

Features classroom
instruction and activities
on communism



COMMUNISM

*Its Ideology, Its History,
and Its Legacy*

4th Edition



VICTIMS OF COMMUNISM
MEMORIAL FOUNDATION™

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Table of Contents

Preface	1
Introduction	3
Karl Marx and His Legacy	9
Lenin and the Bolshevik Revolution	29
Stalin and the Soviet Union	41
Independence, Occupation, and Deportation in the Baltics	53
China: From Mao to Xi	75
Kim Il-Sung and North Korea	89
Pol Pot and Cambodia	99
Cuba, Castro, and Che	111
A Divided Germany, the Iron Curtain, and the Berlin Wall	125
America and Vietnam	141
Captive Nations and the End of the Cold War	153
Answer Key	169
List of Contributors and Note on Standards	174

Preface

In many ways, the history of the twentieth century is the story of communism and the Cold War, 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-third of the world's population and influenced the course of events on every continent. And yet, the history of communism is an untold story. It is also unfinished.

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 more than 100 million victims, surpassing that of all the wars of the twentieth century? Are they aware there are still five Communist regimes in the world, with additional countries at risk today?

Communism: Its Ideology, Its History, and Its Legacy is a supplementary high school 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 lessons focuses on key individuals and events in the history of communism and its victims. A background essay presents essential content, while student-centered activities and 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 states. All lessons include vetted online resources that provide multiple opportunities for further research and study.

It is our hope and 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 the United States fight the Korean War and the Vietnam War? Why did the Berlin Wall fall? And how is communism fundamentally different from representative democracy?

We are pleased to provide teachers with an educational resource that will help students—the nation's future leaders—study and understand a critical part of world history that is ongoing, and draw valuable lessons for the future.



Lee Edwards, Ph.D.

Founding Chairman

Victims of Communism Memorial Foundation

Introduction for Educators

Communism 101

This curriculum introduces students to the key actors and events that inform the ideology, history, and legacy of communism.

It started with a political pamphlet. Two German philosophers, Karl Marx and Friedrich Engels, coauthored the *Manifesto of the Communist Party*, which was first published in 1848.¹ They thought they could reshape history, and they wanted their words put into action. Their call to arms provided the ideological foundations for future Communist titans, such as Vladimir Lenin, Joseph Stalin, Mao Zedong, Pol Pot, and Fidel Castro. Since the Bolshevik Revolution of 1917, the creation and maintenance of almost 40 Communist states has resulted in the deaths of more than 100 million people and the oppression of likely two billion more around the world.

The paradox is striking. Communist states claim to be democratic and to guarantee equality for everyone. They choose names for their countries such as the Democratic People’s Republic of North Korea and the Republic of Cuba. But students should carefully consider whether these titles mean what they say. Do such countries secure fundamental individual rights, starting with freedoms of religion, speech, and the press? What about the rights of conscience and peaceful, public assembly, as well as citizens’ freedoms to make choices about their lives and families and to express their opinions on public matters? Are there transparent mechanisms to protect the exercise of these bedrock rights—notably, free and fair elections to choose representatives and hold them accountable in serving the best interests of the citizenry? Are there checks and balances on government at all levels, such as separation of powers, federalism, freedom of the press, and the right to dissent?

In point of fact, these “people’s republics” have never been democracies that protect individual rights and political, economic, and social activities in the public square. The *Communist Manifesto* declares, “[t]he theory of the communists may be summed up in the single sentence: Abolition of private property.”² Marx and Engels, along with their followers, called on Communist revolutionaries to abolish Western and Judeo-Christian institutions and relationships (especially, self-government, religion, family, private businesses, community, and nation), thus destroying the structures of civil society. How would this happen? The state would control the economy. In the countryside, Communists confiscate and collectivize land; in the cities, the ownership of factories and other “means of production.” Scholars call this a “command economy.” Time and again, Communist elites have violently forced compliance, determined to make real their false vision for a new man and new society.

These strategies and goals are spelled out by Marx and Engels in their *Communist Manifesto* and in their later writings, as well as in the works of Lenin, Mao, Castro, and others. For committed Communists, the ideological outcome is inevitable—along with whatever violence and suffering are required to bring it about.

The term for this brutal approach to politics and society is *totalitarianism*. Totalitarian ideologies come in different stripes and span the political spectrum, but all share the goal of erasing individual privacy and autonomy. As Italian Fascist Benito Mussolini enthused in a 1925 speech: “Everything within the state, nothing outside the state, nothing against the state.” Although ideologically different, and often opposed, Communists and Nazis are both totalitarian, and thus share certain defining characteristics: an official ideology; a one-party state; a centrally planned economy; a unified mass media framing and disseminating information; the centralized control of force in the military, intelligence, and security services; and an official educational system. A totalitarian state represses independent schools, private businesses and associations, grassroots organizations, and free-thinking dissidents. If, for example, a youth organization is permitted, it is subordinate to and meant to serve the Party.³ Totalitarian governments seek to subsume all aspects of human life under the power and control of the all-powerful state.

In nearly all Communist countries, one totalitarian ruler, at the head of an authoritarian party backed by an oppressive, all-encompassing state security service, has been able to establish and maintain the regime. This ideological despot often succeeds in creating a cult of personality, such that his intellect and deeds take on mythical status. It seems as if it should all be fiction, and these practices are vividly captured in novels like George Orwell’s *Animal Farm* and *1984*. But the following dictators are real and representative of Communist totalitarianism.

A Preview of Communist Dictators

In the chaos of World War I, **Vladimir Lenin** (1870-1924) and his Bolsheviks seized power and established a one-party dictatorship according to the tenets and tools of *Marxism*: abolishing private property, restricting fundamental freedoms, closing churches and other houses of worship, and silencing all opposition. In addition to intensifying Marx’s concept of the revolutionary vanguard party, Lenin amplified its violence and terror. He oversaw the creation of the Red Army, the secret police (Cheka), and the Gulag—the last of which would expand into a vast system of forced labor camps. To foment class-warfare around the world, *Leninism* also looked to assist the



Vladimir Lenin (center) and Joseph Stalin (rear).

international proletariat through the Communist International (Comintern), an international organization of communist parties directed by the Soviet Union from 1919-1943. The new Soviet Union successfully took over Ukraine, Byelorussia, and the countries of the South Caucasus and Central Asia, though the Red Army was thwarted in Poland and the Baltic states. For more than a century, *Marxism-Leninism* has provided the road map for Communist revolutionaries in almost 40 countries in Europe, Asia, Latin America, and Africa.

Joseph Stalin (1878-1953) took control of the Soviet Union in the years after Lenin's death. His brand of totalitarian communism, which is called *Stalinism*, built on Marxism-Leninism. He made everything—including the Communist Party and its goals—ever bigger, and he swore that the USSR would soon best the democratic, capitalist countries of the West. Stalin sought to industrialize the country overnight, at terrible human cost. Peasants were forced into large collective farms and starved when their crops were confiscated to feed factory workers. Stalin's opponents were executed or imprisoned without trial. Every sphere of economic and social activity came under the watchful eye of Stalin and the Party. Stalin's goals were unrealistic, and the costs nearly defy comprehension. In the early 1930s, he deliberately caused food shortages and a deadly famine in Ukraine (known as the *Holodomor*) and elsewhere. In the purges during "The Great Terror" of 1936-38, millions were imprisoned, tortured, and executed. It is estimated that as many as 20 million people in the Soviet Union died due to Stalin's actions. Moreover, Stalin forced Communist rule on many neighboring countries, including the Baltic states, Poland, Romania, Bulgaria, Hungary, and Czechoslovakia.

After years of direct support from Moscow, communism spread to East Asia with **Mao Zedong's** (1893-1976) victory over Chinese Nationalist forces in 1949. While inspired by and grounded in Marxism-Leninism, Mao espoused a far more nationalistic brand of communism, eventually known as Maoism. Mao's ideology was as devastating as that of his Soviet predecessors: In the 1950s and 1960s, Mao's Land Reform Movement and Great Leap Forward resulted in famines that wiped out between 30 to 46 million people in the People's Republic of China. His Cultural Revolution (1966-1976) sought to eliminate all aspects of society that were part of the past or were outside the control of the CCP (Chinese Communist Party). Those with an education or in professional positions—such as teachers, doctors, and lawyers—were targeted for "re-education," often worked to death on collective farms, or executed. It is estimated that Mao's policies resulted in the deaths of as many as 80 million Chinese.

Communists elsewhere in Asia succeeded with help from either Moscow or Beijing, or sometimes both. For three generations, North Korea's **Kim family**, surrounded by a wealthy elite, has ruled the isolated and impoverished country as a prison camp. Hunger and deprivation are the norm; North Koreans are, on average, several inches shorter than their South Korean counterparts. In Vietnam, the Communists broke numerous international agreements, such as the 1954 Geneva Accords, and used terrorism, insurgency, and Soviet-backed traditional military attacks to wear down South Vietnam and its allies. In the aftermath of America's withdrawal from Vietnam following the 1973 Paris Peace Accords, **Ho Chi Minh's** (1890-1969) North Vietnamese armies quickly violated the peace treaty and seized South Vietnam. Within a short time, the Communists arrested an estimated 65,000 political prisoners and continue to rule to this day. By far the most gruesome revolution was that of **Pol Pot's** (1925-1998) Khmer Rouge in Cambodia, during which mass executions and induced famines resulted in the deaths of nearly a quarter of the country's population.

