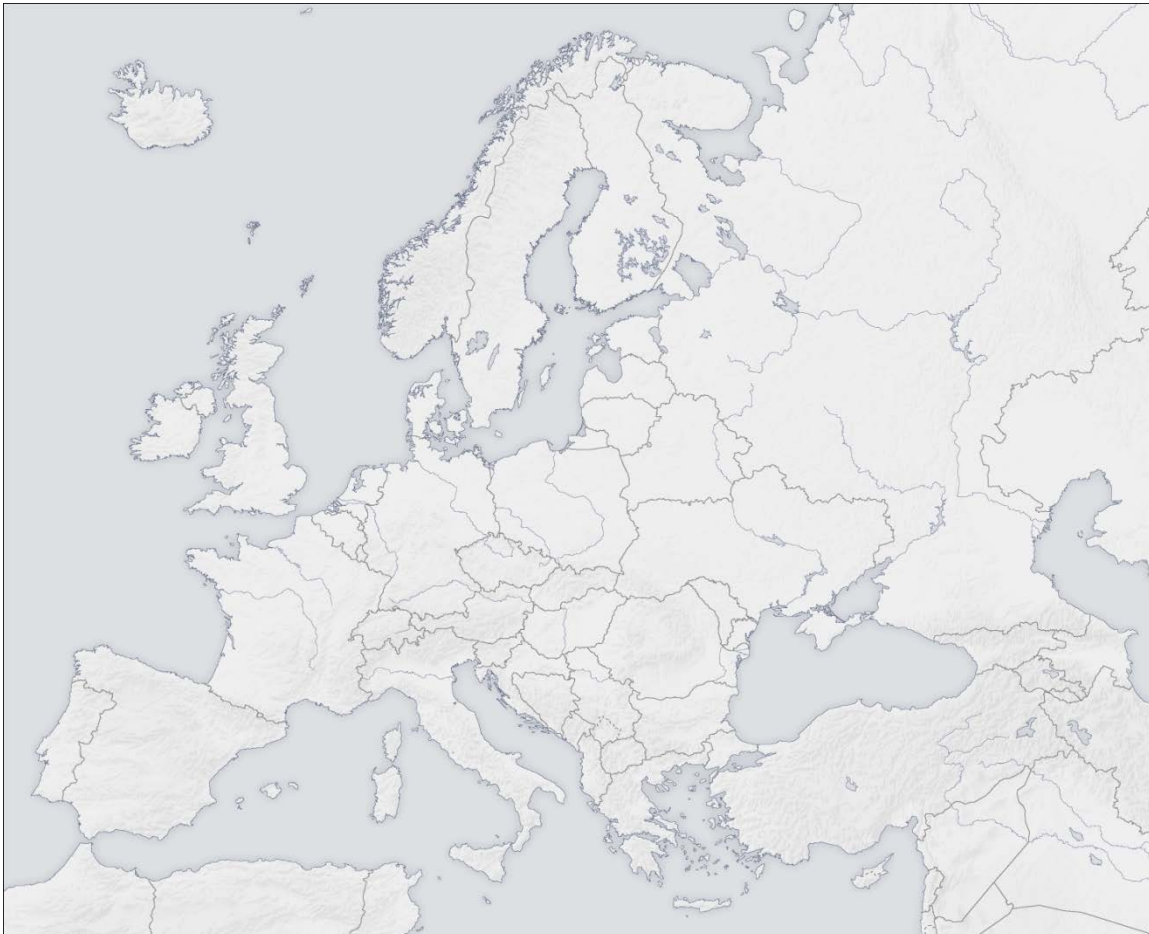
Politics: \_\_\_\_\_

Bell Ringer Response:

---

### **Map of Europe**

On the map below, use one color to shade in the region of Eastern Europe, then label the countries of Estonia and Hungary.



## Cartoon Analysis

Use the 4 political cartoons to create a summary paragraph of the relationship between the Nazis and Soviets. Once you have created your summary, predict how this relationship might have had an impact on the countries located between Germany and Russia.

