

## Module 2 Overview: 1977

- *Synopsis*

Charter 77 was an informal civic initiative in [communist Czechoslovakia](#) from 1976 to 1992, named after the document Charter 77 created in January, 1977. Charter 77 criticized the government for failing to implement [human rights](#) provisions of a number of documents it had agreed to. Among the more than 200 original signatories were founding members of the movement [Jiří Němec](#), [Václav Benda](#), [Ladislav Hejdíánek](#), [Václav Havel](#), [Jan Patočka](#), [Zdeněk Mlýnář](#), [Jiří Hájek](#), [Martin Palouš](#), and [Pavel Kohout](#). The government's reaction to the appearance of Charter 77 was harsh. The official press described the manifesto as "an anti-state, anti-socialist, and demagogic, abusive piece of writing," and individual signatories were variously described as "traitors and renegades," "a loyal servant and agent of imperialism," "a bankrupt politician," and "an international adventurer. Spreading the text of the document was considered a [political crime](#) by the communist regime.

- *Sources and Outcomes*

In Module 2, students will examine the impetus for and impact of Charter 77 in Czechoslovakia and beyond. The (Library and organization) have selected primary and secondary sources that provide teachers and students with a rich collection of political, social, economic, and cultural perspectives across four designed activities.

Each activity is centered on a compelling question that invites students to construct their understanding, ask additional questions about the past, and apply their thinking to the contemporary world. In order to support these outcomes, teachers will find an array of instructional strategies and processing routines you can utilize and adapt for students. Additionally, a variety of performance tasks supporting students' deep content understanding and develops skillsets usable beyond the classroom provide authentic contexts for the demonstration of meaningful learning.

### Background Knowledge Resources for Students

Project Note: These optional background resources are for teachers to consider using with their students. We have attempted to diversify the medium and reading level of the sources we selected.

Resource	Type/Medium	Notes
<a href="#"><i>Foreign Policy Magazine, "In Charter 77: Czech Dissidents Charted New Territory</i></a>	Short article	This is a 2017 piece. Follow the author on twitter, @emilyctamkin
<a href="#"><i>BBC World Service: Charter 77</i></a>	Podcast - 12 minutes	Overview of Charter 77.
<a href="#"><i>The Cold War: Charter 77</i></a>	Video - 9 minutes	CNN Documentary Film Excerpt
<a href="#"><i>The Legacy of Charter 77</i></a>	Short article	From an event at Georgetown University
<a href="#"><i>Vaclav Havel Library Foundation: Charter 77: Communist Czechoslovakia's Rock and Roll Revolution</i></a>	Video - 4 minutes	From Radio Free Europe

## Project Timeline

### Snapshot of Module 2 Activities

Project Note: Teachers should decide what activities they will use with their students. Each activity has 2-3 suggested instructional strategies as well as options for [performance based summative assessments](#).

### Suggested Hook Exercise

We have provided multiple images relevant to the 1977 Module and suggest you [utilize them as a hook exercise with your class](#). Additionally, there are multiple thinking routines for you to consider as you lay the foundation for this module's activities.



- [IMAGE 1](#) Plastic People of the Universe, band photo circa 1977.
- [IMAGE 2](#) Arrest picture of Vaclav Havel, 1979



Suggested “Hook” Activities to be used with images:

<a href="#"><u>See - Think - Wonder</u></a>	<a href="#"><u>What Makes You Say That</u></a>	<a href="#"><u>Step Inside</u></a>
<a href="#"><u>Analyzing Images</u></a>	<a href="#"><u>Color Symbol Image</u></a>	<a href="#"><u>Graphic Organizer for Documents</u></a> a) <a href="#"><u>Image Version 1</u></a> b) <a href="#"><u>Image Version 2</u></a>

Activity and Compelling Question	In this activity, students will explore...
<a href="#"><u>Activity 1: Free Expression</u></a>  <b>How do the arts play an important role in social change?</b>	The struggles faced by artists in communist Czechoslovakia.
<a href="#"><u>Activity 2: Samizdat</u></a>  <b>How does censorship affect cultural expression?</b>	Literary censorship and underground culture.
<a href="#"><u>Activity 3: Charter 77</u></a>  <b>How can citizens hold a government accountable for its international obligations?</b>	The history, text and involvement of artists and creative sector in Charter 77.
<a href="#"><u>Activity 4: Persecution and Censorship</u></a>  <b>To what extent and in what ways does a given society stifle or foster creativity?</b>	Civic support of those affected by censorship and persecution.