Nor were Africa and Latin America spared. In Africa, the most notorious example is Ethiopia's Derg, which was supported by the Soviet Union, East Germany, Cuba, and North Korea, and whose ideological violence, mismanagement, and corruption resulted in a horrific famine that peaked in

1984. In Latin America, **Fidel Castro** (1926-2016) unashamedly championed Communist revolution across the developing world, sending Cuban advisors and troops to foment violence in Angola, Ethiopia, Algeria, the Middle East, and Latin America. With Soviet support, he and his cronies nationalized Cuban agriculture and industry, leading to the enrichment of a loyal Cuban elite. Castro and his successors used, and continue to use, arbitrary detentions, surveillance, torture, kangaroo courts, prison camps, and executions to preserve their power and quell dissent. Castro's ruthless tactics have provided a model for other Marxist-inspired dictators in the region, such as Nicaragua's Sandinistas and **Daniel Ortega** (formerly and again in power) and Venezuela's **Hugo Chavez** and his successor, **Nicolás Maduro**.

A vast chasm separates totalitarian regimes and democratic societies. To take a familiar example: The United States is characterized by representative government, the rule of law, protection of individual rights and civil liberties, market economics, and robust civil society. Communism is incapable of either acknowledging or allowing such rights, institutions, and practices. Its *-ism* is a radical ideology with an all-embracing worldview that purports to direct every sector of life (e.g., economics, family, agriculture, and sports). No deviation from the official ideology is allowed, in any aspect. This starkly contrasts with the pluralism in beliefs and ideas of Western societies. Neither ordered liberty in political life (representative democracy) nor ordered liberty in the economic sphere (free markets, entrepreneurship, and the like) is a totalizing ideology, because both allow freedom of individual choice and action. In the same vein, it must be stressed that the Communist understanding of revolution is ideologically opposed to that of the American Revolution of 1776. Communist revolution follows the destructive pattern of the French Revolution and its Reign of Terror, tearing down and destroying absolutely everything in its efforts to create a new man and new society. The American War of Independence, by contrast, sought to preserve many aspects of society while changing the forms of governance to secure individual rights grounded in "the Laws of Nature and of Nature's God."

In light of this divide, it is useful to highlight key terms.

Democracy

The form of government in which the people choose their leaders by voting in elections, and power is exercised by the voters' choices, either directly or indirectly, through a system of representation. Democratic forms of government protect fundamental civil (individual) liberties such as freedoms of speech, religion, assembly, the press, and private property. Democracies are characterized by the rule of law (not rule by an individual or party); separation of powers (e.g. federalism and checks and balances); and large sectors of civil society that mainly operate outside of, and serve as a check on, centralized governmental control (e.g., press, religion, charitable organizations, private businesses, scientific organizations, and private schools). In practice, the most common form of democratic government is a republic, in which citizens choose public officials to represent them.

Marxism

Karl Marx's comprehensive political, economic, and social theory of communism, including the ideological belief that the struggle between social classes is the central, driving fact of history and that there will eventually be a stateless society in which there is absolute equality and no class distinctions. Marx and his co-author Friedrich Engels argued that because theirs was a "scientific" approach that was historically inevitable, any means necessary, including mass violence and terror, were justified in hastening the realization of their ideal society.

Socialism

An ideology and system of political-economic organization in which major industries and other sectors (e.g., healthcare and education) are owned or controlled by the government rather than by individuals and private companies. Marx and Engels viewed socialism as a transitional phase, in which the foundations of the old inequalities were still being destroyed—an intermediary stage in the march toward full communism. Lenin defined socialism as the “first,” or lower, phase of communist society.

Communism

An ideology and system of centralized political power in which a single-party dictatorship abolishes private property and controls the means of production and the distribution of goods and services. As the *Communist Manifesto* asserts, “The theory of the communists may be summed up in the single sentence: Abolition of private property.” Under the pretense of a classless, egalitarian society, Communist regimes in practice rely on force and brutality to repress speech, religion, assembly, and all other rights and freedoms.

Capitalism

An economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decisions, and by prices, production, and the distribution of goods and property that are determined mainly by competition in a free market. Capitalism is not a totalizing ideology (-ism); rather, it is a conviction that, across historical periods and contexts, individuals can and should be able to choose how to use their resources, such as amassing wealth, investing in innovation, or giving to charities.

Communism Today

The irreconcilable differences between Communist totalitarianism and Western forms of democratic government are clear. One need only observe the physical walls and fences constructed by Communist regimes to keep their own people from escaping. Economic statistics reveal another essential part of the story. Throughout the Cold War, the United States’ GDP per capita, the leading indicator of a nation’s economic productivity per person, consistently and substantially exceeded that of the Soviet Union. In 1950, the USSR’s GDP per capita (adjusted for inflation) was \$4,529, while that of the United States was \$15,240. By 1990, shortly before the collapse of the Soviet Union, its GDP per capita was \$10,989, while U.S. GDP per capita had grown to \$36,982.⁵

The good news is that between 1989-1991, long-standing Communist regimes—from Hungary, Poland, and East Germany to Czechoslovakia and the Baltic states—fell to their own people’s demands for freedom in largely peaceful transitions to liberal democracy and market economies. Decades of Western pressure from without and resolute resistance from within combined to defeat communism in Eastern and Central Europe, with positive consequences as far away as Africa and Central America. Yet today, Communist governments control China, Cuba, Laos, North Korea, and Vietnam, with socialist governments in Venezuela and Nicaragua. These regimes rely on the same brutal tools that Lenin and his successors used to assert and maintain state control. For instance, it

is estimated that two million people in China, mostly consisting of Muslim Uyghurs and other ethnic minorities, are being held in CCP “re-education” camps. Cuba and North Korea have imprisoned tens of thousands of their own citizens in labor camps modeled on the Soviet Gulag. All told, Communist ideology and its actions are responsible for more than 100 million deaths since 1917, with more than 1.5 billion people forced to live under Communist regimes today.

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Karl Marx and His Legacy

OVERVIEW

Perhaps no nineteenth century figure has had a greater impact on recent 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 countries and individuals is a critical component for understanding the world of the twentieth and twenty-first centuries.

OBJECTIVES

Students will:

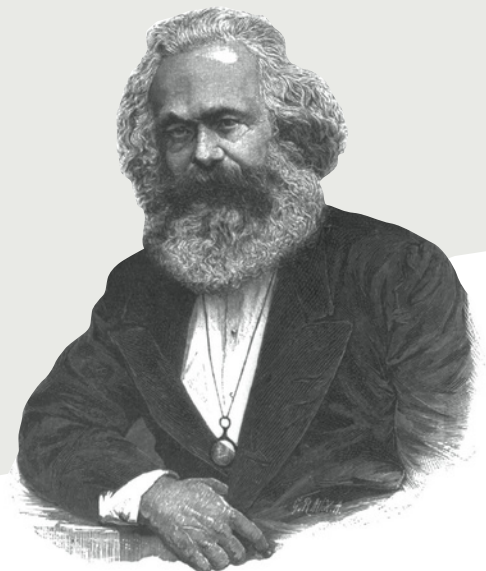
- compare and contrast the views of George Washington, Martin Luther King, Jr., and Karl Marx on liberty, religion, and property
- analyze excerpts from *The Communist Manifesto*
- understand elements of Marxist theory
- imagine life in a Marxist society

STANDARDS

- NCHS World History Era 7: 4B

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)



ESSENTIAL QUESTION

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

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 countries and that the government of these countries is based, in part, on the writings of Karl Marx, a nineteenth 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)

- A** Distribute **Student Handout A: PSA: Excerpts from *The Communist Manifesto*** to students.
- B** Ask students to share their paraphrases, as well as their reaction to these statements.



ACTIVITY A

- 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?



ACTIVITY B

- 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

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. 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 three to four paragraph essay, explain why the conditions presented in **Student Handout C: If I Were a Marxist** concerned you.

LONG-TERM ASSESSMENT

- A** Assign excerpts from Chapters 1-3 of George Orwell's *Animal Farm* and have students present a five-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.

- B** 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 and present the results of their search as either a one-paragraph summary or a five-slide PowerPoint presentation.

China

Cuba

Laos

North Korea

Vietnam

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



BACKGROUND ESSAY

THE LEGACY OF KARL MARX

Have you ever thought about the number of people who have died due to 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 because of Nazi genocide and extermination policies under Adolf Hitler. Over 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 to communist regimes. Between 1917-1991, over 100 million people were killed as a direct result of communist ideas and actions. This legacy of death has its origins in the writings of a nineteenth century German thinker, Karl Marx.

His 1848 booklet, *The Communist Manifesto*, established the basis for communist philosophy. Few ideas have been as repressive or destructive. Followers of Karl Marx and his co-author, Friedrich Engels, have violated the most basic human rights: the right to property and freedoms of press, assembly, thought, 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.” By property he did not just mean huge factories or landholdings, but all independent forms of private and social relationships, from a family’s small business to inheritances, and from a private newspaper to a church building.

