



Victims of Communism
Memorial Foundation

COMMUNISM

ITS IDEOLOGY, ITS HISTORY,
AND ITS LEGACY

SECOND EDITION



PHOTO CREDITS:

Toshio Sakai/Getty Images, Peter Leibling, Department of Immigration and Multicultural and Indigenous Affairs (DIMIA)/Australia, Dieter Klar/EPA/Newscom, Rafael Perez/Reuters/Newscom, iStockPhoto.

COMMUNISM:

Its Ideology, Its History, and Its Legacy

second edition

Paul Kengor, Ph.D.
Professor of Political Science
Grove City College

Lee Edwards, Ph.D.
Chairman
Victims of Communism Memorial Foundation

Claire McCaffery Griffin, MA
Claire Griffin Consulting, LLC

Published by
Victims of Communism Memorial Foundation
300 New Jersey Avenue NW, Suite 900, Washington, DC 20001
www.victimsofcommunism.org

Copyright ©2016 Victims of Communism Memorial Foundation

Victims of Communism Memorial Foundation
300 New Jersey Avenue NW, Suite 900
Washington, DC 20001
education@victimsofcommunism.org

ISBN 978-0-692-72056-1

Printed in the United States

Table of Contents

Introduction	7
Karl Marx and His Legacy	9
Lenin and the Bolshevik Revolution	27
Stalin and the Soviet Union	39
Mao and China	51
Kim Il-Sung and North Korea	63
Pol Pot and Cambodia	73
Cuba, Castro, and Che	85
Germany and the Berlin Wall	97
America and Vietnam	117
Captive Nations and the End of the Cold War	127
Answer Key	141
List of Contributors and Note on Standards	145

Introduction

PREFACE FOR THE CURRICULUM ON COMMUNISM

In many ways, the history of the 20th century is the story of communism, starting with the Bolshevik Revolution of 1917 and ending with the dissolution of the Soviet Union in 1991. At the high point of their power, communists controlled one-fifth of the world's population and influenced the course of events on every continent. And yet, the history of communism is an untold story.

The horrors of Nazism and the Holocaust are taught and highlighted in our schools as they should be. But what of communism? Do students know who Karl Marx, Joseph Stalin, and Mao Zedong were? Do they know that communism exacted a death toll of 100 million victims, surpassing that of all the wars of the 20th century? Are they aware there are still five communist regimes in the world today?

Communism: Its Ideology, Its History, and Its Legacy is a supplementary high school lesson curricular resource developed by teachers for teachers. It is offered to help fill the knowledge gap about communism and its enormous impact on world history, past and present.

Written with both social studies and common standards in mind, each of the nine lessons focuses on key individuals and key events in the story of twentieth century communism. A background essay presents essential content, while student-centered activities and numerous assessment options offer a wide variety of opportunities for students to demonstrate their understanding of the global impact of communism. Each lesson features a C3 section, *Communism's Contemporary Connection*, focusing attention on today's communist nations. All lessons draw upon the extensive resources of the on-line Global Museum on Communism (www.museumoncommunism.org), thus providing multiple opportunities for further research and study.

It is our hope and our goal that the lessons of *Communism: Its Ideology, Its History, and Its Legacy* will inspire and guide student discussion of such issues as: What are the key tenets of Marxism-Leninism? Who was responsible for the outbreak of the Cold War—the Soviet Union or the United States? Why did we fight the Korean War and the Vietnam War? Why did the Berlin Wall fall?

We are pleased to provide teachers like yourself with an educational resource that will help students—the nation's future leaders—study and understand a critical part of the history of the 20th century and draw valuable lessons for the future.

Lee Edwards, Ph.D.
Chairman
Victims of Communism Memorial Foundation

Karl Marx and His Legacy



OVERVIEW

Perhaps no 19th century figure has had a greater impact on history than the German philosopher and historian, Karl Marx. His “scientific” theory of class warfare and inevitable violent revolution has led, directly and indirectly, to the deaths of over 100 million people, as well as calamitous social, political, and economic change around the globe. A basic understanding of his philosophy and its impact on nations and individuals is a critical component for understanding the world of the 20th and 21st centuries.

OBJECTIVES

Students will:

- compare and contrast the views of George Washington, Martin Luther King, Jr., and Karl Marx on liberty, religion, and property
- analyze excerpts from *The Communist Manifesto*
- understand elements of Marxist theory
- speculate about life in a Marxist society

STANDARDS:

- NCHS World History Era 7: 4B

ESSENTIAL QUESTION:

How does Marxist theory conflict with the Western understanding of basic human rights?

MATERIALS

- Background Essay: The Legacy of Karl Marx
- Student Handout A: PSA: Excerpts from *The Communist Manifesto*
- Teacher Resource: Quote Cards
- Student Handout B: Washington, Marx, and King
- Student Handout C: If I Were A Marxist. . .
- Answer Key (in back of book)

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Ask students what they know about life today in China, North Korea, Laos, Vietnam, or Cuba. Explain to students that all of these are communist nations and that the government of these countries is based, in part, on the writings of Karl Marx, a 19th century historian and economist.
- B** | Have students read **Background Essay: The Legacy of Karl Marx** and answer (or think about) the questions following the essay. (See the **Answer Key** for suggested responses.)

PSA (Primary Source Activity) [5 minutes]

- A** | Distribute **Student Handout A: PSA: Excerpts from *The Communist Manifesto*** to students. Working individually or in pairs, they should paraphrase the excerpts.
- B** | Ask students to share their paraphrases, as well as their reaction to these statements.

ACTIVITY A [15 minutes]

- A** | Prior to class, duplicate, shuffle, and post around the room at various stations the **Teacher Resource: Quote Cards**. Spend a few minutes gathering from the class what they know (or what they think they know) about Washington, Marx, and King.
- B** | Distribute **Student Handout B: Washington, Marx, and King**. Each student (or pair of students) should take his/her handout to a different quote station (there are twenty four quotes.) Circulating in the same direction, students should read the quote; check who they think the author is; write why they think so; and move on to the next quote. As they circulate, encourage students to share their reasoning with each other. When each student has reviewed 5-6 quotes, bring the class back together as a large group.
- C** | Ask students to volunteer their answers and/or provide the correct sources (see **Answer Key**.) Encourage students to explain their reasoning. Ask them the following:
 - Were they surprised by any of the correct identifications and, if so, why?
 - Did they see any themes in the quotes? (Suggested answers: liberty, freedom, religion, property, violence)
 - How would they compare and contrast the views of Washington, Marx, and King on these topics? (Accept all thoughtful answers)

ACTIVITY B *[15 minutes]*

- A** | Explain to students that many elements of Marxist thinking became a reality in the 20th and 21st centuries, but at a great human cost.
- B** | Distribute **Student Handout C: If I Were a Marxist...** Give students a few minutes to read and to rank their satisfaction or dissatisfaction with various aspects of Marxist society. Then have students share with a partner.

WRAP-UP *[10 minutes]*

Ask the class to share their # 1 rankings and, if time permits, others as well. Discuss why they ranked the conditions as they did with the entire class. (Accept all reasoned answers.)

Ask the students why they were bothered by these conditions. Ask them if the rankings might be different if they were completed by:

- Their parents
- Their grandparents
- George Washington
- Martin Luther King, Jr.

IMMEDIATE ASSESSMENT

- A** | Write an imaginary dialogue between Marx and either George Washington or Martin Luther King, Jr. in which you discuss the value of liberty, religious freedom, and/or private property.
- B** | Choose one quote from **Student Handout B** and either illustrate the quote or create a political cartoon based upon it.
- C** | In a well-written 3-4 paragraph essay, explain why the conditions presented in **Student Handout C: If I Were a Marxist** concerned you.

LONG-TERM ASSESSMENT

- A** | Students could perform an online search to find an article about how Marxist theory is practiced in one or more of today's communist countries.

China Cuba Laos North Korea Vietnam

Good sources for such articles include:

<http://www.nytimes.com/>

<http://www.humanrightsfoundation.org/>

<http://http://www.bbc.co.uk>

Students could read the article and present the results of their search as either a.) one paragraph summary; b.) five slide Powerpoint presentation; or c.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)

- B** | Assign excerpts from Chapters 1-3 of George Orwell's *Animal Farm* and have students present a 5 minute book talk to the class in which they a.) summarize the chapter and b.) explain how the events described reflect the thinking of Karl Marx.

BACKGROUND ESSAY

THE LEGACY OF KARL MARX

Have you ever thought about the number of people who have died as a result of war or conflict? Nearly 700,000 individuals perished during the American Civil War. 9 million died in World War I. 10 million people were slaughtered as a result of Nazi genocide under Adolf Hitler. 60 million lost their lives during World War II.

However, none of these totals compare with the number of people who have lost their lives as a result of communism. Between 1917-1991, over 100 million people died as a direct result of communist ideas and actions. This legacy of death has its origins in the writings of a nineteenth century German historian, Karl Marx.

Karl Marx is known as the founder of communism. His 1848 book, *The Communist Manifesto*, established the basis for the communist philosophy. Few ideas have been as repressive as communism. Believers in Karl Marx have violated the most basic human rights: the right to property and freedoms of press, assembly, speech, movement, and religion.

In the *Manifesto*, Marx stated, “The theory of the communists may be summed up in the single sentence: Abolition of private property.” He knew that depriving individuals of this most basic freedom would not be easy. Force would be necessary.

Marx understood this. “Of course,” he said, “in the beginning, this cannot be effected except by means of despotic inroads.” Therefore, for at least a time, dictatorship would be necessary. Repression is the essence of communism.

Communists pledged themselves to massive redistribution of wealth. However, Marx realized that his views on property were in direct conflict with the current social and political order. Therefore, revolution alone would bring about his desired social changes.

The *Manifesto* presents specific actions to achieve Marx’s goals. Private property would be abolished. A graduated income tax—the more you make, the more you pay—would be instituted. All rights of inheritance would be abolished. The government would control all means of production, all credit and banking systems, and all communication and transportation systems.

BACKGROUND ESSAY

Marx expected that all nations of the world would eventually follow his ideas and implement his plan. “Workers of the world, unite!” was the closing call to arms in his *Manifesto*. The

communists had a “world to win.” The followers of Marx pursued the goal of revolution worldwide. After Marx, history would never be the same.

THINK ABOUT IT

1. How many people have died as a direct result of communism?
2. What was the key element of Marx’s theory of communism?
3. Why did Marx think that revolution was necessary to achieve his goals?
4. Did Marx believe in a right to private property? Do you? Why?
5. Can significant social, political, or economic change occur without violent revolution? If not, why not? If so, how?

PSA: Excerpts from *The Communist Manifesto*

DIRECTIONS:

Read the following excerpts and paraphrase each in the blanks that follow. Use the Vocab App (if necessary) to help you understand the text.

1. “The history of all hitherto existing society is the history of class struggles. . . Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other — **Bourgeoisie** and **Proletariat**.”

2. “In this sense, the theory of the Communists may be summed up in the single sentence: Abolition of private property.”

3. “Let the ruling classes tremble at a Communistic revolution. The **proletarians** have nothing to lose but their chains. They have a world to win. Working men of all countries, Unite!”

VOCAB APP

Bourgeoisie:	middle class
Proletariat:	working class
proletarians:	members of the working class

Quote Cards

DIRECTIONS:


Duplicate and post each of these quotes at various stations around the classroom. An alternative would be to place them on student desks or for the students to pass the quote cards around.




**1. “Revolutions are the
locomotives of history”**




**2. “Religion is the sign of the
oppressed creature . . .
It is the opium of the people.”**



3. “The blessing and protection
of Heaven are at all times
necessary . . .”



4. “While we are zealously
performing the duties of good
Citizens . . . we certainly ought
not to be inattentive to the higher
duties of religion.”



5. “ Of all the dispositions and
habits, which lead to political
prosperity, religion and morality
are indispensable supports.”



6. "... religion for me is life."



**7. "Now is the time to make
justice a reality for all
of God's children."**



**8. "A just law is a man-made
code that squares with the moral
law or the law of God."**




9. “Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.”




10. “Free at last, free at last.
Thank God Almighty,
we are free at last.”



11. “I say to you that our goal
is freedom . . .”



12. “If freedom of speech is taken away, then dumb and silent we may be led, like sheep to the slaughter.”



13. “Liberty, when it begins to take root, is a plant of rapid growth.”




14. “You are free men, fighting for the blessings of Liberty . . .”



15. “The establishment of civil and religious Liberty was the motive which induced me to the field.”




16. “Freedom in this field can only consist in socialised man.”



17. “The time is now near at hand which must probably determine whether people are to be freemen or slaves; whether they are to have any property they can call their own.”



**18. “You are horrified at our
intending to do away with
private property.”**



**19. “From each according to
his abilities, to each according
to his needs.”**



**20. “War is an act of violence
whose object is to constrain the
enemy, to accomplish our will.”**



21. “Nonviolence is the answer to the crucial political and moral questions of our time.”



22. “The history of all previous societies has been the history of class struggles.”

Washington, Marx, and King

DIRECTIONS:

Circulate around the room, reading the quotes. On the chart below, note the number of the quote, place an “X” in the column of the person you think made the statement, and write in the last column the reasons for your identifications.

Quote #	George Washington	Karl Marx	Martin Luther King, Jr.	Why?

If I Were A Marxist. . .

DIRECTIONS:

In The Communist Manifesto (Section 2), Marx describes life in Marxist society.

If you lived in such a society, all or most of the following would be true. Rank these statements giving #1 to the situation you would be most bothered by; #2 to the situation which would bother you the next most, etc.

1. _____ I could be ordered to give all of my personal property (clothes, shoes, books, electronics, house, etc.) to the government.
2. _____ I would not inherit money, land, or any type of property from my parents and grandparents.
3. _____ I could only deposit money in a government-controlled bank.
4. _____ I would have to continue working, even if I were old or sick.
5. _____ I could not choose my job or profession—the government would choose it for me.
6. _____ I could be forced by the government to move from the city to the country, or from the country to the city.
7. _____ I would be required to attend public schools.
8. _____ I could be required to work in a farm or factory for twelve months in order to graduate from high school.
9. _____ I could be sent to prison by the government because of what I say, what I believe, what I write, with whom I spend time.

Lenin and the Bolshevik Revolution



OVERVIEW

Vladimir Lenin was the father of the Bolshevik Revolution. His revolution began in October, 1917 and led to nationalization, centralization, collectivization, abolition of property, and restriction of basic freedoms in Russia. These goals were achieved through state-sponsored terror and intimidation. Between 1917-1923, over 200,000 people were executed at the hands of the Bolsheviks. 300,000 more died as a result of execution, imprisonment, and forced relocation to labor camps. Lenin's denial of basic human rights was an integral component of his "dream" of a workers' paradise. His "dream" became a reality under the totalitarian Soviet Union.

OBJECTIVES

Students will:

- discuss and explain Lenin's statements about liberty
- assess Lenin's understanding of liberty
- compare and contrast Lenin's view of freedom with their own
- apply and evaluate Lenin's criteria for restricting freedom

STANDARDS:

- NCHS World History Era 8: 2C
- NCHS US History Era 7: 2C

ESSENTIAL QUESTION:

Why did so many Russian people resist Lenin and the Bolsheviks?

MATERIALS

- Background Essay: Exterminating Harmful Insects
- Student Handout A: PSA: Lenin
- Teacher Resource: "Criminal" Character Cards
- Student Handout B: Which Harmful Insects Will We Eliminate?
- Answer Key (in back of book)

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Ask students to brainstorm what people, places, images, or quotes they think of when they hear the words “liberty” and “freedom,” or when they hear the word “revolution.”
- B** | Have students read **Background Essay: Exterminating Harmful Insects** and answer (or think about) the questions which follow the essay. (See the **Answer Key** for suggested responses.)

PSA *(Primary Source Activity)* [10 minutes]

- A** | Briefly review the **Background Essay** to clarify any terms, concepts, or ideas.
- B** | Distribute **Student Handout A: PSA: Lenin** to students and give them about 5 minutes to paraphrase one quote and answer the question. Spend another five minutes discussing their rankings.

ACTIVITY [25 minutes]

- A** | Remind students that during the Bolshevik control of Russia, hundreds of thousands of people were denied basic human rights. In today’s activity, students will role-play some typical Russian people to better understand the impact of Lenin and the Bolsheviks on Russian society.
- B** | Distribute to each student one of the **Teacher Resource: “Criminal” Character** cards and give students 2-3 minutes to familiarize themselves with the character. Then, distribute **Handout B: Which Harmful Insects Will We Exterminate?** and allow time for students to fill in the boxes for their particular character. (These characters are not real people, but are based upon composite experiences of individuals in pre-Bolshevik Russia.)
- C** | Form students into groups of six (six different characters per group) and ask them to introduce/interview each other to complete the Handout. Encourage students to use expressions, accents, etc. to make the role-playing realistic.
- D** | Write the name of each character on the board. Then, ask students, “If you were Lenin or Latsis, which of these people would you hand over for execution and why?” Tally the votes and ask students to defend their decisions. Then, ask students to offer reasons why these “criminals” should not be executed.

WRAP-UP [15 minutes]

Ask students the following questions and accept all thoughtful responses:

- 1 | What rights did Lenin and the Bolsheviks take away from most Russian people? Why?
- 2 | Why did so many people resist being deprived of these rights?
- 3 | Why did Lenin and the Bolsheviks resort to terror and intimidation to deprive people of these rights?
- 4 | How would you react if you were deprived of the rights to property, free expression, freedom of conscience, and freedom of assembly? Why?

IMMEDIATE ASSESSMENT

- A | Write 3-4 entries in a daily diary for any one of the characters from the activity, focusing on why they were arrested, how they were treated while under arrest, and how they felt about the Bolsheviks taking away their basic freedoms.
- B | Create a 10-slide Powerpoint presentation illustrating Lenin's restrictions on basic human rights. A brief annotated bibliography (what is the source for the information and/or graphic and why is it credible) should be included.
- C | Answer one (or all) of the questions posed in the Wrap Up in one well-constructed 3-4 paragraph essay per response.

LONG-TERM ASSESSMENT

- A** | Direct students to any of these resources from virtual exhibits of the Museum on Communism. For each source, they could a.) write a brief response to what they learned; b.) make a short presentation about what they learned to the class; or c.) post a Facebook or Twitter comment about what they learned.
- Richard Pipes, *Russia Under Communism* (appropriate for advanced students)
<http://soviet.museumoncommunism.org/content/history-1>
 - Timeline of Russia Under Communism
<http://soviet.museumoncommunism.org/ussr/timeline>
 - Biography of Lenin
<http://soviet.museumoncommunism.org/ussr/bios/lenin>
 - Museum Launch Video (the first 40 seconds)
<http://museumoncommunism.org/videos/484>
- B** | The entire Romanov family died at the hands of Lenin and the Bolsheviks. Nicholas and Alexandra (<http://www.nicholasandalexandra.com/>) contains links to a wide variety of credible websites.
- C** | Show excerpts about the Bolshevik regime from the films *Dr. Zhivago* or *Nicholas and Alexandra*.

COMMUNISM'S CONTEMPORARY CONNECTIONS (C3)

Students could perform an online search to find an article about limitations on liberties in one or more of today's communist countries.

China **Cuba** **Laos** **North Korea** **Vietnam**

Good sources for such articles include:

<http://www.nytimes.com/>

<http://www.humanrightsfoundation.org/>

<http://www.bbc.co.uk>

Students could read the article and present the results of their search as either 1.) one paragraph summary; 2.) five slide Powerpoint presentation; or 3.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)

BACKGROUND ESSAY

EXTERMINATING HARMFUL INSECTS

Vladimir Lenin was born in 1870. By his early twenties, he was a devoted believer in the ideas of Karl Marx. By 1917, he was the leader of the Bolshevik (Communist) Revolution. By the time of his death in 1924, he was known as the Father of the Soviet Union. Lenin created the Soviet totalitarian system by eliminating basic freedoms, executing his enemies, and promoting global revolution.

Karl Marx had denied the right to private property and called religion “the opiate of the people.” Lenin, too, was an atheist. As a teenager, he removed a cross from around his neck and “tossed it in the rubbish bin.” As an adult and leader of Bolshevik Russia, Lenin stated, “We do not believe in God.”

Lenin and the Bolsheviks did not believe in rights that many others affirmed as natural rights. When they seized power in October 1917, the Bolsheviks began to abolish private property and restrict speech, assembly, and press. Religious belief and practice were also limited. By the end of 1917, restrictions of basic human rights were underway.

Many Russian people opposed this Bolshevik oppression and took up arms against them. From 1918-21, Russia found itself in a bloody and destructive civil war. Seven million men, women, and children perished. The Bolsheviks won the civil war, seized total power, and began to implement

their totalitarian dictatorship. The deaths and destruction had just begun.

Lenin created a secret police force, the Cheka, to eliminate those who opposed him. By 1920, the Cheka had carried out 50,000 executions. By 1923 over half a million people died as a result of execution, imprisonment, and forced relocation to labor camps.

Bolsheviks employed mass terror to remain in power. Lenin wrote countless directives ordering kulaks (wealthy peasants), priests, and other “harmful insects” to be hung or shot.

Martin Latsis, one of the first leaders of the Cheka, carried out these ruthless orders. Bolshevism was driven by class hatred, and Latsis affirmed that the Bolsheviks were in the process of exterminating full classes of human beings:

We are exterminating the bourgeoisie [middle class] as a class. In your investigations don't look for documents and pieces of evidence about what the defendant has done . . . The first question you should ask him is what class he comes from, what are his roots, his education, his training, and his occupation. These questions define the fate of the accused.

Like Marx, Lenin was committed to the goal of global communism, and launched the Com-

BACKGROUND ESSAY

munist International (Comintern) to achieve that goal. The Comintern was based in Moscow with branches throughout the world. In America, Lenin's supporters formed the American Communist Party in 1919. The world revolution was underway.