## Module 2 Standard Correlations

 <p><b>Common Core</b></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
 <p><b>AP History</b></p>	<p><b>European History</b></p> <ul style="list-style-type: none"><li>➤ <b>Key Concept 4.1</b> — Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.</li><li>➤ <b>Key Concept 4.2</b> — The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism.</li><li>➤ <b>Key Concept 4.3</b> — During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.</li><li>➤ <b>Key Concept 4.4</b> — Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.</li></ul>

	<p><b>U.S. History</b></p> <ul style="list-style-type: none"> <li>➤ <b>Key Concept 8.1</b> — The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.</li> <li>➤ <b>Key Concept 9.3</b> — The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.</li> </ul> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>➤ <b>Key Concept 6.2</b> — People and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.</li> <li>➤ <b>Key Concept 6.3</b> — The role of the state in the domestic economy varied, and new institutions of global emerged and continued to develop throughout the century.</li> </ul>
 <p><b>IB History</b></p>	<p><b>Prescribed Topics</b></p> <ul style="list-style-type: none"> <li>➤ Rights and protest</li> <li>➤ Conflict and intervention</li> </ul> <p><b>World History Topics</b></p> <ul style="list-style-type: none"> <li>➤ Authoritarian states</li> <li>➤ The Cold War: superpower tensions and rivalries</li> </ul> <p><b>Depth Study</b></p> <ul style="list-style-type: none"> <li>➤ History of Europe</li> </ul>
 <p><b>Iowa Standards</b></p>	<p><b>SS.9-12.3.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>SS.9-12.5.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>SS.9-12.7.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>SS.9-12.8.</b> Construct explanations using reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the</p>

explanations given its purpose (e.g. cause and effect, chronological, procedural, technical)

**SS.9-12.11.** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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**SS-WH.9-12.13.** Analyze change, continuity and context across eras and places of study.

**SS-WH.9-12.14.** Examine and explain the way perspectives impact history and historical study.

**SS-WH.9-12.16.** Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness.

**SS-WH.9-12.17.** Determine multiple and complex causes and effects of historical events. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument.

**SS-WH.9-12.18.** Describe the impact of culture, institutions, communities and families on individual identity. (e.g., patriarchy, nationalism, political-religious movements such as Islamism or Zionism).

**SS-WH.9-12.19.** Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control. (e.g. gunpowder empires, development of representative governments, rise of nation-states, imperial systems in the 19th & 20th centuries, communist states)

**SS-WH.9-12.20.** Evaluate methods (violent revolutions, non-violent protests, legal reforms) used to change or expand systems of power and/or authority. (e.g., Haitian revolution, civil disobedience, expansion of suffrage).

**SS-WH.9-12.21.** Assess different economic and labor systems within and across societies. (e.g., mercantilism, capitalism, communism, chattel slavery, wage labor).

**SS-WH.9-12.22.** Examine the ways in which trade, commerce, and industrialization affected systems, states, and societies. (e.g. Early Modern global trade, Industrial Revolution, Imperialism, post-WWII globalization)

**SS-WH.9-12.23.** Analyze the influence of social, political, and economic developments on maintaining and transforming gender roles and social status. (e.g. development of the middle and working classes, feminism, ideas of universal human rights)

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**SS-US.9-12.13.** Analyze change, continuity and context across eras and places of study.

**SS-US.9-12.14.** Examine and explain the way perspectives impact history and historical study.

**SS-US.9-12.16.** Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness.

**SS-US.9-12.17.** Determine multiple and complex causes and effects of historical events.

**SS-US.9-12.18.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument.

**SS-US.9-12.33.** Analyze the growth of and challenges to U.S. involvement in the world (e.g. imperialism, isolationism, Cold War, membership in international organizations).