Marx knew that depriving individuals and families of these most basic freedoms 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.” Marx and his later disciples, such as Vladimir Lenin, argued that changing the social and political order would require, in the words of the *Manifesto*, “civil war,” “open revolution,” and “violent overthrow.”

Why would Marx and others like him seek to change society? They claimed the goal was to become a classless, egalitarian society. However, as historians have observed, Marx was an idealist from a relatively prosperous family. Marx was often critical of fellow activists with actual working-class roots and experience. He had no scruples

BACKGROUND ESSAY

about calling for violence and civil war. His friend Engels remarked, “Marx was before all else a revolutionist.”

Marx claimed that his writing was “scientific socialism,” a scientific portrayal of history. Marx asserted a two-step historical process. First, countries would become socialist as governments took over large parts of the economy. Over time, government would assert more and more control, enforcing maximum equality, until society matured to full-blown communism. At that point, government (“the state”) would no longer be necessary and would simply wither away.

The *Manifesto* presents specific actions to achieve Marx’s goals. 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, all commerce, all agriculture, and all communication and transportation systems. Those who objected would be imprisoned, killed, or exiled. Marx expected that all nations of the world would eventually follow his ideas and implement his plan. Thus he called for global revolution: “Workers of the world, unite!”

The ideas of Marx stand in stark contrast to democratic principles. The American Constitution and Bill of Rights protect individual and societal liberties such as freedom of the press, speech, conscience, and religion. Our laws limit government power through checks and balances, separation of powers, and federalism. The Constitution calls for political change through peaceful expressions of the popular will, primarily through elections – not coercion, violence, or revolution.

Marx’s plans have been implemented in nearly forty countries since 1917, starting with the Soviet Union, and spreading to Asia, Africa, Europe, and Latin America. In every instance, government (“the state”) became increasingly totalitarian and repressive, not peaceful and egalitarian. During the twentieth century, over 100 million people were killed by Communist regimes, with countless more of their neighbors suffering. Even today, in places such as Cuba, North Korea, and China, Marx’s ideas justify repressive regimes holding more than 1.5 billion people in captivity.

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? If so, how?

Key Definitions

Democracy

The form of government in which the people choose their leaders by voting in elections, and power is exercised by the voters' choices, either directly or indirectly, through a system of representation. Democratic forms of government protect fundamental civil (individual) liberties such as freedoms of speech, religion, assembly, the press, and private property. Democracies are characterized by the rule of law (not rule by an individual or party); separation of powers (e.g. federalism and checks and balances); and large sectors of civil society that mainly operate outside of, and serve as a check on, centralized governmental control (e.g., press, religion, charitable organizations, private businesses, scientific organizations, and private schools). In practice, the most common form of democratic government is a republic, in which citizens choose public officials to represent them.

Marxism

Karl Marx's comprehensive political, economic, and social theory of communism, including the ideological belief that the struggle between social classes is the central, driving fact of history and that there will eventually be a stateless society in which there is absolute equality and no class distinctions. Marx and his co-author Friedrich Engels argued that because theirs was a "scientific" approach that was historically inevitable, any means necessary, including mass violence and terror, were justified in hastening the realization of their ideal society.

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An ideology and system of political-economic organization in which major industries and other sectors (e.g., healthcare and education) are owned or controlled by the government rather than by individuals and private companies. Marx and Engels viewed socialism as a transitional phase, in which the foundations of the old inequalities were still being destroyed—an intermediary stage in the march toward full communism. Lenin defined socialism as the "first," or lower, phase of communist society.

Communism

An ideology and system of centralized political power in which a single-party dictatorship abolishes private property and controls the means of production and the distribution of goods and services. As the *Communist Manifesto* asserts, "The theory of the communists may be summed up in the single sentence: Abolition of private property." Under the pretense of a classless, egalitarian society, Communist regimes in practice rely on force and brutality to repress speech, religion, assembly, and all other rights and freedoms.

Capitalism

An economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decisions, and by prices, production, and the distribution of goods and property that are determined mainly by competition in a free market. Capitalism is not a totalizing ideology (-ism); rather, it is a conviction that, across historical periods and contexts, individuals can and should be able to choose how to use their resources, such as amassing wealth, investing in innovation, or giving to charities.

Primary Source Activity

Excerpts from *The Communist Manifesto*

DIRECTIONS

Read the following excerpts and paraphrase each in the blanks that follow. Use the Vocab App and Key Definitions (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.”

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.

RANK 1-9

_____ I could be ordered to give all of my personal property (clothes, shoes, books, electronics, house, etc.) to the government.

_____ I would not inherit money, land, or any type of property from my parents and grandparents.

_____ I could only deposit money in a government-controlled bank.

_____ I would have to continue working, even if I were old or sick.

_____ I could not choose my job or profession—the government would choose it for me.

_____ I could be forced by the government to move from the city to the country, or from the country to the city.

_____ I would be required to attend public schools.

_____ I could be required to work in a farm or factory for twelve months in order to graduate from high school.

_____ 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 300,000 people were killed at the hands of the Bolsheviks as a result of executions, 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 U.S. History Era 7: 2C

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)



ESSENTIAL QUESTION

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

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)

- 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

- 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

Ask students the following questions:

- 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 religion, and freedom of assembly?

IMMEDIATE ASSESSMENT

- A** Write three to four 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 five-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, three to four paragraph essay per response.

LONG-TERM ASSESSMENT

- A** Direct students to any of these additional resources. For each source, they could a) write a brief response to what they learned; or b) make a short presentation about what they learned to the class.
- Richard Pipes, *Communism: A History* (appropriate for advanced students)
 - Timeline of Russia Under Communism
<https://www.history.com/topics/russia/russia-timeline>
 - Communism and the World: Lenin and the Bolshevik Revolution with Dr. Sean McMeekin. See the “Communism and the World” playlist on the Victims of Communism Memorial Foundation’s YouTube page.
- B** The entire Romanov family died at the hands of Lenin and the Bolsheviks. See, “The Romanovs” (<https://www.history.com/topics/european-history/romanov-family>) for an in-depth look at the history of this family.
- 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

Students could read the article and present the results of their search as either a one-paragraph summary or a five-slide PowerPoint presentation.

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



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 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.

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.

BACKGROUND ESSAY

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 Communist 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 successor, Joseph Stalin, moved to take control.

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: Working class.

Rationed: Distribution of goods and services 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 (a usually derogatory term, used by communists for any farmer who could afford to hire at least one laborer). 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 YEGOROV

My workers call me Mr. Yegorov, 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 traveled 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 in the 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 worldwide.

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
- NCHSU.S.History Era 9: 2A

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)



ESSENTIAL QUESTION

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

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)

- 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

- 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

- 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: 1) Ask for six volunteers, give them the text the day before, and have them take turns reading each line, or 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

Ask students the following questions:

- 1** Stalin said that “Death solves all problems.” What problems did his actions 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 online 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 three to four paragraph essay per response.

LONG-TERM ASSESSMENT

A Direct students to any of these additional resources. For each source, they could a) write a brief response to what they learned, or b) make a short presentation about what they learned to the class.

- Richard Pipes, *Communism: A History* (appropriate for advanced students)
- *Communism and the World: Stalin and the Bolshevik Revolution* with Dr. Robert Service. See the “Communism and the World” playlist on the Victims of Communism Memorial Foundation’s official YouTube page.

B Students could create a ten-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 it is credible) should be included.

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

Students could read the article and present the results of their search as either a) one paragraph summary, or b) a five-slide PowerPoint presentation.

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



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



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 citizens.

Experts estimate that tens of millions of people died as a result of Stalin's Holodomor 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, the Holodomor. 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 traveling to areas where food was available.

BACKGROUND ESSAY

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 “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.

BACKGROUND ESSAY

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?

Primary Source Activity

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			
Required that your parents immediately pay all money that 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 (<https://www.loc.gov/exhibits/archives/intn.html#d2presid>).

Independence, Occupation, and Deportation in the Baltics

OVERVIEW

The Baltic states (Estonia, Latvia, and Lithuania) were independent from the end of the First World War until 1939, when Joseph Stalin violated a 1920 agreement that the Soviet Union would respect their sovereignty. Thus began the general oppression of the Baltic peoples by the Soviets. On the night of June 13, 1941, the Soviets began the mass deportation of all men, women, and children deemed to be enemies of the new communist states, most of whom would perish in the Gulags.

MATERIALS

- A Background Essay: The History of Independence in the Baltics
- B Background Essay: The Molotov-Ribbentrop Pact
- C Background Essay: The Soviet Deportation in the Baltics
- D Student Handout A: PSA - “Strictly Secret Order of the People’s Commissar for the Interior of Lithuanian SSR of year 1940”
- E Teacher Resource: Deportee Character Cards
- F Student Handout B: Who Gets Deported?
- G Answer Key



CREATE THE CONTEXT

[for homework or in class the previous day]

- A** In class. Ask students what they know about Estonia, Latvia, and Lithuania. Focus primarily on where the countries are located geographically, and which countries border them. Have students read **Background Essay: The History of Independence in the Baltics** and answer (or think about) the questions following the essay. (See Answer Key for suggested responses.) Have students discuss what it would be like to live in a small country surrounded by larger more powerful countries (e.g., would they feel threatened?).
- B** In class. Have students read **Background Essay: The Molotov-Ribbentrop Pact** and answer (or think about) the questions following the essay. (See Answer Key for suggested responses.) Have students discuss how they would react to the sudden invasion of their country by a larger, more powerful neighbor, and what they would fear might happen to them and their fellow citizens.
- C** For homework. Have students read **Student Handout A: PSA - “Strictly Secret Order of the People's Commissar for the Interior of Lithuanian SSR of year 1940”** and answer (or think about) the questions following the documents.