The first years of Bolshevik Russia under Lenin (1917-24), were more repressive than any of the centuries under the czars (Russian emperors). When death knocked on Lenin's door in 1924, his chosen successor, Joseph Stalin, was ready to succeed him.

THINK ABOUT IT

1. What is the historical significance of Vladimir Lenin?
2. What were Lenin's goals when he seized power in Russia?
3. What types of people did Lenin want to eliminate?
4. How did Lenin work to make communism international?
5. Briefly describe a society in which private property is abolished and freedoms such as press, religion, and speech are limited by the government.
6. Lenin referred to his opponents as "harmful insects" and his associate, Latsis, talked about "exterminating" people. What does this language reveal about the attitudes of Lenin and Latsis towards others?

PSA: Lenin

DIRECTIONS:

Choose any one of the following quotes of Vladimir Lenin. Rephrase the statement in your own words and then answer the question below. Use the Vocab App on the back to help you understand the text.

1. The great significance of the proletariat's struggle for equality . . . will be clear if we correctly interpret it as meaning the abolition of classes.
2. The dictatorship of the proletariat. . . cannot result merely in expansion of democracy. . . the dictatorship of the proletariat imposes a series of restrictions on the freedom of the oppressors, the exploiters, the capitalists.
3. We must display determination, endurance, firmness, and unanimity. We must stop at nothing. Everybody and everything must be used to save the rule of the workers and peasants, to save communism.
4. When one makes a Revolution, one cannot mark time; one must always go forward — or go back. He who now talks about the 'freedom of the press' goes backward, and halts our headlong course towards Socialism.
5. It is true that liberty is precious; so precious that it must be carefully rationed.

QUOTE PARAPHRASE

On a scale of 1-5 (with 1 being low and 5 being high), how much did Lenin value freedom?
Explain your response. How much do you value freedom? Explain your response.

VOCAB APP

proletariat:	someone who works to produce goods and services
capitalist:	someone who controls the production of goods and services
communism:	a political belief in a classless society based upon the abolition of private property
socialism:	an economic belief in extensive but democratic government control of the economy
rationed:	distributed on a limited basis



“Criminal” Character Cards

DIRECTIONS:

Duplicate and distribute one card to each student. These characters are not real people, but are based upon composite experiences of individuals in pre-Bolshevik Russia.



ANATOLY OVECHKIN

I am Anatoly Ovechkin, a wealthy peasant from the city of Yekaterinburg. My father was also a kulak (another name for wealthy peasant.) We have been wheat farmers for several generations and own several hundred acres. We have prospered under the rule of the czars. I have a comfortable home in the countryside. I received a basic education in the village school, but my real education has taken place in the countryside, where I have learned how to nurture my plants to make the land most productive. The country would not survive without my wheat, and I would not survive without my land.



BORIS MALKIN

I am known as Father Boris Malkin, a member of the clergy of the Russian Orthodox church. I grew up in a small village outside of Moscow, but the village teacher believed that I had great potential. Through the assistance of several wealthy community members, I was able to go to school and eventually studied theology at one of Russia’s great universities. I now work here in Moscow where I minister to both the poor and the wealthy. I feel badly for the poor, and encourage the wealthy to be generous in their charity. Obviously, belief in God is central to my life, just as religion has been central to the life of Russia for centuries.



FYODOR SEMIN

My workers call me Mr. Semin, but you may call me by my nickname, Fedya. I live in Minsk, where I own a factory which manufactures farm equipment. It has not been an easy life for me, but I have worked hard and prospered. I currently employ over 100 people, so you can see that I am making a great contribution to Mother Russia. Some of my workers refer to me as “a member of the bourgeoisie” and say that I am taking advantage of them. Taking advantage?! I am giving them jobs and wages—what more could they ask for? Russia will never become a great nation until she becomes more industrialized. I am helping the country to move along that path.



SERGEI VARLAMOV

Sergei Varlamov is my name, and I am currently in my third year of studies here at the university in Tsaritsyn. As a student of political science, I had the opportunity to read the works of the great German historian, Karl Marx, and I think I agree with much of what he says. The people in my home village suffered a great deal at the hands of their landlords, and the people here in the cities suffer a great deal at the hands of the factory owners. Marx calls those who suffer the proletariat and those who make them suffer, the bourgeoisie. I sometimes have trouble understanding what Marx is trying to say, but I do know that only drastic action will improve the lives of many in Russia.



EKATERINA ROMANOVA

I am Countess Ekaterina Romanova, a distant cousin of the ruling family. Growing up in St. Petersburg, I was educated by private tutors. I had a special talent for painting, so my family sent me to Italy and France to learn more about great art. As a child, I always felt close to the children of the kulaks and peasants on my father's great estate. That is why it is so hard for me to understand why so many people in Russia seem so unhappy today. I know that the world is changing, but does it have to change so quickly? And I pray every day for the Czar, his wife, and his five children. Without Cousin Nicki ruling Russia, what will become of us?



YURI KOZLOV

I am Colonel Yuri Kozlov and was born in the city of Rostov. However, I have not lived there since I was a teenager, for I joined the Imperial Army at the age of 16. I travelled around the empire, from the Black Sea to the Arctic Ocean, in the service of the Czar. My family comes from a people known as the Cossacks, and for generations we have served in the Russian military. My loyalty has been to the Czar, and so I found myself on the losing side of our Civil War. I do not like the Bolsheviks, I do not like how they are trying to change my beloved Russia, and I do not like how they treat those who disagree with them.

Which Harmful Insects Will We Eliminate?

DIRECTIONS:

Fill in the appropriate boxes for your character. Then, introduce yourself to your group members (using expressive language and accents, if you like). As the other group members introduce themselves, take notes in the appropriate spaces.

Name	Occupation	Class	Family Background	Education and Training
Anatoly Ovechkin				
Boris Malkin				
Fyodor Semin				
Sergei Varlamov				
Ekaterina Romanova				
Yuri Kozlov				

Stalin

and the Soviet Union



OVERVIEW

Joseph Stalin (1879-1953), the leader of the Soviet Union from the mid-1920s until his death in 1953, employed terror, repression, and execution to maintain his control over the Soviet people. Famine, the worst of which occurred in Ukraine, and executions within the Gulag forced-labor camps resulted in the deaths of millions of people. His purges in the 1930s decimated the political and military leadership of the country, making the Soviet Union ill-prepared for the Nazi invasion in World War II. His cruelty was staggering, and his victims numbered tens of millions of Soviet people. In addition, he led a global campaign to “socialize” the world which resulted in the deaths of countless millions world wide.

OBJECTIVES

Students will:

- analyze documents to determine the impact of Stalin’s view of individuality
- examine and explain the causes and effects of the Ukrainian famine and the Gulag system
- empathize with the victims of the Gulag
- assess Stalin’s impact

STANDARDS:

- NCHS World History
Era 8: 2C, 4B, 5A; Era 9: 1B
- NCHS US History Era 9: 2A

ESSENTIAL QUESTION:

How and why did Stalin limit individual liberty in the Soviet Union?

MATERIALS

- Teacher Resource: Poster
- Background Essay: They Will Shoot You Like a Dog
- Student Handout A: PSA: Early “Photoshop”
- Student Handout B: If the government. . .
- Student Handout C: A Letter to Our Leaders
- Answer Key (in back of book)

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Duplicate and distribute several copies of **Teacher Resource: Propaganda Poster**.
- B** | Ask students the following questions and accept all thoughtful answers:
 - How would you describe Stalin's facial expressions? What type of a person does he seem to be?
 - Describe the people in the poster. What do their facial expressions say about their attitude towards Stalin?
 - What is the overall mood or feeling of the poster? Based upon this image, would you want to spend time with Stalin?
- C** | Have students read **Background Essay: They Will Shoot You Like a Dog** and answer (or think about) the questions which follow the essay. (See the **Answer Key** for suggested responses.)

PSA (Primary Source Activity) [10 minutes]

- A** | Briefly review the **Background Essay** to clarify any terms, concepts, or ideas. Discuss the difference between the image of Stalin derived from the poster with the image of Stalin derived from the **Essay**.
- B** | Distribute copies of **Student Handout A: PSA: Early "Photoshop"** and give students about 3 minutes, working in pairs, to discuss the possible reasons for the differences between the two photos. Help students to understand that, just as Yezhov was purged (eliminated) from the photo, so too were millions of people purged from Soviet society because they threatened Stalin's totalitarian regime.

ACTIVITY A [15 minutes]

- A** | Remind students that people were purged in a variety of ways, including everything from outright execution to starvation as a result of government policies. Nowhere was there more death from famine than in Ukraine.
- B** | Distribute **Student Handout B: If the government...** Give students 5-10 minutes to complete the chart and encourage them to share their responses.
- C** | As a large group, ask students to share their thoughts and their actions. Ask students **why** they might feel and act as they predicted. Suggested responses might include: *it's not fair; the government is acting unjustly; I have a right to food and property; they can't change rules after they've been passed; I have a right to freedom of speech; the government is not treating me as an individual; etc.*

ACTIVITY B [15 minutes]

- A** | Review with students the reasons for the Stalinist show trials as well as the conditions in the Gulag camps. Distribute **Student Handout C: A Letter to Our Leaders**.
- B** | The entire class can participate in this activity in one of two ways: Option 1: Ask for 6 volunteers, give them the text the day before, and have them take turns reading each line. Option 2: In a round-robin format, each student reads a separate line. Encourage all readers to convey the appropriate emotion as they read.

WRAP-UP [15 minutes]

Ask students the following questions and accept all thoughtful responses

- 1** | Stalin said that “Death solves all problems.” What problems did his action in Ukraine and in the Gulag “solve”? What problems did these actions create?
- 2** | Why did Stalin limit individual liberty in the Soviet Union?
- 3** | What would prevent someone like Stalin from coming to power in the United States?
- 4** | How would you compare and contrast your view of the worth of individuals with that of Stalin?

IMMEDIATE ASSESSMENT

- A** | One half of the class will write a letter to Stalin as if they are either victims of the Ukrainian famine or prisoners in the Gulag. The other half of the class will write Stalin’s response to such a letter. When the assignment is due, exchange letters and discuss your reactions.
- B** | Search a credible on-line news source (e.g., *the New York Times*, *the Wall Street Journal*, *the Washington Post*) to find an article about limitations on the rights of expression, press, assembly, or the right to a fair trial in contemporary Russia. The article should be accompanied by a brief comparison of the current restrictions with those imposed during Stalinist Russia.
- C** | Answer one (or all) of the questions posed in the Wrap Up in one well-constructed 3-4 paragraph essay per response.

LONG-TERM ASSESSMENT

- A** | Direct students to any of these resources from the virtual exhibits of the Museum on Communism. For each source, they could a.) write a brief response to what they learned; b.) make a short presentation about what they learned to the class; c.) post a Facebook or Twitter comment about what they learned.
- Richard Pipes, *Russia Under Communism*
(appropriate for advanced students)
<http://soviet.museumoncommunism.org/content/history-1>
 - Timeline of the Soviet Union Under Communism
<http://soviet.museumoncommunism.org/ussr/timeline>
 - Biography of Stalin
<http://soviet.museumoncommunism.org/ussr/bios/stalin>
 - The Great Terror at 40
http://www.museumoncommunism.org/features/great_terror
- B** | Students could create a 10-slide Powerpoint presentation illustrating any one of the following:
- The Ukrainian genocide of 1933
 - The show trials of the 1930s
 - Life in the Gulag
 - *One Day in the Life of Ivan Denisovich*
- A brief annotated bibliography (what is the source for the information and/or graphic and why is it credible) should be included.

COMMUNISM'S CONTEMPORARY CONNECTIONS (C3)

Students could perform an on-line search to find an article about limitations on liberties in one or more of today's communist countries.

China

Cuba

Laos

North Korea

Vietnam

Good sources for such articles include:

<http://www.nytimes.com/>

<http://www.humanrightsfoundation.org/>

<http://www.bbc.co.uk>

Students could read the article and present the results of their search as either 1.) one paragraph summary; 2.) five slide Powerpoint presentation; or 3.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)



“Great Stalin: Banner of Friendship from the People of the USSR”

SOURCE:

<http://www.designsdelight.com/wp-content/uploads/2008/11/poster-stalin.jpg>

BACKGROUND ESSAY

THEY WILL SHOOT YOU LIKE A DOG

Joseph Stalin (1879-1953) succeeded Vladimir Lenin as the leader of the Soviet Union. He ruled the Soviet Union with an iron fist for nearly thirty years. Executions, purges, imprisonment, famine, forced relocation, and other methods helped Stalin to stay in power. No government in history, with the exception of Communist China, caused the death of so many of its citizens.

“Death solves all problems,” said Stalin. “No man, no problem.” Stalin was an efficient problem-solver. Experts estimate that tens of millions of people died as a result of his actions in Ukraine; the trials and executions of 1936-1938; and the Gulag, a system of forced labor camps.

Stalin believed in the abolition of private property. Throughout the Soviet Union, he seized agricultural land owned by individuals. Then, he turned these properties into collective (group) farms. Stalin believed that collectivization would improve the nation’s overall productivity.

This policy was widely opposed throughout the Soviet Union. Ukraine was a rich agricultural part of the Soviet Union. Many resisted Stalin’s collectivization. In retaliation, Stalin increased the quota (required amount) of grain to be produced by 44%. Individuals could only receive grain after the government quota had been met. Ukrainians would have to work harder but would receive less for their efforts. Most of their crops would be sent elsewhere.

Stalin feared Ukrainian opposition both to himself and his policies. He fully supported actions leading to genocide (the elimination of a race or ethnic group.) From 1932-1933, millions of Ukrainians died as a result of the famine Stalin created. Entire communities starved to death. Individuals were imprisoned or executed for taking even a handful of grain from the government warehouses. Soviet officials stopped starving people from travelling to areas where food was available.

Some Ukrainian and other ethnic opposition leaders were sent to the Gulag. This was a system of forced labor camps throughout Russia. Many of them were located in Siberia. There, the harsh climate and the sadistic treatment of the prisoners resulted in millions of deaths. Political dissidents as well as common criminals made up the work force. They built railroads, dams, and hydroelectric plants. They dug for coal, gold, and salt. A prisoner remembered that the guards would “shoot them like dogs” if they challenged their captors.

In 1931, Stalin was asked how long he was going to go on killing people. “As long as necessary,” he responded. In the mid-1930s, Stalin began a national campaign to eliminate all opposition to his policies. People could not speak out against his policies for fear of arrest and death. Those who did were arrested and sent to the Gulag.

The years from 1936-1938 are known as the

BACKGROUND ESSAY

“Great Terror.” Stalin wanted to purge (eliminate) anyone who might challenge him, even former colleagues and advisors. Informants reported, evidence was manufactured, and show trials were held. Confessions were obtained through the use of torture and intimidation. All classes of society were subject to Stalin’s excesses. Like thousands of others, a theater director reported, “I incriminated myself in the hope that by telling them lies I could end the ordeal.”

By late 1938, opposition to Stalin had been eliminated or silenced. Stalin now turned his attention to international events.

In August 1939, he and Adolf Hitler agreed that their countries would never invade each other. With this guarantee, Hitler invaded Poland one week later, precipitating the start of WWII. In June 1941, Hitler betrayed Stalin and sent his armies into the Soviet Union.

Because Stalin had ordered the execution of many military leaders during the Great Terror,

the Soviet Union struggled to mount an effective defense and lost an estimated 20-30 million men during the war. Stalin was forced to look to the United States and to Great Britain to help him defeat the Nazis.

Stalin believed that “Whoever occupies the territory also imposes on it his own social system as far as his military can reach.” By the late 1940s, Stalin forcibly extended Soviet communism throughout Eastern and Central Europe. He did not honor his promise to the Allies to allow free elections throughout Eastern Europe. Instead, Stalin and his men installed puppet governments controlled by the Soviet Union. The communists seized property. They controlled the media. They suppressed religion.

Stalin’s actions presented a real threat to Western Europe and the United States. By the time of Stalin’s death in 1953, the Cold War was raging. It would last for another 36 years.

THINK ABOUT IT

1. How many people died as a result of Stalin’s policies?
2. How did collectivization lead to genocide in Ukraine?
3. Describe life in the Gulag.
4. What was the Great Terror?
5. In your opinion, why did the Ukrainian people oppose collectivization?
6. What basic human rights were violated as Stalin purged his enemies?
7. How did Stalin extend communism throughout Europe?

PSA: Early “Photoshop”



This photo was taken in mid-1938, when Nikolai Yezhov (right) was a trusted advisor of Joseph Stalin. Stalin grew to fear Yezhov's influence and ordered him imprisoned and ultimately executed in 1940.



This version of the photograph was published sometime after 1940.

If the government. . .

DIRECTIONS:

Imagine that the government of the United States has been taken over by a dictator. Complete the chart below, predicting your thoughts and actions.

If the government ...	What Would You Think?	What Would You Do?	What Might Prevent Your Action?
prevented the delivery of food and other products to your town			
seized all products from all stores (including grocery stores)			
refused to allow companies to buy from each other			
required that your parents immediately pay all money they owe			
deported all immigrants, both legal and illegal			
imprisoned anyone who spoke out against these actions			

A Letter to Our Leaders

DIRECTIONS:

This activity is based upon an actual letter written in 1926 to the highest officials of the Soviet Union. The letter was written by 3 prisoners from the Solovetsky (Solovki) forced labor camp. Read your assigned section (or listen to the other readers), thinking about why these people were imprisoned and how they were treated. On this sheet, circle the 4–5 statements which are most memorable to you

1. We appeal to you, asking you to pay a minimum of attention to our request.
2. We are prisoners who are returning from the Solovki concentration camp because of our poor health.
3. We went to the camps full of energy and good health, and now we are returning as invalids, broken and crippled emotionally and physically.
4. We are asking you to draw your attention to your Solovki concentration camp in Kemi and in all other sections of the concentration camps.
5. It is difficult for a human being even to imagine such terror, tyranny, violence, and lawlessness.
6. When we went there, we could not conceive of such a horror, and now we, crippled ourselves, together with several thousands who are still there, appeal to the ruling center of the Soviet state to curb the terror that reigns there.
7. The Security Police, without oversight and due process, sends workers and peasants there who are, by and large, innocent.
8. People die like flies. They die a slow and painful death.
9. This torment and suffering is placed only on workers who were unfortunate to find themselves in the period of hunger and destruction accompanying the events of the Revolution.
10. They committed crimes only to save themselves and their families from death by starvation and they have been punished for these crimes.
11. Now because of their past, for whose crime they have already paid, they are fired from their jobs.

- 12.** The penniless proletariat dies from hunger, cold, and back-breaking 14-16 hour days under the tyranny and lawlessness of other inmates who are the agents and collaborators of the Security Police.
- 13.** If you complain or write anything they will frame you for an attempted escape or for something else, and they will shoot you like a dog.
- 14.** They line us up naked and barefoot at 22 degrees below zero and keep us outside for up to an hour.
- 15.** It is possible, that you might think that it is our imagination, but we swear to you all, by everything that is sacred to us, that this is only one small part of the nightmarish truth.
- 16.** We repeat, and will repeat 100 times, that yes, indeed there are some guilty people, but the majority suffer innocently.
- 17.** The word law, according to the life of the concentration camps, does not exist.
- 18.** What does exist is only the autocratic power of petty tyrants—other prisoners serving time and working with our jailers—who have power over life and death.
- 19.** Everything described is the truth and we, ourselves, are close to the grave, after 3 years in Solovki, in Kemi, and other camps.
- 20.** We are asking you to improve the pathetic, tortured existence of those who are there, who suffer under the yoke of the Security Police's tyranny, violence, and complete lawlessness.

SOURCE:

Quotes are taken from Revelations from the Russian Archives: Letter to Bolshevik
(<http://www.loc.gov/exhibits/archives/d2presid.html>)

Mao and China



OVERVIEW

The year 1949 greatly increased already mushrooming fears about global communism. First, the Soviets detonated an atomic bomb, a successful test that few had anticipated would come quite so quickly. The other shock occurred in October when the world's most populous nation, China, became communist. Mao Zedong and the Red Army finally defeated Chiang Kai-Shek and the Nationalists, ending a civil war that had been waged off and on since the late 1920s. Mao's victory had a tremendous impact on the people of China as well as millions of others throughout Asia.

OBJECTIVES

Students will:

- analyze documents to determine Mao's understanding of individual liberty
- examine and explain the impact of the Great Leap Forward and the Great Proletarian Cultural Revolution (GPCR)
- empathize with the victims of Chinese collectivization
- assess the impact of collectivization and the Cultural Revolution on the Chinese people

STANDARDS:

- NCHS World History Era 9: 1B, 2D

ESSENTIAL QUESTION:

How and why did Mao Zedong eliminate individual liberty in China?

MATERIALS

- Background Essay: Parents May Love Me, But Not As Much As Chairman Mao
- Teacher Resource A: Quote Cards
- Teacher Resource B: Cultural Revolution Scenarios
- Answer Key (in back of book)
- Enough jellybeans for each student to receive 10

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Write/project this poem on the board. It was supposedly written by a 22-year-old soldier, Lei Feng, who died in the line of duty in 1962. Lei's diary and poetry were used to support Maoist policies.

Like spring, I treat my comrades warmly.

Like summer, I am full of ardor for revolutionary work.

I eliminate my individualism as an autumn gale sweeps away fallen leaves.

And to the class enemy, I am cruel and ruthless like harsh winter.

- B** | Ask students the following questions and accept all thoughtful answers:
- What is the author's attitude towards his friends? The revolution? Those who oppose him?
 - Under what circumstances would you "eliminate your individualism"? Why?
- C** | Have students read **Background Essay: Parents May Love Me, But Not As Much As Chairman Mao** and answer (or think about) the questions which follow the essay. (See the **Answer Key** for suggested responses.)

