

**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 <a href="https://www.izzit.org">www.izzit.org</a>)
- 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.

#### **Davs 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.

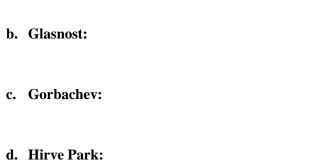
# Homework

Students will complete their formal essay.

Name	Date
Class Period	Teacher
Understanding the Cold Truman quote analysis:	War through the Singing Revolution Bell Ringer
Question#1	
Question #2	
	Background 
Realignment of	
Ideological Battle:	+
As you watch the film, identify: a. Issue(s):	Genesis
b. Leaders:	
c. Participants: d. Resources:	
	Crisis
	nflict reached its crisis stage. Next to each event, write a brief ed the crisis to major confrontation between the two sides.
	ional Security Council in 1950, outlining the U.S. position on the tional Communism. This document essentially identified the Soviet s.
b. Truman Doctrine:	
c. Marshall Plan:	
d. Berlin Air Lift:	
e. Korean War:	

	Ritualization
a.	
b.	
c.	
d.	
e.	Use the following lines to collect information about life under the Soviets in Estonia.
	Write a brief summary of what you observed of life under the Soviets and explain how this is a product of the Cold War stage of ritualization.

Name			Date			
Class	Period		Teacher			
		Resolu	tion			
Definition:						
Identify the significance of each term/name. In addition, place the term where it belongs on the timeline.  a. Perestroika:						
a. Terestrona.			Timeline			
h. Glasnost	•		_			

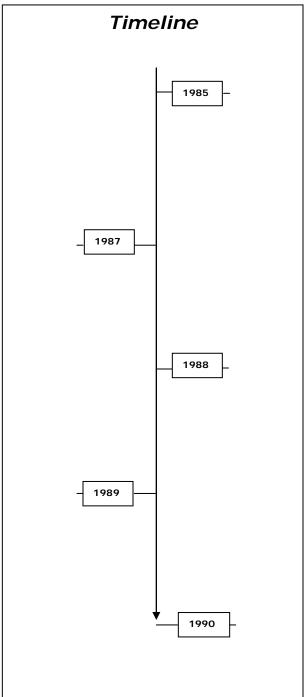




f. Popular Front:

h. Interfront:

- g. Independence Movement:
- i. 50<sup>th</sup> Anniversary Human Chain:
- ${\bf j.} \quad Estonian\ Voter\ Registration:$
- k. Congress of Estonia:
- l. Estonian TV Tower:



# **Writing Prompt**

Over sixty years ago, President Truman recognized the danger of internationalization of the Soviet Union, and engaged the United States in a process that led to a "Cold War." Your task is to use the information you've gathered to:

- 1) Define and describe the conflict including the major and minor players you've learned about.
- 2) Explain the development of this conflict using the four stage issue process identified in your graphic organizer.
- 3) Explain how the experience of Estonia reflects the political evolution of the Cold War.

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