PSA (Primary Source Activity)

- A** Prior to class. Duplicate **Teacher Resource: Deportee Character Cards**, **Student Handout B: Who Gets Deported? Worksheet**, and **Student Handout C: Deportation Map**. You should have one set of each per group of students.
- B** In class. Have students read **Background Essay: The Soviet Deportation in the Baltics** and answer (or think about) the questions following the essay. (See Answer Key for suggested responses.) Have students discuss why they think the Soviet Union would have engaged in the deportation of Baltic people. Encourage them to think about this question in light of their having read **Student Handout A: PSA - “Strictly Secret Order of the People's Commissar for the Interior of Lithuanian SSR of the year 1940”** and answered the questions following it. Remind students that during the Baltic Deportations, tens of thousands of people were without notice forcibly removed from their homes and relocated to isolated parts of the Soviet Union.
- C** In today's activity, students will role-play as NKVD assessing whether or not particular characters will or will not be deported. (These characters are not real people but are based upon composite experiences of individuals in the Baltics at the time of the deportations.)
- D** Have the students form groups of four or five and distribute to each group one set of the **Teacher Resource: Deportee Character Cards** and **Student Handout B: Who Gets Deported? Worksheet**.
- E** Students should work together to evaluate each of the characters and to complete the corresponding parts of the worksheet.
- F** Bring the class back together to discuss which characters they decided to deport or not, and the reasons they decided as they did. (See Answer Key for suggested responses.)



ACTIVITY

- A** After having completed the **Primary Resource Activity**, return students to their groups and assign to each group a deported character and have the group discuss where their character might have been sent, what problems they would have faced, how those might vary by season, and have students reflect on how their character would survive. Bring class back together for the last 5 minutes to discuss together.



WRAP-UP

- A** Provide students with the following scenario: “You and your family are being deported to another part of the country. You have 15 minutes to pack and take what you can carry with you. What do you pack? Why those things?” Have each student reflect individually on the question for five minutes, then bring the class together discuss.

IMMEDIATE ASSESSMENT

- A** Have students compile their packing list from the Wrap-Up and provide a reason for packing each item.
- B** Create a ten-slide PowerPoint presentation explaining the natural challenges deportees would face depending on where they were deported. A brief annotated bibliography (what is the source for the information or graphic and why is it credible) should be included.
- C** Based on one of the deported characters bios from the Primary Resource Activity, or one of the characters in *Between Shades of Gray* (or *Ashes in the Snow*) have students write a well-constructed three to four paragraph essay focusing on why they were deported, how they were treated during the process, and how they felt about the hardships they encountered.

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**

Students could read the article and present the results of their search as either a one-paragraph summary or five-slide PowerPoint presentation.

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



BACKGROUND ESSAY

THE HISTORY OF INDEPENDENCE IN THE BALTICS

The Baltic states (Estonia, Latvia, and Lithuania) at various times in history have been conquered by Germans, Swedes, and Russians. Estonia and Latvia enjoyed their independence as countries up to the thirteenth century. At that time Estonia and Latvia were conquered by the Knights of the Sword, a militant Germanic order. Later, in the eighteenth century, Estonia and a large part of Latvia fell under Russian domination. Lithuania engaged in many wars from the thirteenth to the sixteenth centuries against the Tartars and other invading armies from the East, not losing its independence until the latter part of the eighteenth century.

Over the years the peoples of the Baltic states maintained their distinct cultures, languages, and religions. In the middle of World War I, it became evident to Baltic patriots that neither Russia nor Germany could win a decisive victory. It also was apparent that the czarist Russian Empire was disintegrating from within. Consequently, many committees and councils, advocating the independence of the Baltic states, sprang up in various centers of Europe, Canada, and the United States. Private American organizations made substantial contributions to the cause of independence for Lithuania, Latvia, and Estonia.

On February 16, 1918, Lithuania officially declared its national independence. On February 21, 1918, Estonia declared its national independence, and on November 11, 1918, Latvia took similar measures. All of this took place as Russia was taken over by Lenin's communist revolutionaries (November 1917) and World War I came to a close (November 1918).

In the chaos which followed the defeat of Germany in World War I, a newly established Russian Red Army invaded and attempted to destroy the newly established independent states of Lithuania, Latvia, and Estonia. In 1919, the Red Army succeeded in occupying nearly all of Latvia and Estonia and approximately four-fifths of Lithuania. Relatively small armies of the three respective Baltic states, poorly

BACKGROUND ESSAY

equipped, but under determined leadership and motivated by the great inspiration of national independence, succeeded in defeating the large Red Russian Army. By the end of 1919, all of the Baltic lands were cleared of the Red Russian invaders.

In 1920, all three of the Baltic states entered into peace treaties with the Russian Soviet Federated Socialist Republic. In all of these treaties the Russians recognized the complete independence and sovereignty of Estonia, Latvia, and Lithuania, renouncing forever any claims, territorial or otherwise, in the Baltic states.

These young independent nations were then faced with a gigantic task of reconstruction. They had suffered great devastation as a consequence of wars and invasions by large foreign armies over a period of years. Within five years each of the three Baltic states had reached and surpassed their pre-1914 standards of living. This accomplishment was done practically without loans or any foreign aid. The superb energy, the thriftiness, and the determination of the Balts worked this miracle of modern times.

During the period of national independence, the cultural and economic life in the Baltic states progressed at a remarkable pace. Notable accomplishments in education, literature, the arts and sciences echoed the spirited renaissance of Estonia, Latvia, and Lithuania. In the field of education alone, the number of students in their universities in 1939 was second only to Switzerland among all the countries of Europe. Politically and constitutionally, the Baltic peoples had proven their ability to rule themselves competently.

In the field of international relations, the Baltic states commanded respect. And within the family of nations they played their role with moderation, fortitude, wisdom, and with great energy. In the League of Nations, they were unstinting in their devotion to advancing the larger concepts of world peace and security. They entered into international engagements with the nations of the world. They received and sent out diplomatic representatives. In short, the Baltic states carried out the conduct of diplomatic relations in a manner befitting an independent and sovereign people. With the USSR, Baltic statesmen bound their nations in treaties of peace and security, hopeful that Soviet fidelity could be relied upon. A series of agreements concluded with Soviet Russia were based upon two fundamental principles: Soviet acknowledgment and affirmation of Baltic independence, national sovereignty, and respect for territorial integrity; and acceptance of peace, justice, and fidelity as a natural bond of international accord.

BACKGROUND ESSAY

By 1939, there was an established body of internationally recognized agreements between the Soviet Union and the Baltic states embodying these principles, but as it will be demonstrated below, the Soviet leaders wantonly and willfully destroyed these internationally recognized instruments. Thus, the legal and moral structure of Baltic-Soviet diplomatic relations, so carefully and hopefully created during 20 years of national independence, was crushed with one fell blow.

Indeed, Stalin laid bare future Soviet plans when in October 1939 he said of the Baltic Peace Treaties of 1920: “That which was determined in 1920 cannot remain for eternity.”

The rise of the dictators and their struggle for world power brought grave problems for Lithuania, Latvia, and Estonia. Like all the smaller nations of Central and Eastern Europe, they could not escape from the diplomatic and military pressures of the dictators Hitler and Stalin. They were finally caught up in and crushed by the powerful political pincers of Nazism and communism. The events which led up to the destruction of the independent nations of Estonia, Latvia, and Lithuania should serve as a warning to all the free nations and the freedom-loving people of the world.

Excerpted from the Select Committee to Investigate Communist Aggression and the Forced Incorporation of the Baltic states into the USSR, Third Interim Report (1954).

THINK ABOUT IT

1. The term Baltic states refers to what three countries?
2. Following their declarations of independence in 1918, what country invaded the Baltic states in 1919, but failed to occupy them?
3. In 1920, what did Soviet Russia recognize in its international agreements with the Baltic states?
4. How would you describe the Baltic states following independence?
5. Were the Baltic states able to thwart the expansive reach of Hitler and Stalin?

Between Shades of Gray & Ashes in the Snow

Reflect on the various characters in the book/film. How did they feel about Lithuanian independence? How aware of the dangers posed by Nazi Germany and Soviet Russia were the characters? Which characters were most aware? Which were the least aware? Were there differences between the feelings and awareness of the adults and children? If so, why do you think these differences existed?