PSA (Primary Source Activity) [10 minutes]

- A** | Prior to class, post **Teacher Resource A: Quote Cards**. Under each of these quotes from Chairman Mao Zedong, post a sheet of blank poster paper.
- B** | Distribute ten small candies (e.g., M & M, jellybean, etc.) to each student. Let them know that, after the completion of the PSA, they will each receive an additional five jellybeans.
- C** | Briefly review the **Background Essay** to clarify any terms, concepts or ideas.
- D** | Have students circulate around the room, reading the various quotations from Chairman Mao. After reading each quote, they should sign their initials on the poster paper and write a one sentence response to the quote.
- E** | After most students have read 5-6 quotes, reconvene as an entire class and discuss some of their responses.

ACTIVITY A *[10 minutes]*

- A** | Tell students that you were mistaken—you have no more jellybeans to distribute. Instead, you will redistribute the remaining candies (assuming that some of the students have already eaten theirs.) Collect all the candies from all the students; tell them that you are keeping 30 for yourself; and then redistribute so that each student has approximately the same number of candies. If you run out of candies, some students won't receive any.
- B** | Ask students the following questions and accept all thoughtful responses:
- How many of you ate all or most of the first ten candies you received? Why? Why not?
 - How did you feel when the candies were taken and redistributed? Why?
 - If you knew that your jellybeans would be taken from you again, what would you do and why?
 - How would you feel if other property—your MP3 player, your phone, your computer—were taken from you by the government and given to others?
- C** | Help students to appreciate that this collectivization of property is what happened during the Great Leap Forward.

ACTIVITY B *[20 minutes]*

- A** | Review with students the events of the Great Proletarian Cultural Revolution. Explain that they will role-play some scenarios (based on historical situations) from the GPCR.
- B** | Divide students into groups of 3-4 and give each group one of the scenarios from **Teacher Resource B: Cultural Revolution Scenarios**. Give students a few minutes to prepare their skits. As each group presents, their classmates should take notes.

WRAP-UP [10 minutes]

Ask students the following questions and accept all thoughtful responses:

- 1 | Under what circumstances, if any, would you inform on your parents? Your teachers?
- 2 | Why did the young people of China initially support Mao?
- 3 | Would you ever volunteer to give up some of your freedom or your property? Under what circumstances?
- 4 | How would you feel if you were forced to give up some of your freedom or your property?

IMMEDIATE ASSESSMENT

- A | Give students a few minutes to write a 140 character “Tweet” summarizing one of the scenarios.
- B | Choose one of the Cultural Revolution scenarios and write your own version of the dialogue among the characters.
- C | Choose one of the Mao quotes and create a poster (hard copy or electronic) which illustrates the statement.
- D | Answer one (or all) of the questions posed in the Wrap Up in one well-constructed 3-4 paragraph essay per response.

LONG-TERM ASSESSMENT

- A | Direct students to any of these resources from the Virtual Museum on Communism. For each source, they could a.) write a brief response to what they learned; b.) make a short presentation about what they learned to the class; or c.) post a Facebook comment about what they learned.

John Tkacik, *China: An Unkind Century* (for advanced students)

<http://china.museumoncommunism.org/content/history>

John Tkacik, *Communism in China* (for advanced students)

<http://soviet.museumoncommunism.org/content/special-exhibit-1>

Timeline of China Under Communism

<http://china.museumoncommunism.org/china/timeline>

Biography of Mao

<http://china.museumoncommunism.org/china/bios/mao>

- B** | Students could read excerpts from one of these memoirs about Mao's China and write a 250 word response to the selections.
- Jung Chang, *Wild Swans: Three Daughters of China* (especially Chapters 14, 15, and 16). This work is appropriate for sophisticated readers.
 - Ji Li Jiang, *Red Scarf Girl* (especially pgs. 100-108; 199-202). This book would work well for students reading below grade level.
- C** | Students could visit the Laogai Research Foundation website (<http://www.laogai.org>) to learn more about China's system of forced labor prisons.
- D** | Students could create an anti-Mao propaganda poster modeled after actual posters from the Great Leap Forward or the Great Proletarian Cultural Revolution. An excellent on-line source for these posters is <http://chinese posters.net/gallery>.

COMMUNISM'S CONTEMPORARY CONNECTIONS (C³)

Students could perform an on-line search to find an article about limitations on individual liberties in one other of today's communist countries.

China **Cuba** **Laos** **North Korea** **Vietnam**

Good sources for such articles include:

<http://www.nytimes.com/>

<http://www.humanrightsfoundation.org/>

<http://www.bbc.co.uk>

Students could read the article and present the results of their search as either a.) one paragraph summary; b.) five slide Powerpoint presentation; or c.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)

BACKGROUND ESSAY

PARENTS MAY LOVE ME, BUT NOT AS MUCH AS CHAIRMAN MAO

Imagine being forced to turn your parents in to the police because they criticized the president. Imagine being denied a high school education. Imagine being taken from your family and being forced to work on a farm thousands of miles from home. Imagine that no matter how hard you worked, you would never earn more than someone who didn't work at all.

These are not just imaginary situations—all occurred in China during the rule of Mao Zedong. Under Mao (1893-1976), China became a communist nation. In 1949, Mao and his forces finally defeated his opposition after a conflict lasting twenty years. This victory had tremendous consequences for the Chinese people. An entire nation and its people were transformed. Basic liberties such as press, speech, and religion were denied. Private possessions were eliminated—from clothes and hygiene products to pots and pans. The group was more important than the individual.

Mao's government transformed society. 60-70 million people perished within the first four decades of communist China's existence. They died from purges, forced labor, and starvation. This tragedy happened primarily under Mao's Great Leap Forward (1959-1961) and the Great Proletarian Cultural Revolution (1966-1976).

A major goal of the Great Leap Forward was to increase agricultural production. Private lands were seized by the government and turned into collective (communal) farms. Peasants and wealthy landowners were forced to work on these farms. Individuals received only meager amounts of food for their efforts. Many people scavenged the fields during the day, looking for seeds, frogs, insects—anything to eat. The result was widespread famine. This famine was not caused by weather or natural disaster. This famine was a direct consequence of political decisions.

The Great Proletarian Cultural Revolution (GPCR) was a social, political, and economic movement. Its goal was to rejuvenate the revolutionary ideas of socialism. Private property, economic opportunity, and individual liberty were forcibly suppressed throughout China. Millions of people died. Millions more suffered terribly.

One of the specific goals of the GPCR was to eliminate the "Four Olds": old customs, old culture, old habits, and old ideas. Groups of high school and college students, known as the Red Guards, took this message to heart. They went throughout the country and destroyed ancient buildings and priceless antiques. They encouraged young people to publicly criticize their parents and teachers.

BACKGROUND ESSAY

They humiliated and sometimes executed wealthy peasants, landowners, and educated individuals.

Education came to almost a complete stop during the GPCR. Universities did not hold exams. Teachers and professors were sent into the fields to participate in “re-education” programs. Young people from the cities were forced to leave school to live in the country.

At the center of this upheaval was Mao Zedong. Parades and propaganda helped him to control society. A little red book, *Quotations from Chairman Mao*, was required reading for all. Elementary school students were taught to say, “Parents may love me, but not as much as Chairman Mao.”

Mao’s policy was based upon the writings of Karl Marx and Lenin. They believed that the

factory workers of the world would unite in violent revolution to overthrow factory owners. Mao applied these beliefs to the agrarian society of China. He encouraged landless peasants to take up arms against the landowners and elite of society.

Mao also supported the efforts of other revolutionary movements throughout Asia. Only one year after Mao came to power, North Korea invaded South Korea to try to make all of Korea communist. Communist movements in Vietnam and Cambodia received significant financial and military support from Mao.

China today has improved economically from the Mao years. However, the country is still not free politically. The leadership of the Communist Party is unchallenged. The government continues to restrict basic civil liberties. Mao’s legacy lives on.

THINK ABOUT IT

1. What were Mao’s two major initiatives? How successful were they?
2. Was collectivization successful? Why or why not?
3. How did the Red Guards try to eliminate the “Four Olds”?
4. If you had lived during the GPCR, would you have joined the Red Guards? Why or why not?
5. How did Mao’s view of communism differ from that of Marx and Lenin?
6. What long-term impact did Mao Zedong have on China and parts of Asia?
7. Why did Mao eliminate personal liberty to achieve his goals?

Quote Cards

DIRECTIONS:

Duplicate and post each of these quotes at various stations around the classroom. An alternative would be to place them on student desks or for the students to pass the quote cards around.




1. “People of the world, unite and defeat the U.S. aggressors and all their running dogs!”



2. “People of the world, be courageous, and dare to fight, defy difficulties and advance wave upon wave. Then the whole world will belong to the people.”



**3. “The individual is subordinate
to the organization.”**



**4. “A revolution is not a dinner
party, or writing an essay,
or painting a picture,
or doing embroidery.”**



**5. “Communism is not love.
Communism is a hammer we
use to crush the enemy.”**



6. “Political power grows out of the barrel of a gun.”



7. “All power to the Communists.”



8. “Never forget class struggle.”

Cultural Revolution Scenarios

DIRECTIONS:

Distribute one scenario to each group of 3-4 students. Allow them several minutes to prepare. They should draw upon their knowledge of the period and be dramatic in their presentations.

Gan Shunli is a university student. Two other students, Lee and Wong, try to persuade Gan to join the Red Guards. She isn't sure that she wants to join.

Ao Kuangman is a high school art teacher. Her principal and department chairman must explain to her why she has to leave her students and go work in the countryside on a farm.

Bai Furui is a high school freshman. Two Red Guards, Chang and Su, have arrested her mother and order Bai to report on her anti-communist activities. Her mother denies the charges, but Bai is fearful of the Red Guards.

Wei Fukang is a Buddhist monk. He tries to persuade several members of the People's Liberation Army not to burn the temple and monastery.

Liang Ruibin is a farmer whose family has owned land for several generations. Two Red Guards, Shin and Lu, order him to give up 98% of his land so that others may work on it.

Kim Il-Sung and North Korea



OVERVIEW

In June 1950, war erupted on the Korean peninsula. Ultimately, the country was divided into two: a communist state in the northern half and a free state in the southern half. South Korea struggled but put itself on the road to political and economic success, thanks in large part to the United States, which prevented its seizure by the communists in the Korean War. In contrast, North Korea became increasingly isolated from the rest of the world, first under Kim Il-Sung (who ruled from 1948-1994) and then under his son, Kim Jong-Il (1994-2011). The two Kims ruled North Korea—which calls itself the Democratic People’s Republic of Korea—for over 60 years, aided in large part by the intentional development of a cult of personality at the expense of freedom, prosperity, and individuality.

OBJECTIVES

Students will:

- distinguish between Kim Il-Sung and Kim Jong-Il
- assess North Korean attitudes towards their leaders
- compare and contrast how North Koreans honor their leaders with ways in which religions venerate their founders
- understand the impact of North Korea’s suppression of religious liberty

STANDARDS:

- NCHS World History Era 8: 1B
- NCHS US History Era 9: 2A

ESSENTIAL QUESTION:

How and why did belief in the Kim family supplant belief in religion?

MATERIALS

- Teacher Resource A: Korean Peninsula at Night
- Background Essay: Thank You, Father Kim Il-Sung
- Student Handout: PSA: Paying Their Respects
- Teacher Resource B: Refugee News Conference Quotes
- Answer Key (in back of book)

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Distribute to students **Teacher Resource A: Korean Peninsula at Night**. Ask them to hypothesize why the territory to the South is filled with light, while the territory to the North is almost completely dark. Suggested responses: *The land to the North is a desert; A natural disaster, like a hurricane, wiped out all the power-producing plants; The land is completely rural and agricultural; etc.* After a brief discussion, explain that they are looking at the Korean Peninsula, and should keep this image in mind as they read the essay. (A digital image of this photo can be found at <http://www.globalsecurity.org/military/world/dprk/dprk-dark.htm>)
- B** | Have students read **Background Essay: Thank You, Father Kim Il Sung** and answer (or think about) the questions which follow the essay. (See the **Answer Key** for suggested responses.)

PSA (Primary Source Activity) [10 minutes]

- A** | Briefly review the **Background Essay** to clarify any terms, concepts, or ideas. Ask students what reasons they would now offer for the contrasts in the satellite image.
- B** | Duplicate and distribute several copies of **Student Handout: PSA: Paying Their Respects**. (On-line version can be found here: http://en.wikipedia.org/wiki/File:Paying_Their_Respects.jpg)
- C** | Give students 3 minutes to discuss what the statue reveals about the attitude of the North Koreans towards their leader, Kim Il-Sung. Suggested responses: *He is larger than life; He is so much bigger and more important than the people; He is like a god.* Explain to the students that, in North Korea, the religion of communism has replaced all other religions.

ACTIVITY [25 minutes]

- A** | Draw/project a T-chart on the board. In the left column, have students list the elements they commonly associate with religion. Suggested responses: *gods, churches or temples, saints or holy people, scriptures, liturgies or ceremonies, rules or commandments, etc.* In the right column, have them note how each of those elements exists in the “religion” of North Korea. Suggested responses: *huge statues of Kim, institutes for study, juche, Arirang festival, ceremonial cleaning of Kim’s photos, etc.*

- B** | Duplicate and distribute to students one quote each from the **Teacher Resource B: Refugee News Conference Quotes**. Give them a minute or two to read their quote and to think about its significance. Help students to compare and contrast North Korean attitudes towards traditional religion and their attitudes towards their communist leaders.
- C** | Explain to students that they will participate in a mock news conference, both as one of the panel members (all refugees from North Korea) and as a reporter. Call students, in groups of 5-6, to sit at the front of the classroom. Each student should read his/her quote to the class. The other students should a.) ask questions of the panel members and b.) take notes about their responses. Continue this process until each student has had the opportunity to serve on the panel.

WRAP-UP *[15 minutes]*

Ask students the following questions and accept all thoughtful responses.

- 1** | Which of the refugees' statements affected you the most? Why?
- 2** | How do North Korean leaders suppress religion? Why?
- 3** | How does a "cult of personality" limit individual liberty?
- 4** | Are there any personality cults in the United States today? What impact, if any, do they have on individual liberty?

IMMEDIATE ASSESSMENT

- A** | Write a newspaper article about the press conference, including as many quotes and specific references as possible.
- B** | Read and respond to an article about current events and issues in North Korea.
- C** | Answer one (or all) of the questions posed in the Wrap Up in one well-constructed 3-4 paragraph essay per response.

LONG-TERM ASSESSMENT

- A** | Students could follow current events in North Korea for several weeks and create a Powerpoint presentation illustrating these events.
- B** | Students could research and present to the class a report about the 1995-1998 famine in North Korea.
- C** | Students could research why the Korean War is sometimes referred to as the "Forgotten War."

COMMUNISM'S CONTEMPORARY CONNECTIONS (C³)

Students could perform an on-line search to find an article about cults of personality in one or more of today's other communist countries.

China

Cuba

Laos

North Korea

Vietnam

Good sources for such articles include:

<http://www.nytimes.com/>

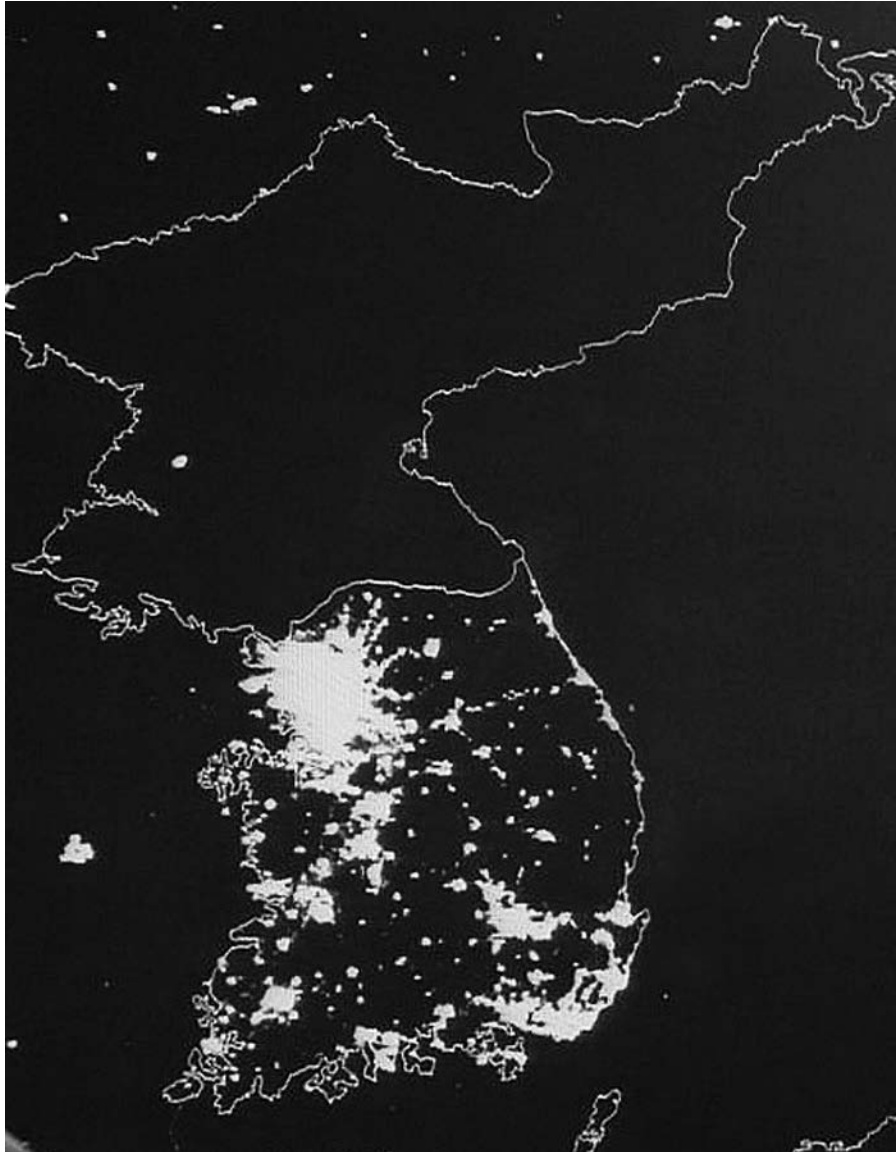
<http://www.humanrightsfoundation.org/>

<http://www.bbc.co.uk>

Students could read the article and present the results of their search as either a.) one paragraph summary; b.) five slide Powerpoint presentation; or c.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)

Korean Peninsula at Night



BACKGROUND ESSAY

THANK YOU, FATHER KIM IL-SUNG

Following World War II, the Korean peninsula was divided into two countries: a democratic republic in the South and a communist dictatorship in the North. The totalitarian regime in the North began under Kim Il-Sung (who ruled from 1948-1994) and was continued by his son, Kim Jong-Il (1994-2011). The two Kims ruled North Korea for over 60 years.

Two years after coming to power, Kim Il-Sung sent North Korean forces across the 38th Parallel, the dividing line between North and South Korea. This invasion launched the Korean War (June 1950-July 1953.) Fearful of the spread of communism, the United Nations, led by the United States, supported the forces of South Korea. Nearly 36,000 American soldiers and over 58,000 South Korean soldiers died fighting the forces of Kim Il-Sung and his Chinese ally, Mao Zedong. Civilian casualties numbered in the millions. When hostilities ended, the country remained divided by the 38th Parallel, and Kim remained the leader of North Korea.

North Korea's leaders have elevated themselves to god-like status. They demand near-worship from the North Korean people. There are over 500 statues of Kim Il-Sung throughout North Korea. Newlyweds traditionally go to the nearest statue to lay flowers at his feet. His picture hangs in every household. Families can be fined for not taking good care of his photo. Although he died in 1994, Kim Il-Sung is known as the "Eternal Leader" of North Korea.

Every North Korean attends weekly class at the local Kim Il-Sung Institute of Revolutionary Ideas to study *juche*. This philosophy emphasizes national self-reliance and pride. Compared to the worth of the entire nation, the individual has little value.

Juche dominates the annual Arirang spectacle. In a series of performances in a huge stadium, as many as 20,000 individuals flip colored cards to create gigantic images: the North Korean flag; farmers at work; a portrait of Kim Jong-Il. The individual cards disappear as the awe-inspiring national images appear.

The birthdays of North Korea's "Dear Leader" (Kim Jong-Il) and "Beloved Leader" (Kim Il-Sung) are days of celebration. Each February, the birthday of Kim Jong-Il is a national holiday. Parades, floats, and songs all glorify him. One of the floats includes a double rainbow and star. This represents the belief that a double rainbow and new star appeared in the sky at the moment of Kim's birth. Many North Koreans reportedly believe that Kim Jong-Il could control the weather.

Both Kims worked hard to appear as saviors of the Korean people. This strong focus on an individual as the complete embodiment of a nation's values and ideals is known as a cult of personality. The Koreans completely identify the Kims with the North Korean communist way of life. They have created a cult of personality.

BACKGROUND ESSAY

Children in North Korea are taught that the Kims are “perfect” human beings who will create a paradise in North Korea. When something good happens, people say, “Thank you, Father Kim Il-Sung.”

The North Korean people are taught to be devoted to their leaders. This loyalty is reflected in the lyrics to a popular patriotic song, *No Motherland Without You*.

*You pushed away the severe storm.
You made us believe, Comrade Kim Jong-Il.
We cannot live without you.
Our country cannot exist without you!
Our future and hope depend on you.
People's fate depends on you, Comrade Kim Jong-Il!
We cannot live without you.
Our country cannot exist without you!*

Any challenge to the leadership is considered a challenge to the North Korean way of life. Organized religion has been abolished. Freedom of expression does not exist. Political prisoners and their families are sent to Camp 22, a North Korean concentration camp currently holding over 50,000 people.

Huge sums of money are devoted to maintaining the cult of personality while the nation suffers. From 1995-98, 2-3 million died as a result of a national famine. Cycles of flooding and drought contributed to this tragedy. The inefficient policies of the state-controlled economy laid the foundation for this disaster.