---

---

---

---

---

---

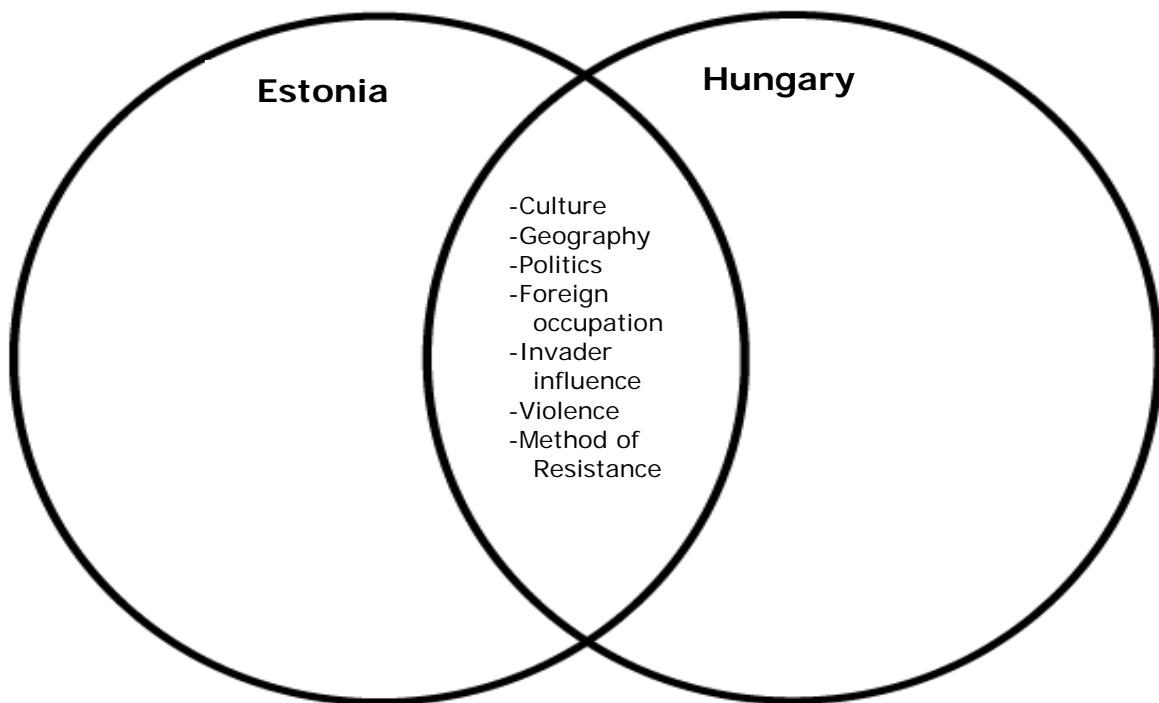
---

---

---

---

## Venn Diagram



Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_ Period \_\_\_\_

Teacher \_\_\_\_\_

### Your Teachable Moment Rubric

1. Pick a third Eastern European country that was under Soviet control by conducting a search on the internet.
2. Check with me once you have picked your country in order to receive approval to further conduct your research.
3. Country name: \_\_\_\_\_
4. Teacher approval: \_\_\_\_\_
5. Label this country on your handout outline map.
6. Create a PowerPoint slide show to use with your presentation. The presentation must include all the elements found in the middle circle of the Venn diagram.

Title Slide : _____	5 points	_____
---------------------	----------	-------

**Element Slides:**

_____ Map Slide .....	5 points	_____
-----------------------	----------	-------

_____ Culture .....	10 points	_____
---------------------	-----------	-------

_____ Geography .....	10 points	_____
-----------------------	-----------	-------

_____ Politics .....	10 points	_____
----------------------	-----------	-------

_____ Occupation by foreign invaders .....	10 points	_____
--	-----------	-------

_____ Influence of invaders .....	10 points	_____
-----------------------------------	-----------	-------

_____ Violence.....	10 points	_____
---------------------	-----------	-------

_____ Method of Resistance.....	10 points	_____
---------------------------------	-----------	-------

_____As you present this country to the class, provide examples of how this country’s experience compares and contrasts (similarities and differences) to that of Estonia and Hungary.....	10 points	_____
--	-----------	-------

_____Respond to student and teacher questions about your chosen country’s history and regional information.....	10 points	_____
---	-----------	-------

TOTAL POINTS EARNED.....	100 Points	_____
--------------------------	------------	-------