BACKGROUND ESSAY**THE MOLOTOV-RIBBENTROP
PACT**

On March 25, 1939, Adolf Hitler – the dictator of Germany – ordered his military to prepare for the invasion of Poland. Concerned that Britain and France might try to protect Poland, Hitler decided to seek a partnership with the Soviet Union, Poland’s neighbor to the east. General Secretary Joseph Stalin, ruling the Soviet Union, found the idea of a partnership with Germany intriguing. He had tried to reach deals with Hitler earlier, only to be turned down. But now, Hitler was eager for a temporary alliance. With the assent of both dictators, the German Foreign Minister Joachim von Ribbentrop arrived in Moscow with instructions to conclude a non-aggression pact as quickly as possible. Shortly after midnight on August 23, 1939, they reached an agreement.

Officially called the “Treaty of Non-Aggression between Germany and the USSR,” the agreement between Soviet Foreign Minister Vyacheslav Molotov and German Foreign Minister Ribbentrop was simple.

In six brief articles, the two states agreed to “desist from any acts of violence, any aggressive action, and any attack on each other.” While the public text seemed innocent enough, the Soviets and Germans kept the truly important part of the Molotov-Ribbentrop Pact secret. Its private protocol divided Eastern Europe into spheres of influence: to Germany fell the western half of Poland; Stalin claimed control over Finland, the Baltic states, eastern Poland, and Romanian Bessarabia.

The deal with Stalin provided Hitler with exactly the reassurance he needed to attack neutral Poland. On September 1, 1939, Hitler invaded. Great Britain and France declared war on him, marking the beginning of the Second World War in Europe. On September 17, honoring his part of the Molotov-Ribbentrop Pact, Stalin attacked a weakened Poland from the east. After Poland’s defeat, Germany and the USSR immediately began the extermination of those who might resist them, killing more than 200,000 people in twenty months.

Poland was only the first victim. A week after the invasion of Poland, Stalin demanded that Estonia sign a “Treaty of Mutual Assistance” which would

BACKGROUND ESSAY

place Soviet military forces on Estonian soil. The Estonian government reluctantly signed on September 28. Similar ultimatums were issued to Latvia and Lithuania, both of which agreed to Soviet demands in early October.

The Red Army then dispatched 75,000 soldiers to the three countries. The Baltic states remained technically independent, but were now at the mercy of the Soviet military.

Stalin made similar demands on neighboring Finland. However, the Finnish government chose military resistance, leading to the so-called Winter War which temporarily halted the Soviet advance. Even after his victory, Stalin remained concerned that Hitler – whom he mistrusted immensely – might use the Baltic states or Finland as an avenue of invasion towards Leningrad. When Hitler attacked France on May 10, 1940, Stalin opportunistically decided to destroy his Baltic neighbors while the rest of the world was distracted.

Lithuania was the first to fall. On June 4, 1940, the Lithuanian Prime Minister was summoned to Moscow, where Soviet Foreign Minister Molotov told him he must immediately order the arrest of several Lithuanian cabinet members accused of “anti-Soviet acts” (which were not specified) and appoint a new government. After internal discussions, the authoritarian Lithuanian government agreed, only to be told it was too late: now Stalin would send a Soviet official to create a new government, accompanied by more Soviet troops.

On June 15 and 16, the Red Army began its invasions of the Baltic states. Soviet invasion forces included more than half a million soldiers, far greater than the regular militaries of all three states combined. There was little fighting in the face of such overwhelming odds. The occupiers immediately began imprisoning military and political officials, then created “people’s parliaments” through rigged elections. On July 21, these Soviet puppet parliaments all voted for annexation by the Soviet Union: according to Stalin, the states of Estonia, Latvia, and Lithuania were no more. The Soviet occupation which followed was brutal. Hundreds of potential dissidents were executed. Thousands of men were forcibly conscripted into the Red Army or labor battalions. In total, the Soviet secret police deported at least 120,000 citizens of the Baltic states to the Soviet Union in just eleven months.

BACKGROUND ESSAY

According to one Lithuanian official, Stalin intended to remove up to a quarter of the populations of each state, but was interrupted: on June 22, 1941, Hitler broke his pact with Stalin and invaded the Soviet Union. The Baltic states would become a battleground between Germany and the Soviet Union for the next four years and bear witness to the Holocaust and the horrors of total war.

THINK ABOUT IT

1. On what date was the Molotov-Ribbentrop Pact concluded?
2. Which countries were affected by the agreement between Hitler and Stalin?
3. What was Stalin's first step in gaining control over the Baltic states?
4. How large was the Soviet army that invaded the Baltic states?
5. Were the Baltic governments that voted for annexation by the Soviet Union legitimate?

Between Shades of Gray & Ashes in the Snow

Lithuania and the other countries affected by the Molotov-Rippentrop Pact found themselves squeezed between two totalitarian dictatorships. This situation created a lot of complexities for the Baltic peoples. Using textual examples, discuss how Lina's family and extended family dealt with these complexities. Are there clear-cut, black-and-white rules of behavior in such circumstances? Or, is behavior better characterized as falling into different "shades of gray"? What principles or criteria might help you to assess different actions? Finally, consider how your family and extended family might deal with a similar situation.

BACKGROUND ESSAY

THE SOVIET DEPORTATIONS IN THE BALTICS

On August 23, 1939, the Soviet Union (USSR) and Nazi Germany signed the Molotov-Ribbentrop Pact, also known as the Non-Aggression Treaty, one of the secret provisions of which established a Soviet “sphere of influence” in Eastern Europe. The purpose of this sphere of influence was both to advance communism and to provide a buffer zone protecting the Soviet Union from Germany. It included the Baltic states of Latvia, Lithuania, and Estonia, all of whom the Soviet Union later coerced into signing “military assistance pacts” that allowed Soviet troops to establish bases in the Baltic states. In the summer of 1940, the USSR occupied and ultimately annexed the Baltic states, naming each one a “soviet socialist republic” (SSR). As a means of establishing order, legitimacy, and fear in the Baltic states, the USSR instituted a reign of terror. Thousands of citizens, primarily the elite and those suspected of resistance to the Soviet regime, were to be deported to Siberia.

The first deportations (known as the June deportation) from the Baltic states occurred during the night of June 13, 1941. Instructions for the deportations were issued on November 28, 1940, with the aim of “depolluting” the Baltics of anti-Soviet and anti-communist persons. Based on the orders handed down by Moscow, 10,187 Lithuanians, 9,546 Latvians, and 5,978 Estonians were exiled to forced settlements in Siberia. In addition, the NKVD (secret police) arrested approximately 17,500 Lithuanians, 15,000 Latvians, and 10,000-11,000 Estonians who were sent to prison camps and forced settlements. Furthermore, the Jewish populations of the Baltic states were seriously affected—Jews made up 12% of the Latvian deportees and 5% of the overall Latvian population. In Estonia, 8.3%-10% of the Jewish population was deported. And in Lithuania, 1.3% of Lithuanian Jews were deported. Among the deported in Estonia, more than 7,000 were women, children, and the elderly, and more than 25% of all the deportees were minors. Approximately 60% of those deported from the Baltic states in 1941 died.

This round of deportations ceased when Germany broke the terms of the Molotov-Ribbentrop Pact and invaded and occupied the area.

At the conclusion of the Second World War, the Baltic states were again occupied by the Soviet Union. Following two years of preparations, deportations resumed in 1949. From March 25th to 28th of that year, nearly 100,000 people were dragged from their homes in the Baltic states

in what was known as Operation Priboi or the March Deportations. These deportations were aimed at ending resistance to the collectivization of farms, and as such primarily affected the farming population. Instructions for the deportations were issued by the Ministry for State Security, following Moscow's decision at a meeting on January 18, 1949. The formal instruction was titled "Concerning the Procedure for Deporting Several Categories of Inhabitants from the Latvian SSR, Lithuanian SSR and Estonian SSR."

More than 2% of the Latvian population and 3% of the Estonian population were deported in cattle cars to Siberian labor camps and special settlements. Nearly 73% of the 11,000 deportees were women and minors, and the ages of deportees ranged from less than one year old to ninety-five years old in age. Furthermore, these deportees included children who had already been deported to Siberia in the 1941 deportations and returned to Estonia following World War II.

Many of the deportees died during the journey to Siberia due to starvation and unsanitary conditions, and many more died due to the forced labor and the climatic conditions they encountered in Siberia.

Number of Deportations by Country in 1941

Country	Population	Forced settlements	Prison camps & forced settlements	% of Jewish population deported
Latvia	1,755,000	9,546	15,000	5.0%
Lithuania	2,421,570	10,187	17,500	1.3%
Estonia	1,017,475	5,978	10-11,000	8.3%-10.0%

Number of Deportations by Country in 1949

Country	Population	Total	Men	Women	Children
Latvia	1,856,419	41,708	11,135	19,535	11,038
Lithuania	2,550,000	28,656	8,929	11,287	8,440
Estonia	1,026,000	20,480	4,566	9,866	6,048

Among the Estonian deportees, 5,000 were sent to the region surrounding the Semipalatinsk nuclear test site, where more than 250 nuclear explosions took place between 1949 and 1956. Many fell victim to radiation sickness and were not given medical treatment. As a result, many babies were born with birth defects. In 1956, Nikita Khrushchev, then the Soviet Premier, decreed that those who had been deported were to be released and permitted to return to their homelands. However, many remained under heavy surveillance by the authorities. Few, if any, were formally pardoned or had the personal property that had been confiscated from them returned.