Kim Jong-Il died in December, 2011. His son, Kim Jong-Un, succeeded his father. He is known as the “Great Successor.”

THINK ABOUT IT

1. Who are the only leaders who have ever ruled communist North Korea? What years did they govern? What are their nicknames?
2. Why did the United States support South Korea during the Korean War?
3. According to the philosophy of *juche*, which is more important, the individual or the group?
4. What is a cult of personality?
5. How does the North Korean government treat people who disagree with any of its policies?
6. How does the North Korean government violate individual freedom of religion?

PSA: Paying Their Respects



Mansudae Grand Monument; Pyongyang, DPRK (North Korea)

Photographer: John Pavelka

Refugee News Conference Quotes

DIRECTIONS:

Duplicate, separate, and distribute one quote per student.

- 1.** In North Korea, you can get away with murder if you have good connections. However, if you get caught carrying the Bible, there is no way to save your life.
- 2.** At the Institute, the history of Kim Il-Sung's life is displayed on walls with his picture. They use chapter and verses like the Christian Bibles.
- 3.** Everyone must wear the Kim Il-Sung badge on their chest. Otherwise, that person is a political offender.
- 4.** My relative brought a Bible from China and gave it to some close friends, but the police heard about it. His entire family was taken to the prison camp.
- 5.** Most people who are Christians are sent to the prison camp to serve sentences of between four years and life.
- 6.** When I was young, I used to wear my best dress and bow my head in prayer before the portraits of our leaders on national holidays. Even though nobody is watching you, your family members force you to do that. It's like your religion.
- 7.** When I was a child, I was taught that Kim Jong-Il was a god of the sun, so I thought he really was a sun.
- 8.** Although there is freedom of religion supposedly guaranteed by law, in reality it is considered as a threat to the system.
- 9.** Many people believe that Kim Sung-Il is a god. A real God cannot replace him.
- 10.** When people experience miraculous happenings, like coming first in a race or not getting hurt from a fall, we say "Thanks to General Kim Il-Sung and Kim Jong-Il."

- 11.** If we hang our family picture on the wall, the officials order us to take it down. We can't hang anything bigger than Kim Jong-Il's portrait.
- 12.** Religion is a poison that can be spread to other people.
- 13.** It is compulsory to attend the Institute at least once a week. We study the life and virtues of Kim Il-Sung and Kim Jong-Il.
- 14.** We are required to worship Kim Il-Sung, the Great Leader who saved us from death and freed us from slavery.
- 15.** If a fire breaks out somewhere, people show their loyalty by running into the burning building to save the portraits.
- 16.** Worshipping God makes one a political criminal.
- 17.** Some Buddhist temples still exist, but they are nothing more than historical remains.

SOURCE:

Quotes are paraphrases of testimony given to the United States Commission on International Religious Freedom.
<http://www.uscirf.gov/sites/default/files/APrisonWithoutBars-FINAL.pdf>

Pol Pot and Cambodia



OVERVIEW

In 1975, Cambodia fell under the leadership of Pol Pot and his Khmer Rouge. What Cambodia soon experienced under communism was horrific, with the violent death of a huge percentage of the population, perhaps as much as 25% of the people. The Cambodian “killing fields” have become synonymous with genocide, brutality, and inhumanity.

OBJECTIVES

Students will:

- analyze documents to determine the extent of the Cambodian genocide
- compare Adolf Hitler with Pol Pot
- understand the methods used by Pol Pot to bring about political and social change
- empathize with the victims of Cambodian genocide
- assess the role of violence in bringing about social and political change

STANDARDS:

- NCHS World History Era: 9: 2d

ESSENTIAL QUESTION:

To what extent does political and social change justify violence?

MATERIALS

- Student Handout A: Adolf Hitler and Pol Pot
- Background Essay: To Keep You Is No Benefit, To Destroy You Is No Loss
- Teacher Resource A: PSA: Victims of Pol Pot
- Student Handout B: War Crimes Trial
- Answer Key (in back of book)

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Distribute **Student Handout A: Adolf Hitler and Pol Pot**. Ask students to work with a partner to complete as much as possible of the section about Hitler. Student prior knowledge will vary, so allow time to review and/or provide the correct answers. (*Country: Germany and Poland; Time period: 1933-1945; Number of people killed: 6 million Jews, approximately 66% of the entire European Jewish population, as well as 3-5 million other people; Types of people killed: Jews, Romani (Gypsies), homosexuals, the disabled, Russian prisoners of war, Slavic peoples; site of killings: extermination camps such as Dachau, Auschwitz, and Treblinka as well as prisoner of war camps; Political philosophy: National Socialism/Fascism/Nazism.*)
- B** | Ask students the following questions:
 - What else do they know about Adolf Hitler?
 - What do they know about Pol Pot?
- C** | Have students read the **Background Essay: To Keep You Is No Benefit, To Destroy You Is No Loss** and answer (or think about) the questions which follow the essay. (See the **Answer Key** for suggested responses.) They should also complete the right-hand second column on **Student Handout A**.

PSA (Primary Source Activity) [10 minutes]

- A** | Briefly review the **Background Essay** to clarify any terms, concepts, or ideas.
- B** | Review the second column of **Student Handout A** and provide correct answers (*Country: Cambodia; Time period: 1975-1979; Number of people killed: 2 million people, 20-25% of the Cambodian population; Types of people killed: Buddhists, Christians, Muslims, Vietnamese, Thais, Laotians, educated professionals; Site of killings: 196 prisons such as Choeung Ek, Tuol Sleng, S-21; Political philosophy: Communism.*)
- C** | Ask students the following questions and accept all thoughtful answers:
 - Were you surprised at the extent of the violence committed by Pol Pot and the Khmer Rouge?
 - Why did the Communists resort to such violence to achieve their goals?
- D** | Duplicate and distribute several copies of Teacher Resource A: PSA: Victims of Pol Pot.) Ask students for their comments and reactions.

ACTIVITY *[30 minutes]*

- A** | Explain to the class that they will participate in a scripted drama about the victims of Pol Pot and the Khmer Rouge. Distribute **Student Handout B: War Crimes Trial** and assign roles. Arrange the classroom like a courtroom and begin the activity. Encourage the students to read their parts dramatically (Note: Some students/classes may prefer to follow the script as written while others might appreciate the opportunity to extemporize.)
- B** | Lead the jury deliberation about guilt/innocence or, if the Presiding Judge has the ability, have him/her lead the discussion.

WRAP-UP *[10 minutes]*

- 1** | Ask the characters in the drama how they felt about the person they were portraying.
- 2** | Ask the members of the jury why they voted as they did.
- 3** | Ask students if political or social change justifies violent methods to bring about that change. Would some types of change justify violence and others would not? Is some type of violence justified and others not?

IMMEDIATE ASSESSMENT

- A** | Write a detailed closing argument for the prosecution, summarizing the reasons why Mr. Kaing should be convicted.
- B** | Illustrate the courtroom scenes.
- C** | Answer Question C (from the Wrap-Up) in a thoughtful and well-constructed essay.
- D** | Use the statements of any one of the prosecution witnesses as a prompt for writing a short story or poem about that individual's experience under the Khmer Rouge.

LONG-TERM ASSESSMENT

- A** | Students could research the life of Dith Prang — a Cambodian who helped to bring the Cambodian genocide to the world’s attention — and share the results of their research in a Powerpoint presentation.
- B** | Students could view (at home) the film, “The Killing Fields,” and write a 250 word response. (The film is rated “R”).
- C** | Students could follow the proceedings of the Extraordinary Chambers in the Courts of Cambodia (ECCC) and write a series of news articles reporting on the trials of former high-ranking members of the Khmer Rouge. (www.eccc.gov.kh)
- D** | Students could explore the website of the Applied Social Research Institute of Cambodia (www.asricjustice.com) and share what they have learned with the class.

COMMUNISM’S CONTEMPORARY CONNECTIONS (C3)

Students could perform an on-line search to find an article about using violence to achieve political change in one or more of today’s communist countries.

China Cuba Laos North Korea Vietnam

Good sources for such articles include:

<http://www.nytimes.com/>

<http://www.humanrightsfoundation.org/>

<http://www.bbc.co.uk>

Students could read the article and present the results of their search as either a.) one paragraph summary; b.) five slide Powerpoint presentation; or c.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)

Adolf Hitler and Pol Pot

DIRECTIONS:

With a partner, fill in the column on the left with as much as you know about Adolf Hitler. After you have read the essay about Pol Pot, *To Keep You Is No Benefit, To Destroy You Is No Loss*, complete the column on the right.

Name	Adolf Hitler	Pol Pot
Country/countries where murders took place		
Time period		
Number of people killed (non-military deaths)		
Types of people killed		
Site(s) of killings		
Political philosophy		

BACKGROUND ESSAY

TO KEEP YOU IS NO BENEFIT, TO DESTROY YOU IS NO LOSS

He was described as “a lovely child.” Pol Pot, the future leader of Cambodia, was born in the late 1920s into a large and comfortable family. He studied at a Buddhist pagoda in the capital city, Phnom Penh. Pot did so well academically that he earned a college scholarship to study “radio electricity” in Paris.

Once in Paris, young Pol Pot became a committed communist. His closest friends were also Cambodian communists who, many years later, helped him to organize the “Red Khmers” (Khmer Rouge.)

Pol Pot left Paris to return to Cambodia in the early 1950s. When Cambodia gained its independence from France, Pol Pot and his Marxist colleagues helped establish the Communist Party in Cambodia. By 1975, he and the Khmer Rouge ruled Cambodia.

Pol Pot and the Khmer Rouge quickly began their attack on the most basic civil liberties. He began by changing the calendar. The year 1975 was rechristened the Year Zero.

In order to bring about the revolutionary changes sought by Pol Pot, the cities and urban areas were immediately evacuated. Phnom Penh became a ghost town. City-dwellers were forcibly relocated into rural areas. In the countryside, their entire lives were regimented. All private property was eliminated. Children were raised collectively. Meals were eaten and prepared communally.

Individuals were re-classified as either full-rights people or “depositees”. These were people who had been “deposited” from the cities into the countryside. They were marked for execution. According to a Khmer Rouge slogan, “To keep you is no benefit, to destroy you is no loss.”

Pol Pot and his Khmer Rouge quickly focused their energies on the elimination of entire classes and professions. The educated were targeted, and doctors and lawyers were shot. Anyone who had connections with the former government or with foreigners was also executed.

Religion was despised. The vast majority of the Cambodian population was Buddhist. At the start of the Khmer Rouge’s purge (elimination), more than 80,000 monks lived in the country. These monks were forced to marry and renounce their vows of faith—or face execution. As many as 40,000-60,000 monks were executed. Pol Pot’s soldiers were also responsible for mass executions of Muslims and Christians.

Various ethnic groups within Cambodia were also targeted. Nearly all Vietnamese living in Cambodia were forced back to their homeland. Half of the Chinese population (over 225,000 individuals) was eliminated. Ethnic Thais and Laotians living in Cambodia were also executed.

Those set for execution were sent to one of nearly 200 prisons such as Choeung Ek, Tuol Sleng,

BACKGROUND ESSAY

and S-21. To save ammunition, prisoners were often poisoned, buried alive, impaled on bamboo sticks, or bashed against trees. The Khmer Rouge was efficient and required prisoners to dig their own graves. These mass graves became known as “killing fields.”

From 1975-79, Pol Pot’s governing Khmer Rouge was responsible for killing approximately 2 million Cambodians—20%-25% of the population. Yet, the human faces behind the statistics tell an even grimmer story.

“My wife held the youngest of our sons in her arms,” recalls one survivor of the Cambodian holocaust. “I held the hands of the other two. Our elbows were then tied. We were blindfolded and I knew we were about to be executed. I was able to untie myself and lift my blindfold. The Khmer Rouge were stuffing the mouths of those they were

leading with rags and grass to prevent them from screaming and were cutting their throats like animals—the throats of men, women, old folk, and children alike.”

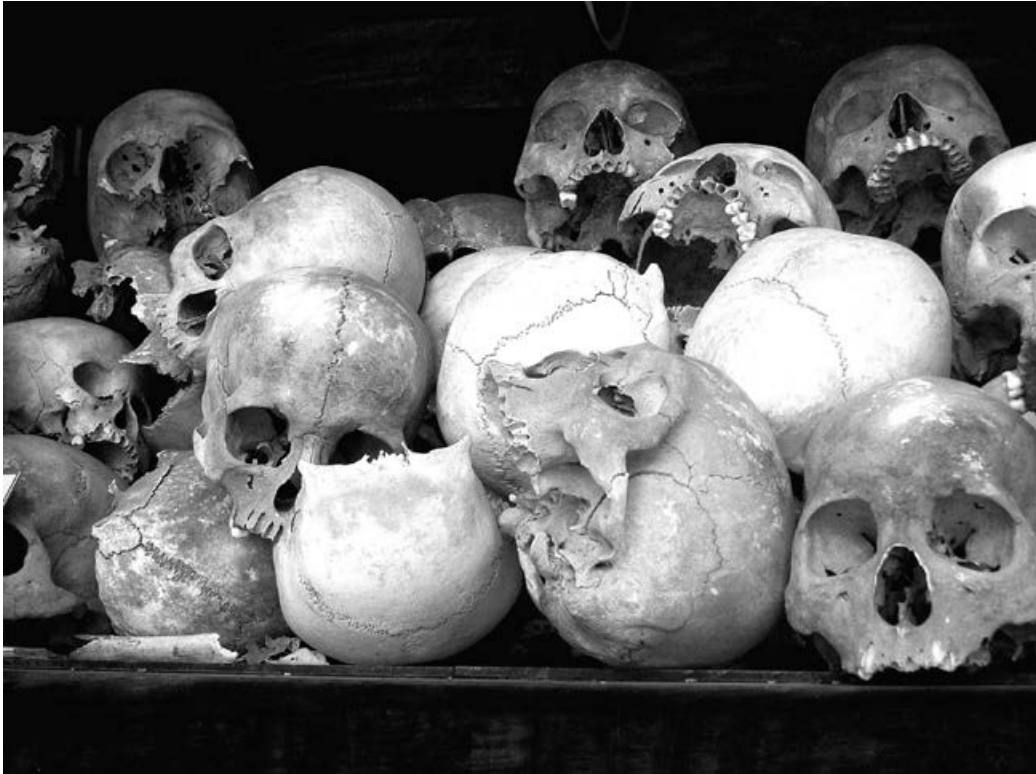
State-supported starvation contributed to the genocide. Bo Meng, a restaurant owner in Pittsburgh, recalls how single spoonfuls of corn kernels served as family meals. Another survivor, Loung Ung, in her memoir, *First They Killed My Father*, tells of how her older siblings shook the trees at night “hoping to find June bugs” to eat, while she and her younger brothers and sisters scoured the ground to catch frogs and grasshoppers for nourishment.

In early 1979, Pol Pot and the Khmer Rouge were driven from power by the Vietnamese. Pol Pot lived in exile for the next twenty years. He died the night before he was to appear before a war crimes tribunal.

THINK ABOUT IT

1. Why was 1975 called the Year Zero?
2. How did Pol Pot transform Cambodian society?
3. What were the killing fields?
4. What methods did the Khmer Rouge use to create a communist society?
5. Why did the Khmer Rouge resort to violence to achieve their goals?
Can significant social or political change occur without violence?
6. The United States went to war to stop Hitler and Nazi German.
What should it have done to stop Pol Pot?

PSA: Victims of Pol Pot



War Crimes Trial

ROLES:

Presiding Judge

Defendant, Mr. Kaing

Defense Attorney

Prosecuting Attorney

Witnesses for the Prosecution (9)

Witnesses for the Defense (3)

Jury: The entire class

Presiding Judge: This international court, held under the authority of the United Nations, will come to order. Mr. Kaing, you have been charged in a court of law with the following crimes against humanity:

- murder
- extermination
- imprisonment
- persecution

and other inhumane acts such as

- willfull killing
- willfully causing great suffering or serious injury to body or health
- willful deprivation of rights to a fair trial of prisoners of war or civilians
- unlawful deportation, transfer, or confinement of a civilian
- enslavement
- forced labor
- forcible transfers of the population.

Mr. Kaing, how do you plead?

Mr. Kaing: Not guilty, your honor.

Presiding Judge: The prosecution may call its first witness.

Prosecuting Attorney: Thank you, your honor. I call Witness #1 to the stand.

Witness #1: I was held at gunpoint with my brother and was forced to watch as my father was executed and then disemboweled, his heart, liver, and stomach ripped out by soldiers.

Prosecuting Attorney: Thank you. Witness #2?

Witness #2: The Khmer Rouge shot and killed my wife and child. They tortured me with electric shocks and yanked out my toenails. It's a shame we don't have the death penalty anymore.

Prosecuting Attorney: Thank you. Witness #3?

Witness #3: I hear the voices of my children crying out for me. "We miss you, Mama," the voices cry. I have buried the memories in the ground under 100 layers.

Prosecuting Attorney: Thank you. Witness #4?

Witness #4: I was raped from dawn until dusk by Khmer Rouge soldiers while 6 ½ months pregnant. I never told my husband.

Prosecuting Attorney: Thank you. Witness #5?

Witness #5: I think about suicide and suffer from memory loss. I'm terrified of the night—that's when the soldiers would take neighbors away, never to be seen again.

Prosecuting Attorney: Thank you. Witness #6?

Witness #6: The Khmer Rouge split up my family. I was forced to pull a plow through rice paddies like an ox, and my child later died in a refugee camp.

Prosecuting Attorney: Thank you. Witness #7?

Witness #7: I'm depressed in my head. I'm depressed in my stomach and in my heart. I have no hope in my body. I have nothing to live for. All I have is just my bare hands.

Prosecuting Attorney: Thank you. Witness #8?

Witness #8: My parents and my brother died in a Khmer Rouge labor camp. My baby perished in a refugee camp.

Prosecuting Attorney: Thank you. Witness #9?

Witness #9: I try to forget, but it's hard. I want to find justice for myself and for the Cambodian people. I'm here to teach history to the next generation, so this horrific crime will never happen again.

Prosecuting Attorney: Thank you. Your honor, the prosecution rests.

Presiding Judge: The defense may call its first witness.

Defense Attorney: Thank you, your honor. Witness A?

Witness A: I was a soldier of the Khmer Rouge, assigned to kill prisoners in Choeung Ek. My hands grew tired from slitting throats, so I switched to stabbing my victims as they lay face down with their hands tied behind them. I was only following orders.

Defense Attorney: Thank you. Witness B?

Witness B: Mr. Kaing was my teacher and used to advise me to be a good student so I could benefit my family and the entire society. Besides, he's so old now—why do you want to punish him?

Defense Attorney: Thank you. Witness C?

Witness C: If there had not been a Khmer Rouge, the Vietnamese would have stolen our land. I am grateful that he tried to protect us from the invaders.

Defense Attorney: Your honor, the defense calls Mr. Kaing to the stand to speak in his own defense. Mr. Kaing?

Mr. Kaing: I was not a senior leader at the time these crimes were committed, so I am not responsible for them. I acted on orders from my superior and would have died if I disobeyed him. I survived only because I respectfully and strictly followed orders.

Defense Attorney: Thank you, Mr. Kaing. Ladies and gentlemen of the jury, my client had no other choice than to implement the orders he was given; otherwise, he would have been killed. If you were in his shoes, what would you do? Your honor, the defense rests.

Presiding Judge: Ladies and gentlemen of the jury (the entire class), you have heard the charges, the defense and the prosecution. Please discuss among yourselves whether or not the defendant is guilty of the charges.

Entire class discusses the issues.

Presiding Judge: All those in favor of conviction, raise your hands. All those in favor of acquittal, raise your hands. The results are _____. Thank you. This Court is adjourned.

NOTE:

In 1997, almost 20 years after the Khmer Rouge's crimes, the Cambodian government wrote to the United Nations requesting a trial against the Party's senior leaders for war crimes, international crimes, human rights violations, and genocide. The main purpose of the request was to provide justice to the Khmer Rouge's victims. Funded by more than 35 states, the Extraordinary Chambers in the Courts of Cambodia (ECCC) were established in 2005, becoming fully operational in 2007.

Included among those being tried by the ECCC:

Kang Kek Iew, head of Internal Security under the Khmer Rouge and manager of the Cambodian prison camps. Iew was found guilty of crimes against humanity and was sentenced to life in prison in 2012.

Nuon Chea, Pol Pot's right hand man, received a life sentence for crimes against humanity in 2014 and still awaits a separate trial for charges of genocide.

Ieng Sary, former Deputy Prime minister of Foreign affairs, and his wife Ieng Thirith were accused of planning, ordering, and overseeing the crimes of the Khmer Rouge. However, he died before he could be tried, and his wife was declared mentally unfit to stand trial.

Khieu Samphan, former Head of State and Pol Pot's successor, received a life sentence for crimes against humanity on August 2014.

SOURCES:

<http://www.eccc.gov.kh/>

<http://www.un.org/apps/news/story.asp?NewsID=37947&Cr=Cambodia&Cr1=>

The testimony of the witnesses in this simulated trial is paraphrased from testimony offered to the Applied Social Research of Cambodia (www.asricjustice.com) as reported in the following publications:

USA Today (Witnesses #2 and all Defense Witnesses)

http://www.usatoday.com/news/world/2010-09-15-1Acambodia08_CV_N.htm

Los Angeles Times (Witness #3)

<http://articles.latimes.com/2009/apr/12/local/me-khmer12>

<http://articles.latimes.com/2010/may/01/local/la-me-0502-khmer-trial-20100502>

MSNBC (Witnesses 1, 4-9, and Defense Attorney)

http://www.msnbc.msn.com/id/33023167/ns/world_news-south_and_central_asia/

<http://www.msnbc.msn.com/id/42314575#>

Cuba, Castro, and Che



OVERVIEW

Communism was brought to Latin America by two revolutionaries: Fidel Castro and Che Guevara. Castro and Che promised democracy. Instead, they created a totalitarian communist dictatorship and the most militarized and repressive nation in the Western Hemisphere. The Cuban Missile Crisis, which could have led to nuclear war, was a direct result of Castro's symbiotic relationship with the communists of the Soviet Union. An estimated 15,000-18,000 Cubans have been directly killed by the Castro government, and some 100,000 have fled the regime. Cuba's communist philosophy, coupled with its geographic proximity to the United States, continues to have an impact on American domestic and foreign policy, as well as on the lives of millions throughout Latin America.

