

THE SINGING REVOLUTION



Subjects: History / Government

Understanding the Cold War through the Singing Revolution

Aim / Essential Question

How does the experience of Estonia reflect the political evolution of the Cold War?

Overview

Students will learn about the Cold War through the experiences of Estonia. This 4-5 day lesson shows the Cold War through a four-phase, issue analysis model. The lesson includes video clips, a slide show presentation, a four-page graphic organizer, and a culminating writing task explaining Estonia's experience in the political evolution of the conflict.

Materials & Technology

- Slide show presentation of activities
(from www.izzit.org)
- Class set of graphic organizers for students
(below)
- Teacher-developed guidelines for final paper
- *The Singing Revolution* (Chapters 1, 2, 3 and 5)
(from Disc One / Chapters)
- Newsreel: "Yalta"
(from Disc Two / Section 1: 1939-1956: The Soviet & Nazi Occupations / Newsreels)
- Newsreel: "1956 Hungarian Revolution"
(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

Lesson Time: Four to five 50-minute class periods.

Objectives

Students will:

- Apply a four-phase issue analysis model to study the Cold War.
- Analyze written and film resources and document their findings on a graphic organizer.
- Write a summative essay using a four-phase analysis model and information gained from lesson and film to demonstrate understanding of the Cold War.

Instruction

Day 1

Opening: Bell Ringer / Do Now / Anticipatory Set

- Provide students with graphic organizer to accompany the lesson as they enter the classroom.
- Begin slide show presentation, pausing at bell ringer, slide #3.
- While viewing slide #3, ask students to read the statements by President Harry Truman, and answer the two questions on their graphic organizer. (5-10 minutes)

Activities

1. Show the class slide # 4, “Cold War Definition”, and have them copy definitions into the “Background” section of the graphic organizer.
2. Show the class slide # 5, “Understanding the Conflict”, and slide #6, “The Issue Cycle” conflict. Discuss the content of both slides with students.
3. After the students finish reading slide #7, start disc one at the beginning. For those with limited time, the DVD can be started at chapter two, “1939” (8:35). This clip should be stopped at (18:00.) As you show the video clip(s), be sure to pause the video to ask students questions to ensure they understand the visuals and concepts, and to allow time to complete the “Genesis” section of the graphic organizer.
4. Switch discs, and play the, “1945 Newsreel from Yalta” found on disc two, with students continuing to fill in the graphic organizer.
5. Discuss the clips, and have the students share the elements they wrote in their graphic organizer with the class.
6. Nominate a scribe to write these elements on the board so that a complete list can be formed. It will most likely take a complete class period to do this first task, but once the process is established, it will move quicker over the remaining parts of the issue cycle.

Day 2

Day 2 includes a research component. If a library or computer lab is not available, textbooks can be used. If there is no other way to conduct research, the information is provided in the slide show.

7. Begin the class by reviewing the previous day’s learning activity.
8. Introduce the next phase, “Crisis,” by showing slide #8. Students will review slide information with teacher.
9. Slide #9 shows information that students should research. Have students research information on the key events listed that relate to the crisis phase. They should write the information on the graphic organizer under the “Crisis” heading. If it is not possible for the students to conduct research in the school library or computer lab, the information needed is provided on slide #10. *The Singing Revolution* video will pick up when we arrive at stage 3.
10. Students should compare the descriptions they found, and compare their information with the descriptions found on slide #10.
11. Show slide #11. Students should write, on a small piece of paper, the event they found to be most significant in escalating the crisis to its most heightened state.

Day 3

12. Begin with a review of the first two parts of the issue cycle. Have students look at their graphic organizers and share examples of “Genesis” and “Crisis” from the film clips.
13. The students will then take notes on the “Ritualization of the Cold War”, using slide #12.
14. Then, show the video. Use disc one, chapter 3, “Post World War II” (18:00 to 29:00). If time is available, it is suggested that you delve into the newsreel clips on disc two to have students view ritualization in Hungary.
15. As the students watch the film, they should write a brief summary of life under the Soviets in Estonia on their graphic organizer, to illustrate the local experience and place it in context.

Days 4-5

16. Students will take notes on the “Resolution Stage of the Cold War”, using slide #13.
17. As they watch the film, they should define vocabulary/terms and create a timeline of key events that led to Estonia’s freedom. Start the film at 34:45 and turn off at 1:26:00. Given the length of the film section, it is advisable for teachers to preview this section and select clips that would best suit their time constraints. A complete viewing of the section will best allow the students to complete the final written application.
18. Review with the students their graphic organizer information and read the writing prompt (also shown in slide #14).
19. Provide the expectations/guidelines for paper submission. Students will use the remainder of the class to create their “rough draft” of the essay.

Close: Application / Summary

Students will write an essay in which they analyze the Cold War using the four- phase model, and explain how the country of Estonia's experience reflects this evolving conflict.

Homework

Students will complete their formal essay.

Name _____

Date _____

Class _____ Period _____

Teacher _____

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Truman quote analysis:

Question#1 _____

Question #2 _____

Background

Two main victors of World War II _____ + _____

Realignment of _____

Ideological Battle: _____ + _____

Genesis

As you watch the film, identify:

- a. Issue(s):
- b. Leaders:
- c. Participants:
- d. Resources:

Crisis

Research periods in which the Cold War conflict reached its crisis stage. Next to each event, write a brief description of how the event/policy escalated the crisis to major confrontation between the two sides.

- a. **NSC-68:** *A report written by the National Security Council in 1950, outlining the U.S. position on the Soviet Union and the spread of International Communism. This document essentially identified the Soviet threat to the United States and its allies.*
- b. **Truman Doctrine:**
- c. **Marshall Plan:**
- d. **Berlin Air Lift:**
- e. **Korean War:**

Name _____

Date _____

Class _____ Period ____

Teacher _____

Resolution

Definition: _____

Identify the significance of each term/name. In addition, place the term where it belongs on the timeline.

a. **Perestroika:**

b. **Glasnost:**

c. **Gorbachev:**

d. **Hirve Park:**

e. **Heritage Society:**

f. **Popular Front:**

g. **Independence Movement:**

h. **Interfront:**

i. **50th Anniversary Human Chain:**

j. **Estonian Voter Registration:**

k. **Congress of Estonia:**

l. **Estonian TV Tower:**