THINK ABOUT IT

1. Why did the Soviets institute a reign of terror in the Baltic states and deport thousands of its citizens?
2. Given the circumstances that former deportees continued to live under, even after Khrushchev pardoned them, do you believe that the deportees were truly freed? Why or why not?
3. Compare and contrast the June deportation and Operation Priboi.
4. Much has been written and documented about Nazi Germany's anti-Semitic policies. Were you aware of the Soviet Union's anti-Semitic policies as described in the text above?
5. How were the treatment and conditions of Baltic deportees similar to or different from those endured by deportees of Nazi Germany, an enemy of the Soviet Union in World War II?

Between Shades of Gray & Ashes in the Snow

Make a list of characters from the book/film who were on the train with Lina. Next to each name, write the reason for which each of them was deported, whether or not they survived their deportation, and what ended up happening to them in the end. Did they deserve their fate? Why or why not?

Primary Source Activity

Strictly Secret Order of the People's Commissar for the Interior of Lithuanian SSR of year 1940

Introduction

On June 15, 1940, the Soviet Union invaded the Republic of Lithuania with 300,000 soldiers—one for about every 10 or 12 inhabitants. This act was a direct violation of the Soviet-Lithuanian Non-Aggression and Non-Intervention Pacts in which the Soviet Union committed itself to respect the sovereignty and territorial integrity of Lithuania. The continued Soviet colonial occupation of Lithuania (as well as of Estonia and Latvia) after the Second World War violated international law, the recently established United Nations Charter, and the Universal Declaration of Human Rights adopted by the General Assembly of the United Nations in Paris on December 10, 1948. The United States never recognized the illegal military occupation of the Baltic states by the Soviet Union. The following document is a translation from Lithuanian and Russian of the actual order issued to NKVD units engaged in turning Lithuania into a Soviet Republic. The materials in this section have been excerpted, edited, and reprinted with permission from *Lituanus: Lithuanian Quarterly Journal of Arts and Sciences* (Vol. 34, No. 4, Winter 1988).

Strictly Secret Order of the People's Commissar for the Interior of Lithuanian SSR of year 1940 (translated from Lithuanian).

Contents: About negligence in accounting concerning anti-Soviet and socially alien element. No. 0054 Kaunas, November 28th, 1940. In connection with the great pollution of the republic of Lithuania with the anti-Soviet and socially alien element, the account concerning same acquires an especially great importance. For the operative work it is important to know how many there are in Lithuanian territory: former policemen, white guardsmen, former officers, members and the like of anti-Soviet political parties and organizations, and where the said element is concentrated. This is necessary in order to define the strength of the counter-revolution and to direct our operative-agencies apparatus for its digestion and liquidation. Despite the importance of keeping all such accounts, our operative organs did not seriously undertake this work.

ORDER

- 1** Chiefs of operative branches of the Center and of county branches and units to take over within 3 days all files and cases entered on the account of 1st Special division—the formulars and persons mentioned therein.
- 2** Within 10 days to take over into the 1st Spec division all anti-Soviet element, listed in the alphabetical files (index accounting).
- 3** At the same time to undertake clarification of all anti-Soviet and socially alien element on the territory of the republic of Lithuania and to transfer same to the jurisdiction of operative account of 1st Spec division.
- 4** The accounts of persons mentioned in agency files, also in the alphabetical files (index accounting), to be concentrated in the Spec division of NKVD of LSSR, for which purpose special cards must be filled-in concerning each transferred person by the county branches and units of NKVD and by the City Council of Vilnius, and said cards must be mailed to the 1st Spec division of NKVD of the LSSR.
- 5** The index account must cover all those persons who by reason of their social and political past, national-chauvinistic opinions, religious convictions, moral and political inconstancy, are opposed to the socialistic order and thus might be used by the intelligence services of foreign countries and by the counter-revolutionary centers for anti-Soviet purposes.

These elements include:

- a) All former members of anti-Soviet political parties, organizations and groups: trotskysts, rightists, essers (socialist revolutionists), mensheviks, social-democrats, anarchists, and the like;
- b) All former members of national chauvinistic anti-Soviet parties, organizations and groups: nationalists, young Lithuania, voldemarists, populists, Christian Democrats, members of nationalist terroristic organizations (“Iron Wolf”), active members of student fraternities, active members of Riflemen's Association, Catholic terrorist organization “White Horse;”
- c) Former gendarmes, policemen, former employees of political and criminal police and of the prisons;
- d) Former officers of the czar, Petliura and other armies;
- e) Former officers and members of military courts of the armies of Lithuania and Poland;
- f) Former political bandits and volunteers of the white and other armies;

- g) Persons expelled from the Communist Party and Komsomol for anti-party offences;
- h) All deserters, political emigrants, re-emigrants, repatriates and contrabandists;
- i) All citizens of foreign countries, representatives of foreign firms, employees of offices of foreign countries, former citizens of foreign countries, former employees of legations, firms, concessions and stock companies of foreign countries;
- j) Persons having personal contacts and maintaining correspondence with the abroad, foreign legations and consulates, esperantists and philatelists;
- k) Former employees of the departments of ministries (from referents up);
- l) Former workers of the Red Cross and Polish refugees
- m) Religionists (priests, pastors), sectants and active religionists of religious communities;
- n) Former noblemen, estate owners, merchants, bankers, commercialists (who availed themselves of hired labor), shop owners, owners of hotels and restaurants.

6 For preparation of index accounts of anti-Soviet elements all sources must be availed of, including: agencies' reports, special investigative materials, materials of party and soviet organizations, statements of citizens, testimony of the arrested persons, and other data. As a rule, statements, testimony and other official materials must first be verified in an agency manner.

7 Operative branches and county branches and units must prepare separate rosters for accountable persons who had departed elsewhere, and must take steps to clarify same. At the same time, cards of sought persons must be filled in and transferred to the 1st Specdivision.

8 Files-formulars must be introduced and transferred into active agency account concerning the former activists of anti-Soviet politparties and organizations (trotskyists, mensheviks, essers, nationalist associations and the like), counter-revolutionary authorities of religionists (priests, mullas, pastors), responsible collaborators of police, ministries, foreign firms and the like, in accordance with available material about anti-Soviet activity.

9 Chiefs of 1st Specdivision of NKVD or the LSSR are to report to me every day about the progress of this order.

10 The order is to be discussed in operative consultations and concrete means for its execution are to be provided for.

DEPUTY PEOPLE'S COMMISSAR OF PUBLIC SECURITY OF THE USSR

Commissar of Public Security of the Third Rank

Signed: (SEROV).

THINK ABOUT IT

1. Would natives from the bourgeoisie be safe from deportation in Lithuania or the other Baltic states?
2. What kind of people were the Soviets trying to purge from the Baltic states?
3. What or who do the communist authorities seem to fear?
4. Why would the author of this order want a daily report of progress?

Between Shades of Gray & Ashes in the Snow

What kinds of items did the characters in the book/film pack to take with them? Given what happens to them during the course of the story, were those the appropriate items to take? Why or why not? While the characters in the book/film did not violently resist the NKVD, they did offer resistance. Using examples from the book/film, discuss which methods of resistance were used and evaluate how effective they were.

Deportee Character Cards

ANDRES KUKK

I am Andres Kukk, a plumber in Kadriorg, a subdistrict of Tallinn, Estonia. I do my best to follow the laws since being released from prison in 1938. When I was a boy, the doctors said my eyes would never focus and I would never learn to read. I stopped attending church when my comrades told me that my loyalties must never be divided, and that is fine with me. I am always grateful to the state for releasing me to make room for other prisoners.

JUOZAS KUPČINSKAS

My name is Juozas Kupčinskas and I am from Utena, Lithuania. I run a timber company where I do my best to treat the workers fairly. As I pay them almost all of what we make after other expenses, I hope I am not cheating them in any way. I have many responsibilities, and I believe that the loggers are aware that I am not exploiting them, or if I am, I am not trying to do so. I am well-respected and quite capable as a leader, or so they tell me at the Church of the Holy Cross.

ALVAR KASK

Most people still call me Prime Minister Kask. However, I have not served as Estonia's Prime Minister for many years. Under my leadership, Estonia experienced prosperous growth and our citizens were particularly content with our policies and their standard of living. I come from a long line of Estonian politicians and my wife is the daughter of a wealthy Estonian business man. Our eldest child is currently studying law at Oxford, while our youngest is enrolled in a private primary school.

GRETA KRAŠTAS

I work in my husband's office in the Seimas, Lithuania's Parliament. My duties mostly include typing and record-keeping, and I am well-connected through my family. My father was also a representative, and it was he who guided me to marry Mykolas in 1935. I live a fulfilling life and a happy one, as most people recognize me in Vilnius either through my father or my husband. The other wives at the Church of All Saints indicate that I have an enviable position.

LILTA BĒRZIŅŠ

My name is Lilta Bērziņš and I live in a family of socialists in Nītaure, Latvia. We are interested to see what kind of future we shall have under the Red Army, as we are very much in support of the ideals of socialism, though we are not sure about the methods Lenin implemented in Russia when we visited. My parents were very critical of the way the dissident thinkers were treated, and they continue to espouse that Latvia would be better off as an independent, socialist country.