OBJECTIVES

Students will:

- analyze the iconic Che Guevara poster
- compare and contrast the views of Castro, Che, and John F. Kennedy regarding liberty, revolution, and democracy
- assess the impact of Cuban communism on Latin America

STANDARDS:

- NCHS World History Era 9: 1B
- NCHS US History Era 9: 2A, 2B

ESSENTIAL QUESTION:

Is Cuban communism a threat to Latin America?

MATERIALS

- Background Essay: We Must Proceed Along the Path to Liberation
- Student Handout A: Poster 1
- PSA: Student Handout B: Che Guevara Poster
- Student Handout C: Castro, Che, and JFK
- Answer Key (in back of book)

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Distribute copies of **Student Handout A: Poster 1** (or project an image using the URL on the handout). Do not provide any background about the image, and give students five minutes working in pairs to answer the questions. Ask students to share their responses with the entire class and accept all reasoned responses.
- B** | Have students read the **Background Essay: We Must Proceed Along the Path to Liberation** and answer (or think about) the questions which follow the essay. (See the **Answer Key** for suggested responses.)

PSA *(Primary Source Activity) [10-15 minutes]*

- A** | Distribute copies of **Student Handout B: Che Guevara Poster** (or project an image using the URL on the handout). Give students five minutes working in pairs to answer the questions on the handout. Ask students to share their responses with the entire class.
- B** | Explain to students that nearly 150 people were executed either personally by Che Guevara or under his direct orders during the Cuban Revolution. Ask them if this fact affects their understanding of Che.

ACTIVITY *[25 minutes]*

- A** | Brainstorm with the class, asking them what ideas come to mind when they hear the words *liberty, revolution, and democracy*. Make a list and post it for reference.
- B** | Divide the class into three groups: Fidel Castro, Che Guevara, and John F. Kennedy. Working in pairs, each group should follow the directions on **Student Handout C: Castro, Che, and JFK**. Give students ten minutes working in pairs to complete the graphic organizer.
- C** | After the pairs have completed their work, create a graphic organizer for the entire class by drawing a line on the black/whiteboard. Ask students to come forward and write the number of each quote where they think the idea should be placed on the line. Students should explain their placement. Accept all reasoned responses, and encourage students to provide detailed reasons.

WRAP-UP [10 minutes]

In a large group, ask students the following questions and accept all thoughtful responses:

- 1** | How did Castro, Che, and JFK agree in their understanding of liberty, revolution, and democracy? How did they disagree? What are the most significant disagreements?
- 2** | Which of the quotes do you most agree with and why? Which do you most disagree with and why?
- 3** | Should Americans be concerned about the existence of a communist country only 90 miles away? Why or why not? Should people in Latin American countries be concerned?

IMMEDIATE ASSESSMENT

- A** | Imagine that you are Castro, Che, or JFK. Write a letter to a family member explaining your support or lack of support for liberty, revolution, or democracy.
- B** | Write an newspaper editorial in which you explain to your readers why the United States should/should not be concerned about life in Cuba.
- C** | Answer one (or all) of the questions posed in the Wrap Up in one well-constructed 3-4 paragraph essay.

LONG-TERM ASSESSMENT

- A** | Direct students to any of these resources from virtual Museum on Communism. For each source, they could a.) write a brief response to what they learned; b.) make a short presentation about what they learned to the class; or c.) post a Facebook or Twitter comment about what they learned.

Ray Walser, *Cuban Communism* (appropriate for advanced students)

<http://cuba.museumoncommunism.org/cuba/history>

Brief biographies of Fidel Castro, Che Guevara, and Raul Castro

<http://cuba.museumoncommunism.org/cuba/bios/castro>

<http://cuba.museumoncommunism.org/cuba/bios/che>

http://cuba.museumoncommunism.org/cuba/bios/raul_castro

- B** | Students could research the stories of immigrants who have fled Castro's Cuba during the last 50 years. Their research could be presented as a posterboard or Powerpoint presentation.

- C** | Students could research how Fidel Castro and Che Guevara influenced Latin American leaders such as Hugo Chavez, Daniel Ortega, Evo Morales, or Rafael Correa. The research could be accompanied by a map of Latin America, indicating which countries are either explicitly communist or which lean towards communism.
- D** | Students could view the 2000 film, *Thirteen Days*, and write a 250-word response to the movie, focusing on the impact of Cuban/Soviet actions on the American people.

COMMUNISM'S CONTEMPORARY CONNECTIONS (C³)

Students could perform an on-line search to find an article about threats (perceived or real) to America from one or more of today's communist countries.

China Cuba Laos North Korea Vietnam

Good sources for such articles include:

<http://www.nytimes.com/>

<http://www.humanrightsfoundation.org/>

<http://www.bbc.co.uk>

Students could read the article and present the results of their search as either a a.) one paragraph summary; b.) five slide Powerpoint presentation; or c.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)

BACKGROUND ESSAY

WE MUST PROCEED ALONG THE PATH OF LIBERATION

Communism was on the march after World War II, moving from Eastern Europe to Asia to Africa. However, it did not arrive in the Western Hemisphere until 1959 and was brought by two young revolutionaries: Fidel Castro and Che Guevara. Castro was a former law student who wanted to transform Cuba into a communist nation. Che was a former medical student who was committed to the global spread of communism.

Two years earlier, Castro and Che were fighting a guerrilla war to depose Cuba's authoritarian ruler. Castro was known for his ability to inspire others while Che was feared for his ruthlessness. Defectors and deserters were shot. Peasants who opposed the communists had their homes and crops burned. Che himself ordered the execution of nearly 150 Cubans who opposed his goals.

Since Cuba was only 90 miles away from the United States, Americans were very interested in Castro's opinion about democracy and communism. He stated, "We are fighting for a democratic Cuba and an end to dictatorship." He said he desired a "free, democratic Cuba."

Castro came to power in January 1959 and

visited the United States. He again promised that freedom and democracy were his "ideals" for Cuba. He assured the world that democratic elections would soon follow.

Fidel Castro never held those elections. He never implemented a democracy. He created a totalitarian dictatorship during fifty years of repressive rule.

The repression in Cuba was widespread and comprehensive. Rights to property, speech, press, assembly, and religion were all limited, and remain so today. Show trials and purges eliminated Castro's enemies. A prison camp system was constructed for those who disagreed with the Castro regime. Imprisoned "enemies of the state" included poets and priests, journalists and nuns, democracy activists, and gays. Even Christmas was banned in this formerly devout Roman Catholic country.

Castro embraced Soviet dictator Nikita Khrushchev. The Soviets placed nuclear missiles in Cuba. As a result, the world was brought to the edge of nuclear war when the United States challenged this situation in October 1962. War was avoided through the leadership of President

BACKGROUND ESSAY

John F. Kennedy and Khrushchev's decision to remove the Soviet missiles from Cuba. The world later learned that both Castro and Che wanted the Soviets to fire the nuclear missiles. According to Castro, "we must proceed along the path of liberation even if this costs millions of atomic victims." He and Che believed that a nuclear holocaust would pave the way for the ultimate triumph of communism.

Since the 1962 missile crisis, the United States government has pressured Cuba to restore the freedoms of its citizens. Trade with Cuba is severely limited. Travel to Cuba—even by American citizens with family members in Cuba—is greatly restricted. Some humanitarian aid such as food and medical supplies has been sent to Cuba by private organizations, but not the U.S. government.

Castro decimated the Cuban economy and blamed American policies for his problems. However, Cuba has been able to trade with every other country around the world and Castro has improved health care and education throughout the country.

Cuba became the Soviet Union's closest ally in Latin America, and Castro's state was a leading supporter of communism around the world. Che, Castro's chief advisor, left Cuba in 1965 to train and support communist guerilla movements in Africa and Bolivia. He described his African experience as "a history of failure." In Bolivia, he was unable to attract local support for his

ideology, and was executed by government forces.

Though Che Guevara died in 1967, Cuban communism continues to have an impact throughout Latin America. Bolivia's president, Evo Morales, redistributed land and nationalized key industries, expressing his belief that "he [Che] inspires us to continue fighting, changing not only Bolivia, but all of Latin America and the world." Morales' close ally, the late President Hugo Chavez of Venezuela, believed that Che Guevara is the "infinite revolutionary" and thought of Castro "as a father." Chavez redistributed land, nationalized industries, and limited freedom of expression in order to radically transform Venezuelan society. For three decades, the Peruvian communist movement, Shining Path, waged guerrilla warfare throughout the country, killing 25-35,000 Peruvians. Nicaragua's president, Daniel Ortega, who trained in Cuba to lead guerilla warfare, became a leader of the Sandinistas, a revolutionary movement that overthrew the government in 1979 and began a process of land redistribution and nationalization of industry. Since 2007, however, Ortega has adopted a policy of democratic socialism.

Castro, the political inspiration for all of these Latin American leaders, did not change his views about communism, even as the Soviet Union began reforming in the late 1980s. He recommitted his country to strict Marxist teaching. His government cracked down on private garden plots and farmers' markets. Castro

BACKGROUND ESSAY

continued his banishment of private property. Major economic decisions were still made by the government. In recent years, however, limited free enterprise has been permitted, restrictions have been loosened, and religion is more tolerated.

An estimated 15,000-18,000 Cubans were killed by the Castro government. Over the past thirty years, nearly 100,000 Cubans have tried to escape to Florida across a treacherous, shark-infested 70-mile channel in leaky and home-made boats.

Often, military helicopters have flown overhead and dropped sandbags upon the refugees. An untold number of people drowned as they were swimming for liberty.

Castro turned over the running of the country to his brother, Raul, in 2008. Yet, his legacy of oppression continues. Countless Cubans have gone to their graves waiting for the “free, democratic Cuba” Castro promised over a half century ago.

THINK ABOUT IT

1. What tactics did Fidel Castro and Che Guevara use to achieve power in Cuba?
2. How has Castro limited political and economic freedom in Cuba?
3. How has the United States attempted to influence Cuban policies?
4. Why did Che Guevara leave Cuba in 1965? Did he achieve his goals?
5. In what ways have the people of Latin America been affected by communism in Cuba?
6. Under what circumstances would you risk your life to leave a country because of political or economic oppression?

Poster 1



1. Do you know who this person is?
2. Have you seen this image before? If so, where?
3. How would you describe the person in this image?
4. What, if anything, do you know about this person's life? About his connections to communism in Cuba?
5. Have you ever seen any similar images? Of whom?.
6. Why would portraits of other individuals be made to look like this person?

SOURCES:

http://www.caprishop.com/images/poster_cheguevara_big.jpg

PSA: Che Guevara Poster



1. How does this image differ from the image of Che you saw yesterday?
2. What actions did Che Guevara take to support communist revolutions in Cuba, other Latin American countries, and Africa?
3. Each picture in this photo mosaic is a photo of an individual who was killed by Che and the Cuban communist government. Why do you think the artist chose to create the mosaic this way?
4. In what way has your opinion of Che changed since learning more about him?


SOURCES:


*This image comes from the Young America's Foundation's "Victims of Che Guevara" poster
(<https://www.yaf.org/uploadedImages/Webpages/Students/YAF%20Che%20Poster-draft%205.jpg>)*


Castro, Che, and JFK

DIRECTIONS:

Working with a partner, read each of your assigned quotes and rephrase it in your own words. On each of the graphic organizers below, place each quote (by writing its number) where you think the idea belongs.

LIBERTY		
Quote supports liberty	Quote neither supports nor opposes liberty	Quote opposes liberty
		

REVOLUTION		
Quote supports revolution	Quote neither supports nor opposes revolution	Quote opposes revolution
		

DEMOCRACY		
Quote supports democracy	Quote neither supports nor opposes democracy	Quote opposes democracy
		

Fidel Castro

1. “If a person has a good word for the previous government, that is good enough for me to have him shot.”
2. “Warfare is a tool of revolutionaries.”
3. “We cannot be sure of having something to live for unless we are willing to die for it.”
4. “Capitalism has neither the capacity, nor the morality, nor the ethics to solve the problems of poverty.”
5. “I find capitalism repugnant. It is filthy, it is gross, it is alienating.”
6. “A revolution is a struggle to the death between the future and the past.”
7. “The universities are available only to those who share my revolutionary beliefs.”
8. “My idea is that the capitalist system doesn’t work either for the United States or for the whole world.”

Che Guevara

1. “We must struggle every day so that this love for humanity becomes a reality.”
2. “It is better to die standing than to live on your knees.”
3. “Let’s be realistic and demand the impossible.”
4. “Words without deeds are worthless.”
5. “The revolution is not an apple that falls when it is ripe. You have to make it fall.”
6. “The People liberate themselves.”
7. “I won’t rest until I see these capitalist octopuses annihilated.”
8. “I fight for the things I believe in . . . and try to leave the other man dead.”

John F. Kennedy (JFK)

1. “Change is the law of life.”
2. “Let us never negotiate out of fear, but let us never fear to negotiate.”
3. “My fellow Americans, ask not what your country can do for you, ask what you can do for your country.”
4. “Those who make peaceful revolution impossible will make violent revolution inevitable.”
5. “Forgive your enemies, but never forget their names.”
6. “Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival of liberty.”
7. “A nation that is afraid to let its people judge the truth and falsehood in an open market is a nation that is afraid of its people.”
8. “The cost of freedom is always high, but Americans have always paid it.”

Germany and the Berlin Wall



OVERVIEW

The Berlin Wall was one of the only walls in history built to keep people in—not out. Constructed in 1961, the wall physically divided Berlin into East and West for the next twenty-eight years. This tangible expression of communist repression restricted a basic human liberty: the liberty of movement. Less than three years after President Ronald Reagan called upon Mikhail Gorbachev to “Tear down this wall!” the edifice collapsed. East and West Berlin were united, and the Cold War was on its way to a peaceful resolution.

OBJECTIVES

Students will:

- analyze the geographic expansion of the city of Berlin
- compare and contrast German travel restrictions with other limitations on movement
- evaluate the escape options available to East Berliners
- empathize with the thoughts and emotions of people on both sides of the Wall

STANDARDS:

- NCHS World History Era 9: 1B, 2C
- NCHS US History Era 9: 2A; Era 10: 1C

ESSENTIAL QUESTION:

Why was the Communist East German limitation on the right to travel a violation of a basic human right?

MATERIALS

- Background Essay: Tear Down This Wall
- Student Handout A (1-5): PSA: Maps of Berlin
- Teacher Resource A (1-6): Photos of the Berlin Wall
- Answer Key (in back of book)

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Prior to class, divide the room in half (allowing for safe entry/exit) using either masking tape on the floor or a more significant barrier (e.g. a bookshelf.) As students enter, direct them to sit anywhere they want for this class, but tell them that they cannot change their seat once they have chosen it. Once all seats are chosen, take out a bag of candy (or any other incentive) and offer it only to those on one side of classroom. Keep the room in this configuration for the balance of the lesson.
- B** | Ask students the following questions and accept all thoughtful answers:
 - Have you ever been “grounded” by your parents? What were the restrictions? How did you feel about being grounded?
 - Just as parents can limit freedom of movement, so too does government limit this freedom. In what ways is your freedom of movement limited? *(Answers might include the following: truancy laws, curfew rules, passport regulations, TSA policies, immigration regulations, the proposed protective barrier along the southern border of the United States, etc.)*
 - Which of these limitations, in your opinion, are reasonable? Which are unreasonable?
 - How do you feel about the “wall” in the classroom?
- C** | Have students read **Background Essay: Tear Down This Wall** and answer (or think about) the questions which follow the essay. (See the **Answer Key** for suggested responses.)

PSA *(Primary Source Activity) [10 minutes]*

- A** | Prior to class, make sufficient copies of **Student Handouts A (1-5) PSA: Maps of Berlin** so that each of 5-6 small groups has a complete set.
- B** | Briefly review the **Background Essay** to clarify any terms, concepts, or ideas.
- C** | Divide the class into groups of five and give each group a complete set of **Maps of Berlin**. In their groups, students should answer the following questions:
 - What is the proper chronological order for the creation of the maps? (Answer: 2, 4, 1, 5, 3)
 - How do you know? (Answers might include: *an “old” look to the map; smaller cities are older; WW II divisions; #A-5 refers to checkpoints; “Wall Memorial” on A-3 would only exist after the breaking down of the wall, etc.*)
 - Which maps show evidence of a wall? (A-4, A-2, A-5, A-3)
 - What other observations do you have about the maps?

(Accept all reasoned answers)

- (For a whole-class, interactive version of this activity, visit the Berlin section of <http://linuxdev.ats.ucla.edu/>)

D | Explain to students that walled cities were very common in Western Europe through the Renaissance but that the development of nation-states led to the demolition (or incorporation) of most permanent walls by the beginning of the 20th century. The Berlin Wall was the first urban wall constructed in centuries and was constructed to keep people in—not out.

ACTIVITY [25 minutes]

A | Prior to class, make two copies of each of the photos in **Teacher Resource A (1-6): Photos of the Berlin Wall** (see below for on-line sources) and post them on two opposite walls of the classroom. Tape a large sheet of blank paper beneath each photo. (butcher paper, etc.)

B | Divide each side of the classroom into groups of 3-4 and have the groups circulate and view each of the photos on their side. At the bottom of the paper/poster board, they should write the following:

- What words, phrases, ideas, and/or emotions come to mind when you see the image?
- What questions come to mind when you see the image?
- What title would you give to this photo?

When done, each group should fold over the paper (from the bottom) and move on to the next photo.

C | Conduct a brief, whole class discussion of their responses.

D | With students sitting in the same groups of 3-4, pose these questions for discussion:

Imagine that your parents have decided to try to escape from East Berlin into the West. What plan would have the greatest chance of success? Would you go along with them? Would you help them, but stay behind? Would you report them to the authorities?

WRAP-UP [10 minutes]

In a large group, ask students the following questions and accept all thoughtful responses:

- 1 | What are your plans for escape? (The class might vote on the plan with the greatest likelihood for success.) Would you go with your parents?
- 2 | Many East Berliners died seeking freedom in the West. What would you sacrifice to secure freedom, especially the freedom to travel?
- 3 | How was the Berlin Wall a political, economic, and psychological barrier?
- 4 | Did you get accustomed to the “wall” in the classroom? Would you eventually come to resent it? Accept it? Not even think about it?

IMMEDIATE ASSESSMENT

- A | Write a detailed plan for escape. Include not only your plans, but how you would respond to unexpected challenges (e.g, you plan to escape on the night of a full moon so you can find your way but the night is cloudy, etc.)
- B | Choose one of the photos from **Photos of the Berlin Wall**. Use the photo as the inspiration for a poem, personal essay, short story, or song about the Berlin Wall and its impact on the people of Berlin.
- C | Answer one (or all) of the questions posed in the Wrap Up in one well-constructed 3-4 paragraph essay per response.

LONG-TERM ASSESSMENT

- A | Direct students to any of these resources from the virtual exhibits of the Museum on Communism. For each source, they could a.) write a brief response to what they learned; b.) make a short presentation about what they learned to the class; or c.) post a Facebook or Twitter comment about what they learned.

Mark Kramer, *Communism and the German Democratic Republic* (appropriate for advanced students)

<http://germany.museumoncommunism.org/content/history-4>

Videos about Eastern Europe

<http://museumoncommunism.org/multimedia>

- B** | Direct students to any of these on-line resources about the Berlin Blockade and the Berlin Wall. For each source, they could a.) write a brief response to what they learned; b.) make a short presentation about what they learned to the class; or c.) post a Facebook or Twitter comment about what they learned.

<http://www.pbs.org/wgbh/amex/airlift/>

<http://www.newseum.org/berlinwall/>

http://content.time.com/time/video/player/0,32068,49315435001_1936561,00.html

- C** | Students could research and report on the Secure Fence Act, a resolution supporting the creation of a 700-mile barrier to prevent illegal immigration from Mexico into the United States.

COMMUNISM'S CONTEMPORARY CONNECTIONS (C³)

Students could perform an on-line search to find an article about limitation on travel (both national and international) in one or more of today's communist countries.

China

Cuba

Laos

North Korea

Vietnam

Good sources for such articles include:

<http://www.nytimes.com/>

<http://www.humanrightsfoundation.org/>

<http://www.bbc.co.uk>

Students could read the article and present the results of their search as either a.) one paragraph summary; b.) five slide Powerpoint presentation; or c.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)

MAP SOURCES:

A-1 1948 Map

http://archives.govt.nz/gallery/v/Walter+Nash+Exhibition/World+Politics+and+Economy/Europe/Germany/Berlin+Crisis_001/Berlin+Blockade+Map.html?g2_imageViewsIndex=1;

A-2 1688 Map

http://en.wikipedia.org/wiki/File:ZLB-Berliner_Ansichten-Januar.jpg;

A-3 Post-1989 Map (showing Wall, checkpoints, and memorials)

<http://www.stadtentwicklung.berlin.de/bauen/wanderungen/en/pix/strecke4/uebersicht.gif>;

A-4 1789 Map

http://upload.wikimedia.org/wikipedia/commons/9/96/ZLB-Berliner_Ansichten-Januar.jpg;

A-5 1961 (Map showing East and West Berlin)

<http://upload.wikimedia.org/wikipedia/commons/e/ea/Berlin-wall-map.png>

PHOTO SOURCES:

All photos are from the Records of the U.S. Information Agency, 1900 – 2003; Record Group 306; Special Media Archives Services Division, College Park, MD. [online versions available through Archival Research Catalogue (see below for individual ARC Identifiers) at www.archives.gov, September 20, 2011.]