KALEVA RÜÜTEL

My name is Kaleva Rüütel and I work on a small fishery off Osmussaar, an Estonian island. The landlord in town charges high rates and I would not miss him were he to disappear. My father was a deserter from the war for Estonian independence because he too is tired of the landlords and the Finnish markka we have to use in trade. He told me that the banks are controlling purchasing power through the currency.

ANNA OZOLAS

My name is Anna Ozolas and I am ten years old. My family has become wealthy by growing and selling grain. I am currently enrolled in primary school and I really enjoy it. When I am not in school, I like to play with my friends, but sometimes I have to help my father on the farm. My mother and father always remind me that we are lucky to be able to sell the grain we grow because it has allowed us to become prosperous and maintain a respectable lifestyle. I am very proud of my family and I am very proud to be Latvian.

PĒTERIS BALODIS

My name is Pēteris Balodis and I am fifteen years old. My father is the Minister of Economics of Latvia. I am currently enrolled in secondary school and hope to further my education at a Western European university, like my father, and study economics. Now that I am almost a man, my father has begun to teach me the ins and outs of the capitalist market and all of the benefits it has to offer for Latvia. I am very focused on my studies and what my father has to say because I hope to be just like him one day.

AZUOLAS VITKUS

My name is Azuolas but, my friends call me Zu. I am twelve years old and I attend a private school in Kaunas, Lithuania. I have a large, loving family, but I don't get to see my father as often as I would like. My father is a Professor of Law at a Lithuanian University and is very busy with his students. My mother is the daughter of a politician and does her best to volunteer whenever she can. When I do see my father, it is usually at the dinner table where he discusses how upset he and his students are by the current occupation. Although I don't know much about the Soviets, the soldiers that patrol the town scare me and my friends. We wish they would just leave.

Who Gets Deported?

Directions

Fill in the appropriate boxes for your character. Then, introduce yourself to your group members. As the other group members introduce themselves, take notes in the appropriate space.

Name	Occupation	Class	Background	Education	Deport?
Andres Kukk					
Juozas Kupčinskas					
Alvar Kask					
Greta Kraštas					
Lilta Bērziņš					
Kaleva Rüütel					
Anna Ozolas					
Pēteris Balodis					
Azuolas Vitkus					

China: From Mao to Xi

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 country, 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. Communism in China, however, did not end with Mao's passing. From Deng Xiaoping to Xi Jinping today, China has remained a repressive, brutal state.

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
- assess the impact of China's one-child policy
- explore the Uyghur genocide and organ harvesting

STANDARDS

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

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 jelly beans for each student to receive 10



ESSENTIAL QUESTION

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

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: 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)

- 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's, jelly beans, etc.) to each student. Let them know that, after the completion of the PSA, they will each receive an additional five jelly beans.
- 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 five to six quotes, reconvene as an entire class and discuss some of their responses.



ACTIVITY A

A Tell students that you were mistaken—you have no more jelly beans 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:

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 jelly beans would be taken from you again, what would you do and why? How would you feel if other property—your phone, your computer—was 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

A Review with students the events of the Great Proletarian Cultural Revolution (GPCR). 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

Ask students the following questions:

- 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** Choose one of the Cultural Revolution scenarios and write your own version of the dialogue among the characters.
- B** Choose one of the Mao quotes and create a poster (hard copy or electronic) which illustrates the statement.
- C** Answer one (or all) of the questions posed in the Wrap-Up in one well-constructed three to four paragraph essay per response.

LONG-TERM ASSESSMENT

- A** Direct students to any of these additional resources. For each source, they could a) write a brief response to what they learned; or b) make a short presentation about what they learned to the class.
 - Witness Project: Anastasia Lin
See the “Witness Project” playlist on the Victims of Communism Memorial Foundation’s official YouTube page.
 - Understanding China: China Since the Communist Revolution with Dr. Frank Dikötter
See the “Understanding China” playlist on the Victims of Communism Memorial Foundation’s official YouTube page.
 - Timeline of China Under Communism
<https://www.history.com/topics/china/china-timeline>
- 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 (<https://laogairesearch.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 online source for these posters is <http://chineseposters.net/gallery>.

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

Students could read the article and present the results of their search as either a one-paragraph summary or a five-slide PowerPoint presentation.

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



BACKGROUND ESSAY

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

I 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 society. 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 disasters. 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. 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. His portrait was in every classroom, every public space, and every home. 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 on 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 due to relaxing some communist rules and permitting managed economic innovation. However, the country is still not free politically. In fact, over the past fifteen years China has become less free. The leadership of the Communist Party is unchallenged. Each time the citizens push for more freedom, from the Tiananmen Square democracy protests (1989) to more recent demonstrations in Hong Kong (2020), the movements are crushed. 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?

BACKGROUND ESSAY

FROM DENG TO XI'S CHINA TODAY

Following Mao's death in 1976, Deng Xiaoping rose to power in the Party, rescued from the political exile to which he had been banished during the Cultural Revolution. Deng realized that to compete with America and the West, certain tightly managed capitalist measures would be necessary. Under Deng's "socialism with Chinese characteristics," the Communist Party first relaxed its control over local markets and prices. Peasant farmers and factory managers were allowed to set their own goals and methods. Training and incentives replaced mandates and quotas. As Deng opened China to trade and foreign investment, Western money and technology poured into the country. Exports soared, and the Chinese economy boomed. Chinese citizens were still not free, such as in areas of family and religious faith. For example, China's notorious One Child policy (1979-2015), which PBS called an "extreme population control measure," resulted in the deaths of tens of millions of Chinese babies, especially females, before or after birth. At the same time, increased economic freedom, combined with massive theft of Western technology and intellectual property, led to a higher standard of living for many.

Since 2012, however, under current president Xi Jinping, China has seen most of the relaxed restrictions of the Deng era rolled back. The private sector has increasingly been brought under state control while foreign companies have come under intense scrutiny. Private companies are required to establish and consult with embedded Party committees before every important decision, and the government owns shares in most firms. Central planning is again on the rise, and state-owned enterprises are a major part of the economy. Predictably, China's once buoyant economy has become sluggish under Xi's ideological management.

China's political system remains autocratic, undemocratic, and controlled by Communist Party elites. Xi Jinping leads an authoritarian, almost totalitarian regime, which is responsible for an array of human rights violations against political dissidents, religious believers, and minorities. Xi has inserted the Party into every aspect of Chinese life, using new technologies to monitor and punish speech, decisions, movements—even humor. Meanwhile, child labor, forced labor, and human trafficking are rampant. Further, China is committing genocide against the indigenous Turkic peoples in the Xinjiang region. As of 2024, between 800,000 and two million Uyghurs and other Muslim minorities

have been sent to forced labor camps by the Chinese Communist Party. Former detainees of these camps have described systematic rape, torture, organ harvesting, and brainwashing. Uyghur women have been subject to forced abortion and sterilization to lower the minority's birth rate.

Xi Jinping's rule resembles Mao's in many ways. He has developed a cult of personality that rivals Mao's, and his pictures and statues are everywhere. His ideology, known as "Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era" ("Xi Jinping Thought"), has now replaced that of previous leaders, including that of Mao himself, in government documents. Like Mao, he is dedicated to "the defeat of capitalism and the ultimate victory of communism." Like Mao before him, Xi argues that freedoms of religion and conscience are not universal human rights, but Western tools to undermine Chinese culture. Xi's commitment to communist ideology guides his policies, despite the human cost. Moreover, Xi's neighbors across East Asia, especially Taiwan, feel threatened by belligerent behavior and a growing Chinese military.

Each time the Chinese people have stood against the Chinese Communist Party (CCP) for more freedom, they have been punished. The most famous example occurred in 1989 when Eastern European countries were transitioning from communism to democracy. In China, thousands of protestors were brutally suppressed for demanding democracy at Beijing's Tiananmen Square and elsewhere. In recent years, Xi's China has increased its suppression of ethnic and religious minorities (Tibetan Buddhists, Muslim Uyghurs, Christians, Falun Gong), pro-Western businesspeople, journalists, and many others. Beijing has reneged on its pledge that Hong Kong could maintain its uniquely democratic system, with major crackdowns and abrupt changes to local laws.

From Mao's Cultural Revolution to the Tiananmen Square Massacre, from the One-Child Policy to the Uyghur genocide, from the surveillance state to the 2017 National Intelligence Law, the basic liberties of the Chinese people continue to be repressed and nations around the world are subject to CCP theft and aggression. President Xi is leading China once more down the road towards soul-crushing totalitarianism, as the hope that the Chinese people will one day be free seems to recede ever farther into the future.

THINK ABOUT IT

1. How did Deng try to change China? Was he successful?
2. What new measures has Xi initiated in China?
3. How does the Xi regime treat minority groups like the Uyghurs? What specific actions has the CCP taken against this group?
4. How does the Xi regime resemble Mao's today?

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 CHEN 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 led a UN force that 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), then under his son, Kim Jong-Il (1994-2011), and now his grandson, Kim Jong Un. The three Kims have ruled North Korea—which calls itself the Democratic People’s Republic of Korea—for over seventy 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 U.S. History Era 9: 2A

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)



ESSENTIAL QUESTION

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

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)

- 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**. (Online 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

- 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

five to six, 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

Ask students the following questions:

- 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?