B-1 Wall at Train Station, March 20, 1962 (ARC Identifier 6003261); **B-2** Volkspolizei is Building New Barricades in East Berlin, November 20, 1961 (ARC Identifier 6003269); **B-3** While the Communist Wall Within Berlin is Being Strengthened, the East Germans are Preparing a Line Between the Outskirts of West Berlin (left) and East Germany. . . , October, 1961 (ARC Identifier 6003303); **B-4** Watchful Communist Border Guard Mans the Berlin Wall and Keeps a Constant Lookout for Persons Attempting to Escape from East Berlin, 1964 (ARC Identifier 6003288); **B-5** Gap in the Wall: Communist Border Guards Inspect a Gap in the Berlin Wall Where Two East German Construction Workers Escaped and Broke Through, April 1962 (ARC Identifier 6003276); **B-6** Berlin Wall Reinforced: Under the Watchful Eye of Communist Police, East German Workers . . . Reinforce the Walls Dividing the City, October 1961* (ARC Identifier 6003284)

BACKGROUND ESSAY

TEAR DOWN THIS WALL!

On the morning of August 13, 1961 the people of Berlin, Germany awoke to the sounds of hammers. A wall was under construction in their city; a wall which would physically divide Berlin into East and West for the next twenty-eight years. This tangible symbol of communist repression was known as the Berlin Wall. Made of reinforced concrete and barbed wire, it was patrolled 24/7 by secret police with automatic weapons turned on their own citizenry.

The Berlin Wall reflected a communist violation of a basic human liberty: the freedom to travel. Limitations on freedom of movement had been enforced since the end of World War II (1945). The Soviet Union occupied East Germany, turning it into a satellite communist nation. The city of Berlin, located within East Germany, was divided into a free West and a communist East. Freedom to travel between East and West was severely restricted.

In 1948, the Soviet Union blocked the movement of food and fuel into West Berlin. The aim of this blockade was to isolate West Berliners from freedom. In response, the United States and other Western nations launched the Berlin Airlift, sending in over 200,000 flights in one year in order to supply the West Berliners with basic necessities. After a year, the blockade was lifted and the Soviets acknowledged the freedom of West Berlin.

With the formation of the GDR (German

Democratic Republic) in 1949, communism ruled in East Germany. Private property was limited. Agriculture was collectivized. Free speech was suppressed, and demonstrators were arrested. Border controls were tightened. Still, over the next twelve years, millions exercised their right to travel and fled to West Germany in search of freedom.

The city of Berlin remained divided in two: East Berlin was part of the GDR and West Berlin was part of the free Federal Republic of Germany (FRG). Many of those escaping from East Germany escaped through East Berlin into West Berlin. In 1961, the wall immediately ended that flow of humanity.

The decision to build a wall was made by Soviet leader Nikita Khrushchev and East German communist leader Walter Ulbricht early in August 1961. By Sunday morning, August 13, construction was underway. 200 kilometers (124 miles) of cement and barbed wire divided the German people. This physical barrier — completed days later — denied East Germans the freedom to travel outside their home except for specific cases approved by the government. Onlookers wept as the authorities cemented the “captive” status of those living under communism.

From 1961 until the fall of the wall in 1989, hundreds still tried to exercise their right of travel and sought to escape. They dug tunnels, flew balloons, slid along aerial wires, and even drove

BACKGROUND ESSAY

full-speed through fortifications in armored cars. Some escaped through the sewer system; others bled to death after being shot.

East German border guards did not hesitate to shoot those who attempted to flee, killing hundreds of their own citizens. The authorities held the guards accountable by keeping gravel raked neatly each evening. If the guards permitted people to escape, the gravel would show fresh footprints and the guards would be jailed. This was the only wall in all of history patrolled by guards who pointed their guns inside, upon their own unarmed citizens.

In June 1987, President Ronald Reagan went to Berlin and called upon Soviet leader Mikhail Gorbachev to “Tear down this wall!” Reagan understood that since East Germany was under Soviet influence, only Gorbachev possessed the

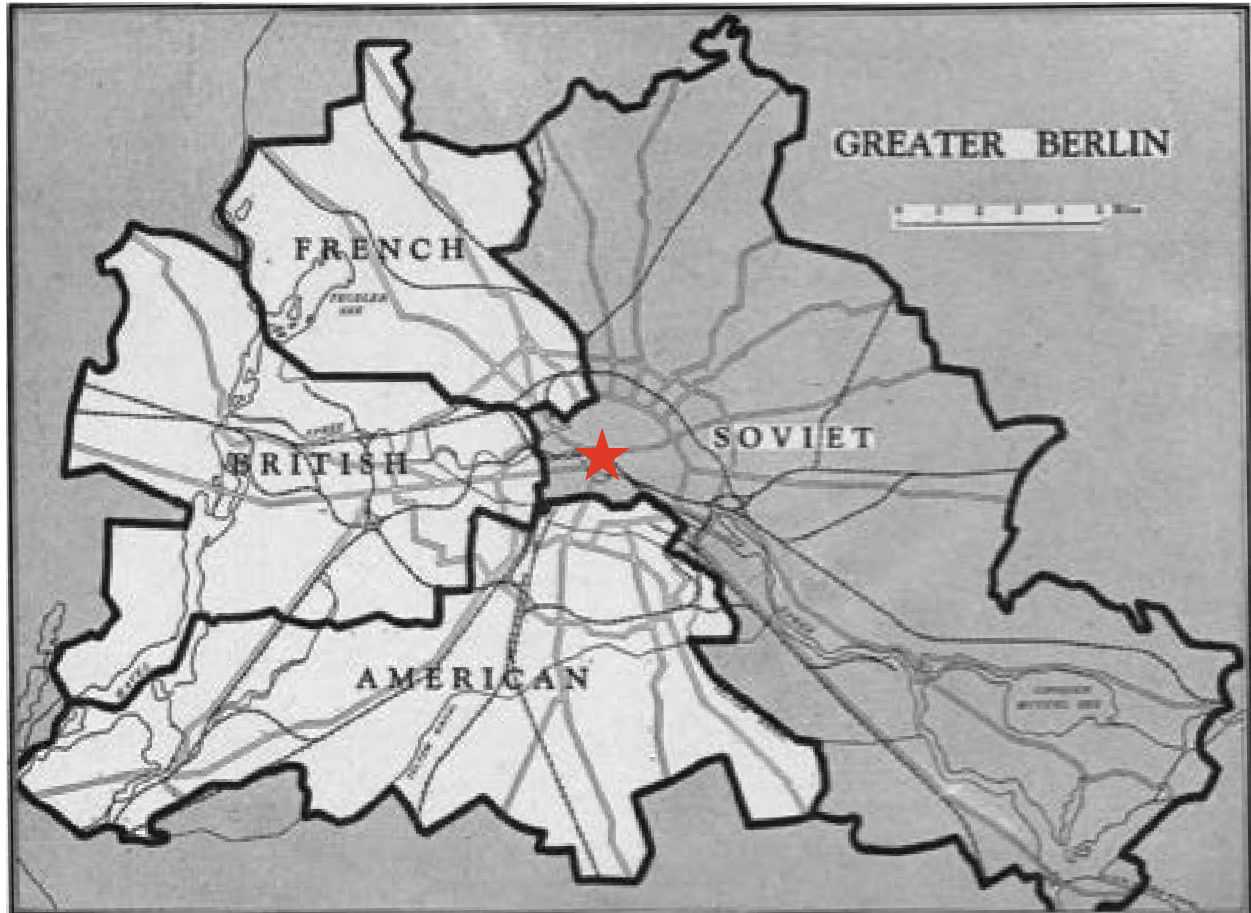
power to remove the wall. Reagan reminded the world that if Gorbachev really believed in freedom, he should prove it by destroying this obvious symbol of repression. Gorbachev initially refused Reagan’s plea. He feared a reunified Germany.

Freedom-lovers everywhere got their wish on November 9, 1989. East Germans themselves scaled the wall with hammers and champagne glasses. The communist authorities did not stop their celebration. The Soviet Red Army was not sent in to silence the chorus of liberty. East and West Berliners could now travel freely throughout the city.

In February 1989 the East German dictator Erich Honecker predicted the wall would remain for another 100 years. It fell nine months later. The fall of the Berlin Wall was a telling sign that the Cold War was coming to a close—peacefully.

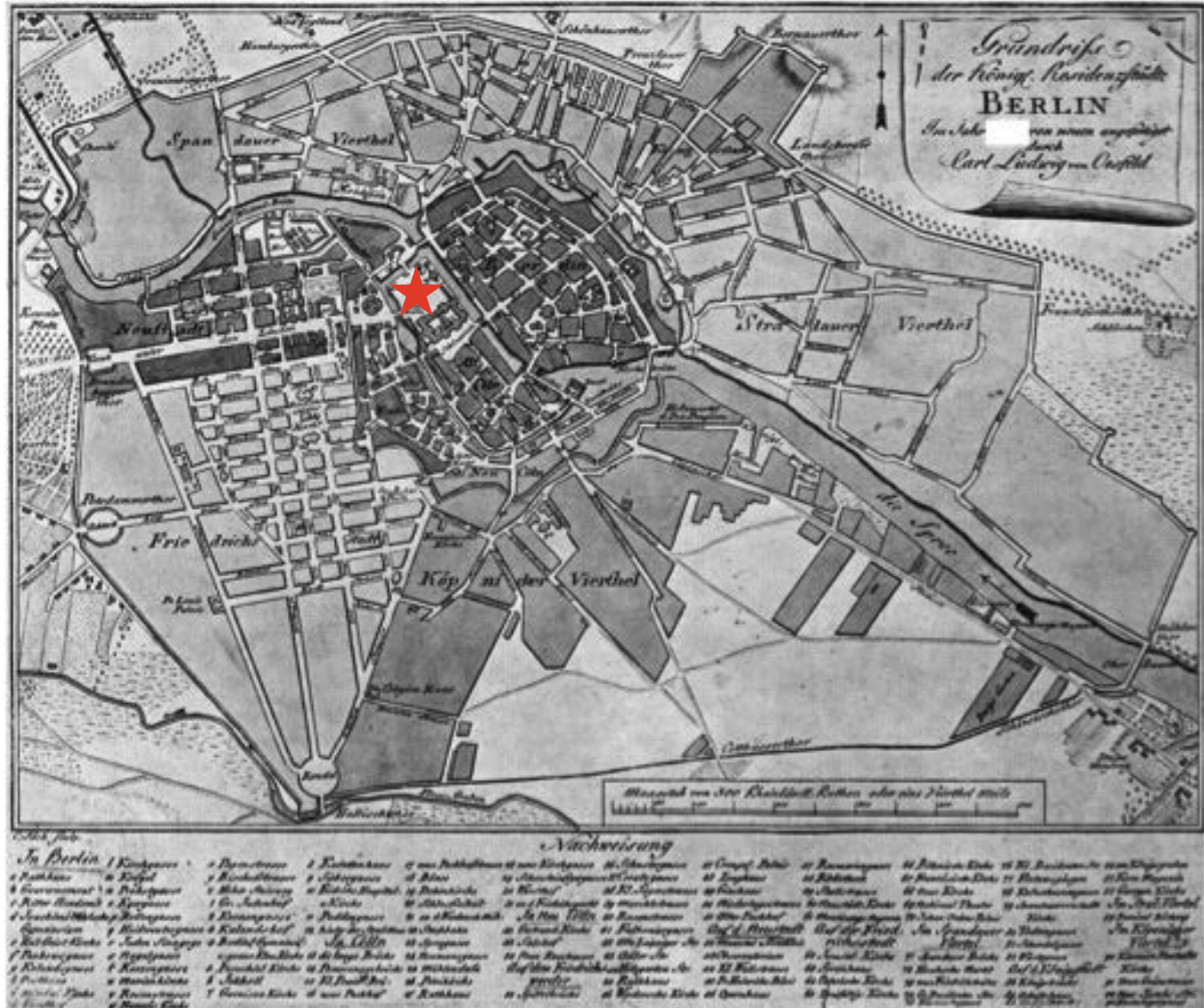
THINK ABOUT IT

1. Why did the Soviet Union impose a blockade on West Berlin? How did the United States and other nations respond?
2. How and why did the Soviet Union limit freedom of travel in East Germany (GDR) after 1949?
3. Why was the Berlin Wall constructed? How did people react to this limitation of their ability to travel?
4. What role did Ronald Reagan and Mikhail Gorbachev play in bringing about the fall of the Berlin Wall?
5. In your opinion, under what circumstances would a country be justified in creating a physical wall to limit people’s ability to travel?

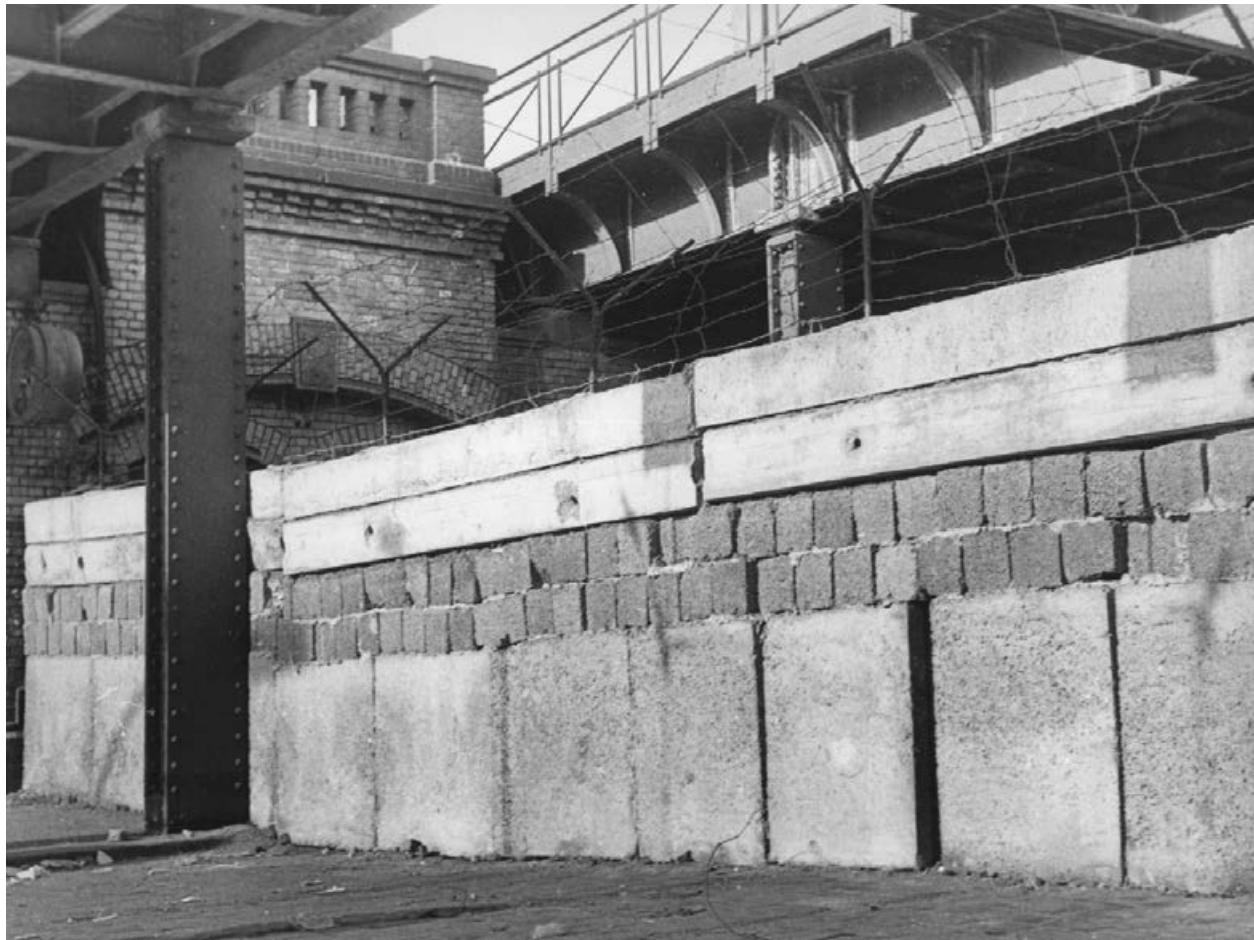






















America and Vietnam



OVERVIEW

American involvement in Vietnam can be traced to the Truman administration. High-level involvement began in 1961 with President John F. Kennedy, who sent military advisers to South Vietnam, troops to provide training, combat support, and a massive infusion of new weapons.

By 1975, over 58,000 Americans had died in Vietnam; thousands were missing in action; tens of thousands were suffering from post-traumatic stress disorder; and the American people had experienced tremendous social and political upheaval caused, in part, by American involvement in Vietnam.

OBJECTIVES

Students will:

- empathize with the experience of American prisoners of war
- examine and explain the impact of the Vietnam War on the American people
- appreciate the character traits of American POW's

STANDARDS:

- NCHS World History Era 9: 1B
- NCHS US History Era 9: 2C

ESSENTIAL QUESTION:

Did the American people become “victims of communism” as a result of the Vietnam War?

MATERIALS

- Background Essay: Hello, Freedom Man
- Student Handout A: PSA: Tap Code
- Student Handout B: “I Am” Poem
- Answer Key (in back of book)

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Create a space in the classroom that is approximately 7 feet x 7 feet, and ask four volunteers to stand in the space. Explain to students that this was the size of prison cells for many Americans during the Vietnam War. Ask students the following questions and accept all thoughtful answers:
 - What challenges—both physical and psychological—did prisoners face in North Vietnamese prisons?
 - What character traits would help one survive under such conditions?
 - What other victims (besides prisoners) might be created by war?
- B** | Have students read **Background Essay: Hello, Freedom Man** and answer (or think about) the questions which follow the essay. (See the **Answer Key** for suggested responses.)

PSA (Primary Source Activity) [10-15 minutes]

- A** | Briefly review the **Background Essay** to clarify any terms, concepts, or ideas.
- B** | Distribute copies of **Student Handout A: PSA: Tap Code**. Explain that this code was devised by prisoners of war in 1965 and used throughout the war so prisoners could communicate with those in adjoining cells.
- C** | Give students ten minutes, working in pairs, to use the Tap Code to communicate a message to each other.
- D** | Ask students the following:
 - How easy or difficult was it to use the code?
 - Did you use any abbreviations, e.g. textspeak? (The POW's used shorthand such as GNST: Good night, sleep tight.)
 - Could you survive for years, relying only on this code to communicate with others?

ACTIVITY [20 minutes]

- A** | Divide the class into five groups and assign each group one of the following roles: Vietnam POW, PTSD victim, college student, Vietnam veteran, American president. Give each group 5-7 minutes to create a fictional character for the role including such characteristics as: name; his/her experiences related to the war; his/her attitude about American involvement in the war; whether he/she suffered as a result of the war; etc.
- B** | Reorganize into groups of five (five different characters per group.) Give students 8-10 minutes to share their identities with each other and to discuss their attitudes about American involvement in Vietnam.

WRAP-UP [15 minutes]

In a large group, ask students the following questions and accept all thoughtful responses:

- 1 | What, if any, experiences did these people have in common? How did their experiences differ?
- 2 | How did all these types of people respond to American involvement in Vietnam? What accounts for their different responses?
- 3 | If you had been living in the 1960's, which of these types of people would you have most closely identified with? Why?
- 4 | In what ways were these individuals and other Americans "victims of communism"?

IMMEDIATE ASSESSMENT

- A | Use **Student Handout B: "I Am" Poem** to create a poem about the effect of the Vietnam War on the American people.
- B | Draw an editorial cartoon illustrating how the Vietnam War affected a wide variety of Americans.
- C | Answer one (or all) of the questions posed in the Wrap Up in one well-constructed 3-4 paragraph essay per response.

LONG-TERM ASSESSMENT

- A | Direct students to any of the resources at these websites:

Return with Honor

<http://www.pbs.org/wgbh/amex/honor/>

Vietnam Veterans Memorial

<http://www.nps.gov/vive/index.htm>

With Documents: The War in Vietnam—A Story in Photographs

<http://www.archives.gov/education/lessons/vietnam-photos/>

For each individual resource, they could a.) write a brief response to what they learned; b.) make a short presentation about what they learned to the class; or c.) post a Facebook or Twitter comment about what they learned.

- B | Students could interview someone in their family or community who served in Vietnam. They could prepare a report (oral or written) which answers these questions:
 - Why did the individual serve in Vietnam?
 - What challenges did the person face during his/her service?
 - What challenges did the person face when he/she arrived back home?
 - In his/her opinion, what have been the long-term impacts on American society as a result of the Vietnam conflict?

COMMUNISM'S CONTEMPORARY CONNECTIONS (C³)

Students could perform an on-line search to find an article about imprisonment for political actions in one or more of today's communist countries.

China

Cuba

Laos

North Korea

Vietnam

Good sources for such articles include:

<http://www.nytimes.com/>

<http://www.humanrightsfoundation.org/>

<http://www.bbc.co.uk>

Students could read the article and present the results of their search as either a.) one paragraph summary; b.) five slide Powerpoint presentation; or c.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)

BACKGROUND ESSAY

HELLO, FREEDOM MAN

“The North Vietnamese were very cruel, barbaric captors. One time I was kept in solitary confinement for 13 months. They broke my shoulder very badly using rope torture. They also broke one leg and beat me up pretty badly in their spare time over the years (1967-1973.)”

Edward Holmes Martin, a U.S. admiral, was only one of tens of thousands of Americans who suffered at the hands of the communist Vietnamese forces. Prisoners of war, like Admiral Martin; those who lost their lives in combat; the veterans suffering from post-traumatic stress disorder (PTSD); and the American people themselves all suffered as a result of communist expansion in Vietnam.

Significant American involvement in Vietnam began under President John F. Kennedy in 1961. His goal was to stop a communist takeover that could be part of a wider “domino effect” with nations throughout Southeast Asia becoming communist. China and North Korea had already fallen to communism. Presidents from Kennedy through Richard Nixon (1961-1974) feared that communism might spread to Laos, Cambodia, and Thailand. Americans were concerned these countries might become Soviet allies.

The Soviet Union assisted North Vietnam militarily and politically. It argued that the

Vietnam conflict was a nationalist uprising of the Vietnamese people against western domination and not a serious communist threat to American interests. American military and political leaders disagreed.

Under Kennedy’s successor, Lyndon B. Johnson, American involvement increased significantly. By the end of his administration, America was in a full-scale war in Vietnam.

During the war, over 800 Americans were captured as prisoners of war and detained in prison camps throughout North Vietnam. Insect-infested rations, physical and psychological torture, and isolation were among the techniques used by the Vietnamese to persuade the prisoners to divulge military information.

Admiral Martin recalled, *“I was there in the famous Hanoi Hilton in a section that we called Heartbreak Hotel. There was slime and mold on concrete beds, with leg irons at the end of them. The room was about 76 inches long and 56 wide. From time to time they moved us to different rooms. One time . . . there were two of us in a room with only enough room for one to sleep in.”*

Another POW, Henry P. Fowler, Jr. described similar conditions: *“The cell we lived in was a solid concrete room either without a window, or a window boarded up. Measured 7 ft. wide, 9 ft. long and 10 to 20 ft. high, about like your*

BACKGROUND ESSAY

bathroom. For the first 3 years, that was my home 23 hours and 45 minutes a day, for 3 solid years. We never saw a toilet. We had a little black bucket in the corner of each room. We never saw a bed. We either slept on wooden boards or on the cement. We never saw hot water and we never saw shoes."

The effect of the war on America domestically was tumultuous. As American casualties increased, the nation's universities erupted. What began as educational "teach-ins" in 1965 became campus takeovers by 1968. The country's streets and campuses saw unprecedented unrest. Opposition to the Vietnam War reached a fever pitch. Hundreds of thousands of demonstrators protested at military facilities, in front of government buildings, and on college campuses.

Protestors in the United States were in favor of peace, though many were unaware of the international involvement and dimensions of the war. Others were frustrated by the mismanagement of the war and the tremendous loss of life with no clear victory in sight. Protestors marched outside the White House shouting "Hey, hey, LBJ, how many kids did you kill today?"

Returning veterans were often ignored or vilified. Many were suffering from PTSD (Post-Traumatic Stress Disorder) as a result of their Vietnam service. PTSD occurs as a result of having seen or experienced life-threatening experiences. Its symptoms include flashbacks, insomnia, nightmares, and difficulty forming relationships. Approximately 30% of all Vietnam veterans suffered from PTSD at some point in their lives. Their lives were irrevocably changed by their service in Vietnam.

President Johnson declined to seek the Democratic Party's nomination for the presidency in 1968. The Republican nominee, Richard Nixon, won the presidency. He pursued a policy to end the war. In January 1973, the Paris Peace Treaty was signed, though fighting continued. In April 1975, Saigon fell to the North Vietnamese. Soon after, neighboring countries Laos and Cambodia also fell to communism, in part validating the "domino effect."

Over 58,000 American soldiers, sailors, and airmen died in the Vietnam War. 153,000 individuals were hospitalized as a result of their wounds. Nearly 800 men were captured as prisoners of war, and over 1,700 individuals are still considered Missing in Action (MIA). Even today, some American foreign policy decisions are influenced by the military and diplomatic experiences in Vietnam.

President Ronald Reagan remembered victims of the Vietnam War in his January 1989 "Farewell Address." He told a story, paying tribute to what America had tried to stop in Vietnam. Said Reagan:

I've been reflecting on what the past eight years have meant and mean. And the image that comes to mind like a refrain is a nautical one—a small story about a big ship, and a refugee, and a sailor. It was back in the early '80s, at the height of the boat people. And the sailor was hard at work on the carrier Midway, which was patrolling the South China Sea. The sailor, like most American servicemen, was young, smart, and fiercely observant. The crew spied on the horizon a leaky little boat. And crammed inside were refugees from

BACKGROUND ESSAY

Indochina hoping to get to America. The Midway sent a small launch to bring them to the ship and safety. As the refugees made their way through the choppy seas, one spied the sailor on deck, and stood up, and called out to him. He yelled, "Hello, American sailor. Hello, freedom man!"

During the Vietnam War, America had tried to play that role: freedom man. The war failed to achieve that objective. Divisions at home were often as bitter and stark as the divisions in Vietnam itself. It was a war that left numerous Americans as well as Vietnamese dead, maimed, and scarred.

THINK ABOUT IT

1. Describe the living conditions of American POW's.
2. Why did the United States become involved in Vietnam?
3. In addition to the prisoners of war, which other Americans suffered as a result of the Vietnam War? How did they suffer?
4. What long-term impacts did the Vietnam War have on American politics and the American people?
5. Why had America tried to be "freedom man"? In your opinion, is that an appropriate role for the United States?

SOURCES:

Edward Martin Collection (AFC/2001/001/29072), Veterans History Project, American Folklife Center, Library of Congress
<http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.29072/transcript?ID=mv0001>

Henry Fowler Collection (AFC/2001/001/52407), Veterans History Project, American Folklife Center, Library of Congress
<http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.52407/transcript?ID=mv0001>

PSA: Tap Code

DIRECTIONS:

Each letter in the Tap Code is signified by tapping two numbers: the first number indicates the horizontal row and the second indicates the vertical row. For example, the letter P is 5 taps-short pause-3 taps; the letter S is 3 taps-short pause-4 taps. (Longer pauses indicate new words; an X indicates the end of a sentence; and the letter K replaces the letter C.)

First, as practice, use the secret code to tap out your name. Then, compose and write down a brief message (4-7 words) that a prisoner of war might have tapped to another prisoner in the adjoining cell. Use the code to tap out a message to your partner. See if you and your partner can understand each other.

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	L	M	N	O	P (5-3)
4	Q	R	S (3-4)	T	U
5	V	W	X	Y	Z

“I Am” Poem

DIRECTIONS:

Complete the following statements as if you were ONE of the types of people discussed in the lesson: a prisoner of war, a veteran suffering from PTSD, a college student, a veteran, an American President, or any other American affected by the Vietnam War. Your statements should be historically accurate and emotionally powerful.

I am (the character you’ve chosen)

I wonder ...

I hear ...

I see ...

I want ...

I am (repeat the character you’ve chosen)

I pretend ...

I feel ...

I touch ...

I worry ...

I cry ...

I am (repeat the character you’ve chosen)

I understand ...

I say ...

I dream ...

I try ...

I hope ...

I am (repeat the character you’ve chosen)

Captive Nations and the End of the Cold War



OVERVIEW

Following World War II, Europe was the focal point for the conflict between communism and freedom. For half a century, nearly all of Eastern and Central Europe suffered under communist rule. However, beginning in Poland in the 1980's and sweeping across the Soviet bloc, nationalistic and anti-communist movements flourished. Relying upon strikes, demonstrations, and even songfests, the peoples of Poland, Czechoslovakia, Hungary, Estonia, Latvia, and Lithuania asserted their rights, liberated themselves, and peacefully went about the task of creating new governments, thereby ending the longest-running ideological conflict of the twentieth century.

NOTE TO TEACHERS:

Completion of **Student Handout A** requires student access to computers and will take 20-30 minutes to complete. If students have access to a computer lab and/or their own devices in school, the activity could be completed in class and the lesson will take two days; if **Student Handout A** can be completed outside of class, the lesson is more likely to take just one day.

OBJECTIVES

Students will:

- Compare and contrast the experiences of Eastern bloc countries during the Cold War
- Analyze a political cartoon
- Examine the role of music in the Eastern bloc uprisings against communism
- Evaluate the role of non-violent protest in effecting political change

STANDARDS:

- NCHS World History Era 9: 1B, 2C, 3A

ESSENTIAL QUESTION:

Can non-violent protest effect significant political and social change?

MATERIALS

- Background Essay: May God Watch Over You, My Precious Fatherland
- Student Handout A: Captive Nations Graphic Organizer
- Student Handout B: PSA: The Soviet Union and Europe, 1947
- Student Handout C: National Anthems
- Answer Key (in back of book)

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** | Play the audio (and video, if possible) of the trailer for *The Singing Revolution* <http://museumoncommunism.org/content/singing-revolution-trailer>. Explain to the class that the national anthems of many Eastern European nations inspired citizens to stand up against communism, and that this lesson will focus on those people.
- B** | Distribute **Student Handout A: Captive Nations Graphic Organizer** and assign each student one of these six countries: Poland, Czechoslovakia, Hungary, Estonia, Latvia, and Lithuania.
- C** | Students should complete the organizer by using the resources in the National Exhibits section of the Online Museum on Communism http://museumoncommunism.org/national_exhibits. Other useful sections include the Timeline as well as the Gallery of Heroes and the Hall of Infamy sections.
- D** | Have students read the **Background Essay: May God Watch Over You, My Precious Fatherland** and answer (or think about) the questions which follow the essay. (See the **Answer Key** for suggested responses.)

PSA (Primary Source Activity) [5 minutes]

- A** | Briefly review the **Background Essay** to clarify any terms, concepts, or ideas.
- B** | Distribute copies (or project an image) of the **Student Handout B: PSA: The Soviet Union and Europe, 1947**: and ask students the following questions:
 - Who is the figure in the cartoon and what is he trying to do?
 - Which countries are within the Soviet bloc? (*Finland**, *Poland*, *East Germany*, *Bulgaria*, *Romania*.) Point out to students that the unlabeled countries under Stalin's right arm are the Baltic nations: Estonia, Latvia, and Lithuania. (*Unlike the other nations in the cartoon, Finland was never occupied by the Soviet Army. However, its post-war treaty arrangements with the Soviet Union created close ties between the two countries.)
 - Which countries are within the influence of the Soviets? (*Czechoslovakia*, *Yugoslavia*, *Hungary*)
 - Does the cartoonist have a favorable or unfavorable view of Soviet actions? How do you know? (*Accept all reasoned answers.*)

ACTIVITY A [15 minutes]

- A** | Divide the class into groups of six (each student reporting upon a different country) and give the students 5-10 minutes to share 2-3 interesting facts about the country they researched for **Student Handout A: Captive Nations Graphic Organizer**
- B** | Conduct a brief whole-class discussion asking students to share their observations. Then, ask them what they observed about the differences and similarities among the various nations in their efforts to free themselves from communist oppression.

ACTIVITY B [20 minutes]

- A** | Explain to the class that many of these nations relied upon songs and cultural traditions to unite their people against communism. Brainstorm with the class about the purposes of national anthems. Likely responses might include the following: *create a sense of unity; develop patriotism; celebrate military victories; inspire action against enemies; etc.*
- B** | Ask the students whether or not they sing *The Star-Spangled Banner*; under what circumstances they sing it, how they feel when they sing the anthem, and whether or not they know/understand the historical setting of the song. (Background about the anthem can be found at <http://americanhistory.si.edu/starspangledbanner/the-lyrics.aspx>) Remind them of what they heard (and saw) at the beginning of class in *The Singing Revolution* trailer.
- C** | Regroup students according to the country they researched for the **Captive Nations Graphic Organizer** and distribute **Student Handout C: National Anthems**. Give students 5-7 minutes to review their assigned anthem(s) and answer the questions.
- D** | Bring the class back together for a general review of the anthems and their answers to the questions. Ask students what they observed about the differences and similarities among the various national anthems.

WRAP-UP [10 minutes]

Ask students the following questions and accept all reasoned answers:

- 1 | How do your parents react to the music you enjoy? Do they (or do you) think of your music as a form of rebellion?
- 2 | Would music or poetry ever motivate you to bring about political change? Why and how did music or poetry motivate people in Eastern Europe to revolt against the Soviets?
- 3 | Are you surprised that the end of the Cold War was generally non-violent? Why or why not?

IMMEDIATE ASSESSMENT

- A | Choose one of the anthems and listen to the song. Following the same rhyme and rhythm, write two or three additional verses reflecting the country's triumph over communism in the 1980's and 1990's. Additional verses as well as audio recordings of these national anthems can be found on a variety of websites: <http://www.nationalanthems.info/> and <http://www.lyricsondemand.com/miscellaneouslyrics/nationalanthemslyrics>.
- B | Choose any one of the six countries and write a 2 page dialogue between two individuals from that country: One individual supports violent revolution to overturn the communists; one supports non-violence tactics. Include specific historical details in the dialogue.
- C | Answer one (or all) of the questions posed in the Wrap Up in one well-constructed 3-4 paragraph essay per response.

LONG-TERM ASSESSMENT

- A | Students could prepare a report (written, Powerpoint, or display board) about the country for which they completed the **Captive Nations Graphic Organizer**.
- B | Each student could design a poster for one of the individuals included in the Virtual Exhibits of the Museum Communism http://www.museumoncommunism.org/gallery_of_heroes. Each poster should contain an image of the individual; a small map of his/her country; and a quote by or about the individual. The posters could be placed around the classroom, creating the class's own Gallery of Heroes.

- C** | Students could visit *The Singing Revolution* website to learn more about the power of music to affect change. <http://www.singingrevolution.com/cgi-local/content.cgi?pg=2>
- D** | Advanced students may be interested in reading *The Bridge at Andau*, novelist James Michener's account of the 1956 Hungarian uprising. They may also enjoy the poetry of Václav Havel (<http://www.vaclavhavel-library.org/en/>.)

COMMUNISM'S CONTEMPORARY CONNECTIONS (C³)

Students could perform an on-line search to find an article about imprisonment for political actions in one or more of today's communist countries.

China Cuba Laos North Korea Vietnam

Good sources for such articles include:

<http://www.nytimes.com/>

<http://www.humanrightsfoundation.org/>

<http://www.bbc.co.uk>

Students could read the article and present the results of their search as either a.) one paragraph summary; b.) five slide Powerpoint presentation; or c.) Twitter entry.

(Students should note the source of their article. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.)

BACKGROUND ESSAY

MAY GOD WATCH OVER YOU, MY PRECIOUS FATHERLAND

In July 2013, President Barack Obama issued a proclamation in honor of Captive Nations Week. This commemoration was first celebrated in 1959 “amidst an escalating Cold War, affirming America’s support for the individual liberties of those living under Communist oppression.” The nations of Eastern Europe were held captive by the ideology of the Soviet Union for over fifty years. Nearly 100 million people lived under this ideology. Their story is one of repression and oppression. Their story is also one of liberation.

Following World War II, the Soviet Union refused to withdraw from the lands it had occupied. This action divided Eastern and Western Europe into opposing political and military alliances. The Cold War was on. Many of those living under communism remained captive for five more decades.

By the mid-1980s, the Soviet Union had begun to reform its own political and economic systems. The new Soviet leader, Mikhail Gorbachev, began a period of rebuilding the nation according to more democratic principles (a process known as *perestroika*). He also encouraged Soviet citizens to share their concerns openly (a policy known as *glasnost*) and to participate in free elections.

As the Soviet Union gradually restored some liberties to its citizens, the people of Eastern Europe demanded their rights, too. Over a few

short years (1989-1991), the so-called Iron Curtain was torn apart as these nations reclaimed their liberties. The twin legacies of Nazi fascism and Soviet communism disappeared—freedom took their place.

Poland

Poland was a focal point for 20th century oppression. The German Nazis first invaded and conquered the nation. Then, the Russian communists conquered the country. During World War II, the Soviets committed many human rights abuses in Poland. Perhaps one of the worst examples was the execution of 22,000 Polish prisoners of war in the Katyn Woods massacre in 1940.

While Western Europe was liberated after Hitler’s defeat in 1945, Poland was not. The Soviet Union created a satellite government that limited and restricted individual liberties. The government tortured and imprisoned those who opposed it. Martial law was frequently imposed. Officials limited religious liberty, though the Catholic Church continued to play a significant role in the lives of the people.

Courageous individuals and organizations led various anti-communist efforts during these years. Workers in the shipyards went on strike. Finally, in June 1989, Poland held free elections. One political party triumphed in this election:

BACKGROUND ESSAY

Solidarity. Solidarity was anti-communist, anti-Soviet, and independent of government control. Its leader, Lech Wałęsa, was elected president of Poland one year later. Communism was dead in Poland.

Hungary and Czechoslovakia

Hungary and Czechoslovakia fell to communism in the late 1940s. Hungary changed radically. The economy was nationalized. Government officials arrested, tortured, deported, or executed thousands. Religious instruction was banned and religious leaders were imprisoned. Russian language, culture, and traditions replaced many native Hungarian customs.

Hungary made a dramatic attempt to find its way toward freedom. In 1956, Hungarians rose up against their communist masters. The uprising began as a student demonstration. According to a participant,

Work in Budapest stopped. Everyone went out on to the streets weeping. People read the points [the students' demands for greater liberty] and then rushed home or to their factories. . . . The Communist Party forbade this in vain. Everyone was talking about it: in conversation, over the telephone, the news spread in a few hours and within a short time all Budapest became an ant-hill. People pinned the Hungarian national symbol to their clothes, and a really fantastic miracle occurred, for I regard it as a miracle that the whole people became unified. . . . On the morning of this day, for the first time, someone

had dared to say that the Russian troops should leave Hungary. We had reached the point where we dared to say this publicly. This was what gave us unity, and the point at which the chains were broken which had bound us until then . . . everyone was on familiar terms, everyone could be trusted, everyone had a feeling of complete unity, because the entire system based on lies collapsed in a moment on the morning of 23 October. (Excerpt from the 1957 United Nations Report of the Special Committee on the Problem of Hungary.)

The jubilation did not last. On November 4, Soviet tanks invaded Hungary and crushed the revolution. 20,000 Hungarians perished and another 200,000 fled as refugees. There would be no freedom in Hungary until 1989 when a peaceful transition to democracy began.

The Red Army also occupied Czechoslovakia in 1944. By 1948, Czechoslovakia was another Soviet satellite. Jails and concentration camps held those who challenged government policies.

In 1968, the Czechs revolted against the Soviets. This uprising, known as the Prague Spring, was suppressed. Thousands of Czechs fled the nation. Yet, the seeds of revolt had been planted. By the 1980s, failed economic policies and the Soviet Union's more moderate politics led to widespread unrest. In just ten days in 1989, a non-violent uprising, the Velvet Revolution, toppled the government. Its leader, the poet and playwright, Václav Havel, observed, "I really do inhabit a system in which words are capable of shaking the entire structure of government, where words

BACKGROUND ESSAY

can prove mightier than ten military divisions.” The Czech nation had begun its transition to democracy through words—not violence.

The Hungarian and Czech revolts (1956 and 1968) were initially unsuccessful. Communism continued to dominate Eastern Europe through the 1970s. However, these early attempts to bring about political change inspired thousands of people to oppose and eventually overthrow their oppressive governments.

The Baltic Nations:

Latvia, Estonia, and Lithuania

Nearly fifty years earlier in August of 1939, communist oppression began in the Baltic nations. The Russian occupation in June 1940 initiated a half-century of terror and intimidation. In Latvia, thousands of Russians were moved into the country in an effort to supplant Latvian culture and nationalism. Latvians were arrested, imprisoned, and deported. At least 10-15 percent of the Latvian population was eliminated by the Soviets.

During the next ten years, resistance to the Soviets was carried out by the “forest brothers.” This group of 10-15,000 Latvian fighters lived in huts and tunnels in the countryside. Through sabotage, robbery, and sometimes murder they resisted the communist system. The last of the forest brothers surrendered in 1957. It would be thirty more years before the Latvians were no longer victimized by communism.

The people of Estonia also had their own “forest brothers” as they, too, suffered under communist repression. By the late 1980’s, demonstrations

throughout Estonia called for an end to Soviet domination. The most powerful and persuasive of these demonstrations were the national songfests.

The “Singing Revolution” lasted from 1987-1991. At spontaneous gatherings and at national song festivals, hundreds of thousands of Estonians sang the national and patriotic songs that had been banned under the Soviets. Lyrics such as “*May God watch over you, my precious fatherland*” fostered a nationalistic spirit that led to increased demands for Estonian independence. In 1991, this goal was achieved.

Lithuanians also endured collectivization, mass deportations, and limitations on their liberties for nearly fifty years. Yet, they retained their commitment to their national heritage and to their strong Catholic faith. Hymns and national anthems were sung throughout the nation in the late 1980s in protest of the Soviet presence.

The most memorable singing event took place on August 23, 1989. A human chain of nearly two million people began in the Lithuanian capital of Vilnius and stretched almost 400 miles through Riga, Latvia, to Tallinn, Estonia. People from three nations linked hands along this chain, sang national anthems, and remembered those who had died in their struggle against communism. As one Baltic activist commented, “Until now, revolutions have been filled with destruction, burning, killing and hate, but we started our revolution with a smile and a song.” Lithuania declared its independence six months later.

Actions such as these resulted in the disintegration of the Communist bloc in

BACKGROUND ESSAY

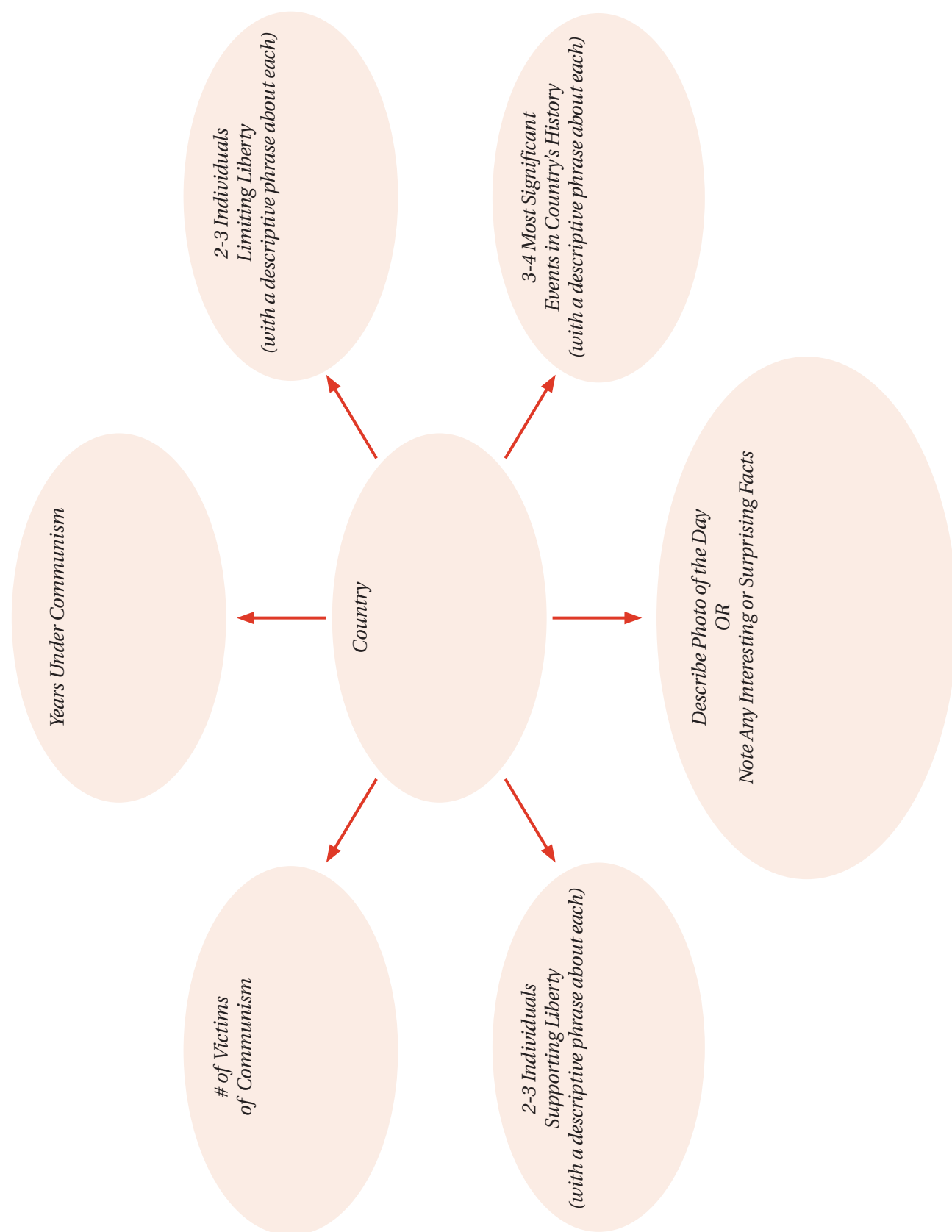
December 1991. The Cold War was over, without a missile fired. An entire totalitarian system went down peacefully. The nuclear world war that humanity had feared was inevitable never

happened. Political leaders and millions of average citizens peacefully ended the longest-running ideological conflict of the 20th century, an ideology that left over 100 million dead.

THINK ABOUT IT

1. What are the Captive Nations? Who held them captive and how?
2. How did Mikhail Gorbachev contribute to political change in the Soviet Union and Eastern Europe?
3. How did the Hungarian people suffer under communism?
4. What is the historical significance of Lech Wałęsa and Václav Havel?
5. Describe the various forms of resistance against communism in Eastern Europe.
6. How did singing help to bring about non-violent change in the Baltic nations?
7. In your opinion, why was non-violence ultimately successful in bringing about the end of communism in Eastern Europe?

Captive Nations Graphic Organizer



PSA: The Soviet Union and Europe, 1947



This cartoon was drawn in February, 1947 by British cartoonist John Illingworth.

National Anthems

DIRECTIONS:

Read your assigned anthem, and then answer the questions which follow. Then, choose any other anthem and answer the same questions.

1. Czech Republic

*Where is my home, where is my home?
Water bubbles across the meadows,
Pinewoods rustle among crags,
The garden is glorious with spring blossom,
Paradise on earth it is to see.
And this is that beautiful land,
The Czech land, my home.
The Czech land, my home.*

*Where is my home, where is my home?
If, in a heavenly land, you have met
Tender souls in agile frames,
Of clear mind, vigorous and prospering,
And with a strength that frustrates all defiance,
That is the glorious race of the Czechs,
Among Czechs is my home.
Among Czechs is my home.*

2. Estonia

*My fatherland, my joy and happiness,
How beautiful you are!
I shall not find such ever
In this huge wide world
Which would be so dear to me
As you, my fatherland!*

*You have given me birth
And raised me up;
I shall thank you always*

*And remain faithful to you 'til death,
To me most beloved are you,
My precious fatherland!*

*May God watch over you,
My precious fatherland!
Let Him be your defender
And provide bountiful blessings
For whatever you undertake,
My precious fatherland!*

3. Lithuania

*Lithuania, our homeland,
Land of worshiped heroes!
Let your sons draw their strength
From our past experience.*

*Let your children always follow
Only roads of virtue,
May your own, mankind's well-being
Be the goals they work for.*

*May the sun above our land
Banish darkening clouds around
Light and truth all along
Guide our steps forever.*

*May the love of Lithuania
Brightly burn in our hearts.
For the sake of this land
Let unity blossom.*

4. Hungary

*O Lord, bless the nation of Hungary
With your grace and bounty.
Extend toward it your guarding arm.
During strife with its enemies
Long torn by ill fate
Bring upon it a time of relief.
This nation has suffered for all sins
Of the past and of the future!*

*You brought our ancestors up
Over the Carpathians' holy peaks.
By You was won a beautiful homeland
For Bendegúz's sons.
And wherever flow the rivers of
The Tisza and the Duna
Árpád, our hero's descendants
Will root and bloom.*

*For us on the plains of the Kuns
You ripened the wheat.
In the grape fields of Tokaj
You dripped sweet nectar.
Our flag you often planted
On the wild Turk's earthworks.
And under Mátyás' grave army whimpered
Vienna's "proud fort."*

*(4 more verses about the Turkish conquest
of Hungary)*

*Redeem, O Lord, the Hungarians
Who are tossed by waves of danger.
Extend toward it your guarding arm
On the sea of its misery.
Long torn by ill fate,
Bring upon it a time of relief.
They who have suffered for all sins
Of the past and of the future !*

5. Latvia

*Bless Latvia, O God,
Bless Latvia, O God,
Our verdant native land sod,
Where Baltic heroes trod,
Keep her from harm!*

*Bless Latvia, O God,
Our verdant native land sod,
Where Baltic heroes trod
Keep her from harm!*

*Our lovely daughters near.
Our singing sons appear,
May Fortune smiling here
Grace Latvia!*

*Our lovely daughters near.
Our singing sons appear,
May Fortune smiling here
Grace Latvia!*

6. Poland

*Poland is not yet lost
As long as we remain,
What the foe by force has seized,
Sword in hand we'll gain.*

CHORUS:

*March! March, Dabrowski!
March from Italy to Poland!
Under your command
We shall reach our land.*

*Cross the Vistula and Warta
And Poles we shall be;
We've been shown by Bonaparte
Ways to victory.*

CHORUS

*As Czarniecki Poznan town regains,
Fighting with the Swede,
To free our fatherland from chains,
We shall return by sea.*

QUESTIONS:

1. How does the anthem describe the people of the nation? the land? the history?
 2. What information (if any) does the anthem provide (or suggest) about the history of the nation?
 3. What information (if any) does the anthem provide (or suggest) about the enemies of the nation?
 4. How would the people of this nation feel when reading these words?
 5. How would the people of this nation feel when singing this anthem?
 6. Is this anthem a hymn? a battle song? something else?
 7. Could this anthem motivate people to revolt against their rulers?
-

SOURCES:

Additional verses as well as audio recordings of these national anthems can be found on a variety of websites, including <http://www.nationalanthems.info/> and <http://www.lyricsondemand.com/>

Answer Key

KARL MARX AND HIS LEGACY

BACKGROUND ESSAY

- 1 | Over 100 million people have died as a direct result of communist ideas and actions.
- 2 | Abolition of private property was the key element of Marx's theory.
- 3 | Because his political views were in direct conflict with the current political order, only revolution would bring about his goals.
- 4 | Marx believed that all private property should be abolished. Accepted reasoned responses.
- 5 | Accept all reasoned responses.

STUDENT HANDOUT A: WASHINGTON, MARX, AND KING

Marx: 1, 2, 16, 17, 18, 19, 20, 22;
Washington: 3, 4, 5, 12, 13, 14, 15;
M.L. King, Jr: 6, 7, 8, 9, 10, 11, 21

LENIN AND THE BOLSHEVIK REVOLUTION

BACKGROUND ESSAY

- 1 | Lenin created the Soviet totalitarian system by banishing basic freedoms, executing his enemies, and promoting global revolution.
- 2 | Lenin and the Bolsheviks began to abolish private property and restrict speech, assembly, and press. Religious belief and practice were also limited.

- 3 | Lenin wanted to eliminate those who opposed him: kulaks, priests, and other "harmful insects," as well as the middle class.
- 4 | Lenin launched the Communist International (Comintern) to achieve that goal. The Comintern was based in Moscow with branches throughout the world.
- 5 | Accept all reasoned responses.
- 6 | Lenin and Latsis did not value the opinions or the lives of those who opposed them.

STALIN AND THE SOVIET UNION

BACKGROUND ESSAY

- 1 | Experts estimate that tens of millions of people died as a result of Stalin's actions.
- 2 | Many in Ukraine resisted Stalin's collectivization. In response, individuals could only receive grain after the government quota had been met. Millions of Ukrainians died as a result of the famine Stalin created.
- 3 | The Gulag was a system of forced labor camps throughout Russia where the harsh climate and the sadistic treatment of the prisoners resulted in millions of deaths.
- 4 | From 1936-1938, Stalin eliminated anyone who might challenge him. Informants reported, evidence was manufactured, and show trials were held. Confessions were obtained through the use of torture and intimidation.

- 5 | Accept all reasoned responses.
- 6 | Stalin violated these human rights: the right to life; the right to liberty; the right to property; the right to freedom of speech and the press; the right to a fair trial; and the right to food.
- 7 | Stalin forcibly extended communism into Eastern and Central Europe by installing puppet governments controlled by the Soviet Union.

MAO AND CHINA

BACKGROUND ESSAY

- 1 | His two major initiatives were the Great Leap Forward (1959-1961) and the Great Proletarian Cultural Revolution (1966-76). Neither initiative was successful.
- 2 | Collectivization was not successful. Individuals received only meager amounts of food for their efforts, and the result was widespread famine: a direct consequence of political decisions.
- 3 | The Red Guard tried to eliminate the “Four Olds” by destroying ancient buildings and priceless antiques. They encouraged young people to publicly criticize their parents and teachers. They humiliated and sometimes executed wealthy peasants, landowners, and educated individuals.
- 4 | Accept all reasoned responses.
- 5 | Marx and Lenin believed that the factory workers of the world would unite in violent revolution to overthrow factory owners. Mao applied these beliefs to the agrarian society of China.

- 6 | Mao supported other revolutionary movements throughout Asia. Communist movements in North Korea, Vietnam, and Cambodia received financial and military support from Mao.
- 7 | Accept all reasoned responses.

POL POT AND CAMBODIA

BACKGROUND ESSAY

- 1 | The Khmer Rouge had achieved power.
- 2 | Evacuated cities and urban areas. Lives were regimented. Private property eliminated. Home life (children, meals, etc.) collectivized.
- 3 | Mass graves dug by those who were then executed.
- 4 | Forced collectivization, reclassification of individuals, wholesale elimination of entire classes and professions, purging of religious and ethnic groups, state sponsored starvation.
- 5 | Accept all reasoned answers.
- 6 | Accept all reasoned answers.

KIM IL-SUNG AND NORTH KOREA

BACKGROUND ESSAY

- 1 | Kim Il-Sung ruled from 1948-1994 and was called “Beloved Leader.” Kim Jong-Il ruled from 1994-2011 and was known as “Dear Leader.” Kim Jong-Un has ruled since 2011 and is known as the “Great Successor.”
- 2 | The United States supported South Korea because it feared the spread of communism.
- 3 | Juche emphasizes national self-reliance and pride. The group (or the nation) is much more important than the individual.

- 4 | A cult of personality is a belief that one individual is the complete embodiment of a nation's values and ideals.
- 5 | Any challenge to the leadership is considered a challenge to the North Korean way of life. Political prisoners and their families are sent to Camp 22, a North Korean concentration camp.
- 6 | North Korea's leaders have elevated themselves to god-like status, and demand near-worship from the North Korean people. Organized religion has been abolished. Koreans believe that both Kims are "perfect" human beings who will create a paradise in North Korea.

CUBA, CASTRO, AND CHE BACKGROUND ESSAY

- 1 | To achieve power in Cuba, Castro and Che fought a guerrilla war in which defectors and deserters were shot, land was taken from peasants, and the government was overthrown.
- 2 | Castro limited political and economic freedom by limiting rights to property and free speech, assembly, and press. Purges eliminated many of his enemies and other members of the opposition were sent to prison.
- 3 | The United States challenged the placement of Soviet missiles in October 1962. The government has also pressured Cuba to restore the freedoms of its citizens; has limited trade with Cuba; and has restricted travel to Cuba.
- 4 | Che left Cuba to train and support communist guerrilla movements in Africa and Bolivia. He described his African experience as "a history of failure." In Bolivia, he was unable to attract local support and was executed.

- 5 | Bolivia's president redistributed land and nationalized key industries. Hugo Chavez of Venezuela thought of Castro "as a father" and redistributed land, nationalized industries, and limited freedom of expression. The Peruvian communist movement, Shining Path, waged guerrilla warfare throughout the country. Nicaragua's current president trained in Cuba to lead guerilla warfare and began a process of land redistribution and nationalization of industry.
- 6 | Accept all reasoned responses.

GERMANY AND THE BERLIN WALL

BACKGROUND ESSAY

- 1 | The Soviet Union imposed the blockade to isolate West Berliners from freedom. In response, the United States and other nations launched the Berlin Airlift to supply the West Berliners with basic necessities.
- 2 | The Soviet Union tightened border controls, divided the city of Berlin, and built the Berlin Wall in 1961.
- 3 | The Berlin Wall was constructed to deny East Germans the freedom to travel outside their home. Thousands still tried to exercise their right of travel and sought to escape by digging tunnels, flying balloons, etc.
- 4 | President Ronald Reagan went to Berlin and called upon Soviet leader Mikhail Gorbachev to "Tear down this wall!" Gorbachev did not stop the wall from crumbling.
- 5 | Accept all reasoned responses.

AMERICA AND VIETNAM

BACKGROUND ESSAY

- 1 | American POW's suffered from solitary confinement, broken bones, torture, confined spaces.
- 2 | The United States became involved in Vietnam to stop a communist takeover that could become part of a wider "domino effect" with nations throughout Southeast Asia becoming Soviet allies.
- 3 | Family members of POW's suffered; university students and teachers suffered because classes were disrupted or cancelled; protestors suffered as a result of clashes with the police; many returning veterans suffered as they dealt with the symptoms of PTSD.
- 4 | Some American foreign policy decisions are still influenced by the military and diplomatic experiences in Vietnam.
- 5 | Accept all reasoned responses.

CAPTIVE NATIONS AND THE FALL OF COMMUNISM

BACKGROUND ESSAY

- 1 | The Captive Nations include the nations of Eastern Europe: Poland, Hungary, Czechoslovakia, Latvia, Estonia, Lithuania. They were held captive by the Soviet Union through repression and oppression.
- 2 | Gorbachev began a period of rebuilding the Soviet Union according to more democratic principles (perestroika) and encouraged citizens to share their concerns openly (glasnost). As the Soviet Union gradually restored liberties to its citizens, the people of Eastern Europe demanded their rights, too.

- 3 | The economy was nationalized. Government officials arrested, tortured, deported, or executed thousands. Religious instruction was banned and religious leaders were imprisoned. Russian language, culture, and traditions replaced many native Hungarian customs.
- 4 | Lech Wałęsa was the leader of Solidarity, a Polish political party which was anti-communist, anti-Soviet, and independent of government control. He was the first post-communist President of Poland. Václav Havel, a poet and playwright, helped to lead the 1989 Velvet Revolution in Czechoslovakia.
- 5 | Forms of resistance included the following: strikes, student demonstrations, poetry, the "forest brothers", and national songfests.
- 6 | At national song festivals, Estonians sang patriotic songs banned under the Soviets, fostering a nationalistic spirit leading to increased demands for independence. Lithuanians sang hymns and national anthems. A human chain of singers stretching 400 miles through the Baltic nations united people in their opposition to communism.
- 7 | Accept all reasoned responses.

AUTHORS

Claire McCaffery Griffin, Principal of CGC, LLC, is an independent consultant with nearly 40 years of experience in civic education. She was a high school teacher for 28 years and then served as Vice President for Education Programs of the Bill of Rights Institute, where she co-authored 8 curricular resources and presented professional development programs to thousands of teachers from all 50 states.

Paul Kengor is a presidential historian known for his scholarship on the Cold War, communism, and Ronald Reagan. A professor of political science at Grove City College, Dr. Kengor is also Executive Director of the College's Center for Vision and Values. He is the author of *The Crusader: Ronald Reagan and the Fall of Communism*, and has been published in a variety of publications, including *USA Today* and the *New York Times*.

Lee Edwards is the founding president and present chairman of the Victims of Communism Memorial Foundation, the Distinguished Fellow in Conservative Thought at the Heritage Foundation, and an adjunct professor of politics at the Catholic University of America. He has published more than 20 books and numerous articles about American politics, including biographies of Ronald Reagan and William F. Buckley, Jr. He edited *The Collapse of Communism* (Hoover Press) and has lectured widely in the United States and abroad about the victims and crimes of communism.

REVIEW TEACHERS

Gail Chastain

Mercy High School
San Francisco, California

Karen Ferris-Fearnside

Burnt Hills-Ballston Lake H.S.
Burnt Hills, New York

Kristine Frailing

Western High School
Davie, Florida

Jamie Frank

Churchill High School
Potomac, Maryland

Sondra S. Hickert

The Learning Center
Hays, Kansas

Emma Humphries

University of Florida
Gainesville, Florida

Glenna Humphries

South Plantation High School
Plantation, Florida

Jennifer Jolley

Cypress Bay High School
Weston, Florida

Mary McGillicuddy

Elizabeth Seton High School
Bladensburg, Maryland

Stacy Moses

Sandia Preparatory School
Albuquerque, New Mexico

Catherine O'Connor

Homeschool
Spotsylvania, Virginia

Tom O'Hare

Wilson Hall
Sumter, South Carolina

Cathy Ruffing

Centreville High School
Clifton, Virginia

Jay Shackett

Golden High School
Golden, Colorado

Eileen Sheehy

Billings West High School
Billings, Montana

Matthew Turner

Burnt Hills-Ballston Lake H.S.
Burnt Hills, New York

Anne Marie Ward

East Catholic High School
Manchester, Connecticut

Michael L. Wilmoth

Wellington High School
Wellington, Kansas

NOTE ON STANDARDS

National content standards referenced in this publication come from the National Council for History in the Schools (NCHS). <http://www.nchs.ucla.edu>

Many of the activities will help students to achieve the Common Core English Language Arts Standards for high school History and Social Studies:

<http://www.corestandards.org/ELA-Literacy/RH/9-10>

<http://www.corestandards.org/ELA-Literacy/RH/11-12>

WHAT TEACHERS FROM AROUND THE COUNTRY
ARE SAYING ABOUT THE SECOND EDITION OF

COMMUNISM

ITS IDEOLOGY, ITS HISTORY, AND ITS LEGACY

KARL MARX AND HIS LEGACY – Students reflect upon “If I Were a Marxist”

A good lesson that meets objectives, is stimulating, and is “plug-and-play.”

GOLDEN, COLORADO

LENIN AND THE BOLSHEVIK REVOLUTION – Students role-play fictional characters from the Russian Revolution

I would not hesitate to recommend the lesson as designed. I found it to be a useful and engaging exercise that enlightened students about communism and the early Soviet Union.

SUMTER, SOUTH CAROLINA

STALIN AND RUSSIA – Students analyze a letter written by victims of famine in Ukraine

I am usually a “tinkerer” when it comes to prepared lessons, but I can really see myself using this lesson as is.

BLADENSBURG, MARYLAND

MAO AND CHINA – Students experience collectivism when their jellybeans are appropriated

The C3 section (Communism’s Contemporary Connections) has great educational value, as it connects Mao’s China with modern communist countries.

BURNT HILLS, NEW YORK

KIM IL-SUNG AND NORTH KOREA – Students analyze a satellite photo of North Korea at night

The background essay was informative and an easy, quick read for my students.

WELLINGTON, KANSAS

GERMANY AND THE BERLIN WALL – Students plan an escape from East Berlin

Common core curriculum is all the rage now, and the assessments provide students with an opportunity to develop their informative and persuasive writing skills.

HAYS, KANSAS

AMERICA AND VIETNAM – Students use the POW tapcode to communicate with each other

The lesson is simple, short, and easy to follow—and would appeal to my colleagues.

BILLINGS, MONTANA

CUBA, CASTRO, AND CHE – Students analyze a photomosaic portrait of Che Guevara

The assessment met the needs of multiple intelligences, gifted learners, and differentiated instruction.

WESTON, FLORIDA

CAPTIVE NATIONS AND THE FALL OF COMMUNISM – Students listen to national anthems of the Captive Nations

These materials would lend themselves nicely to a homeschool co-op setting.

SPOTSYLVANIA, VIRGINIA

SECOND EDITION

ISBN 978-0-692-72056-1 \$24.95
5 2 4 9 5 >



9 780692 720561