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 three to four paragraph essay per response.

LONG-TERM ASSESSMENT

- A Students could follow current events in North Korea for several weeks and create a Power-Point 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 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

Students could read the article and present the results of their search as either a one-paragraph summary or a five-slide PowerPoint presentation.

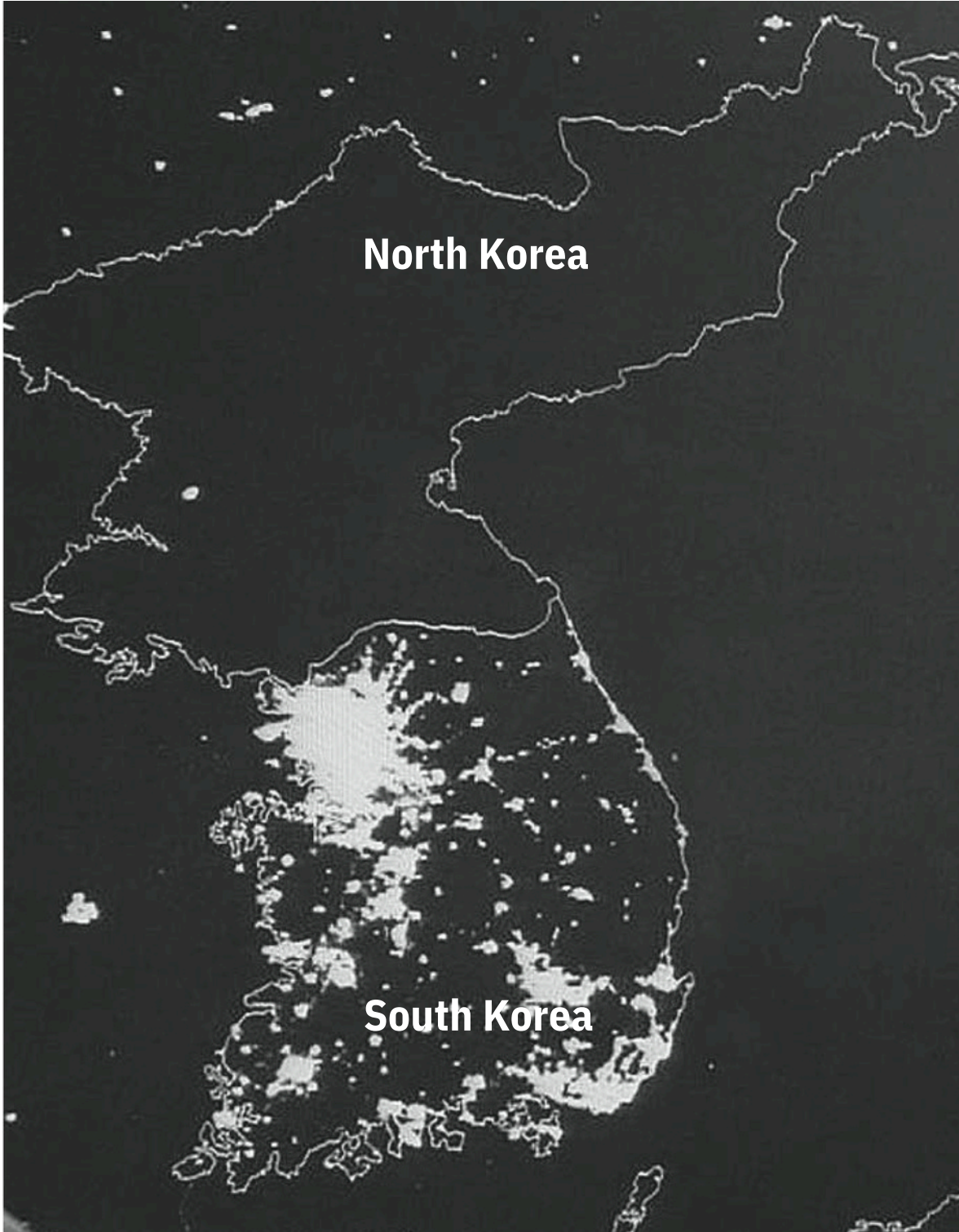
Students should note the sources of their articles. Wikipedia and articles written by the Communist Party as well as the governments of these countries are likely to be incomplete, inaccurate, and/or biased.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



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 quasi-religious philosophy emphasizes collective self-reliance and national pride as a way to persevere against the "capitalist aggressors." 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.

The three 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. It must be carefully managed through heroic stories, photos, videos, and propaganda in children's education. Children in North Korea are taught that the Kim's 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 forced labor camps such as the infamous Camp 22, which held over 50,000 people.

Huge sums of money are devoted to maintaining the cult of personality while the nation suffers. From 1995-1998, 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." He has continued the repressive measures and decadent personal lifestyle of his father and grandfather, while massively spending on advanced military weaponry.

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 violate individual freedom of religion?
6. How does the North Korean government treat people who disagree with any of its policies?

Primary Source Activity

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 We were taught that 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. <https://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



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)



ESSENTIAL QUESTION

To what extent does political and social change justify violence?

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, 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)

- 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:
- 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 A

- 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

Ask students the following questions:

- 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 3 (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/en)
- D** Students could watch the Channy Laux witness video and share what they have learned with the class. <https://victimsofcommunism.org/witness/channy-laux/>.

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

Students could read the article and present the results of their search as either a one-paragraph summary or a five-slide PowerPoint presentation.

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



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)		
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 Saloth Sâr in the late 1920s into a large and comfortable family. He studied at a Buddhist pagoda in the capital city, Phnom Penh, and later moved to Paris to study radio electronics.

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, Pol Pot and his Khmer Rouge had seized control of Cambodia and began an immediate assault on the most basic civil liberties. He began by changing the calendar—the year 1975 became Year Zero.

The goal of the Year Zero campaign was to smash the pillars of a Western-oriented, modern society and start over with a subservient, docile, and agrarian society. 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 reclassified 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

BACKGROUND ESSAY

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, 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. 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 1979, Vietnam invaded Cambodia, driving Pol Pot and the Khmer Rouge back to the jungle. In 1997, the Khmer Rouge placed Pot under house arrest. He died shortly thereafter.

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 and other countries went to war to stop Hitler and Nazi Germany. What should have been done to stop Pol Pot?

Primary Source Activity

Victims of Pol Pot



War Crimes Trial

TEACHER NOTE: This class activity is designed for mature students.

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 thirty-five 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 was also convicted of genocide in 2018.*

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/>

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:

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>

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:

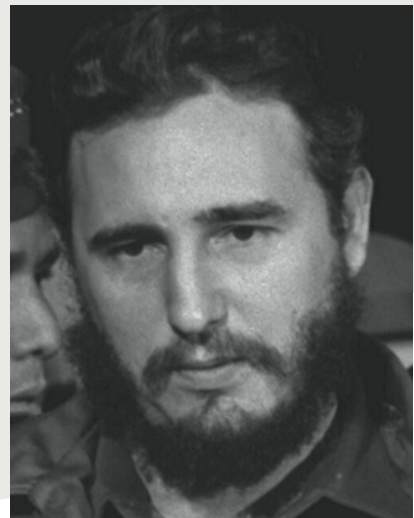
- analyze the famous Che Guevara poster
- compare and contrast the views of Castro, Che, and John F. Kennedy regarding liberty, revolution, and democracy
- assess the impact of Cuban communism on Latin America

STANDARDS

- NCHS World History Era 9: 1B
- NCHS U.S. History Era 9: 2A, 2B

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)



ESSENTIAL QUESTION

Is Cuban communism a threat to Latin America?

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.
- 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)

- 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 500 people were executed either personally by Che Guevara or under his direct orders during the Cuban Revolution. Ask them if this fact affects their impression of Che.



ACTIVITY

- 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. Encourage students to provide detailed reasons.



WRAP-UP

In a large group, ask students the following questions:

- 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 ninety 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 three to four paragraph essay.

LONG-TERM ASSESSMENT

- A Direct students to any of these additional resources. For each source, they could a) write a brief response to what they learned; or b) make a short presentation about what they learned to the class.

- Witness Project-Rosa María Payá: <https://victimsofcommunism.org/witness/rosa-maria-paya/>.
- Witness Project-Maximo Alvarez: <https://victimsofcommunism.org/witness/maximo-alvarez/>.

- B** Students could research the stories of immigrants who have fled Castro's Cuba during the last fifty 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 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

Students could read the article and present the results of their search as either a one-paragraph summary or a five-slide PowerPoint presentation.

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



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 country. Che was a former medical student who was committed to the global spread of communism.

Two years earlier, in 1957, 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 500 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.

Parents who feared for their family's future sent thousands of their children to the United States between 1960-1962. This program, which came to be known as Operation Pedro Pan (Peter Pan), brought 14,000 children age eighteen and under to Florida, usually by plane to Miami. The children were often placed with families under the guidance of Monsignor Bryan O. Walsh, representing the Catholic Welfare Bureau.

Those parents were right. 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 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 Che, "We must proceed along the path of liberation even if this costs millions of atomic victims." He and Castro 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 Cuba improved health care and education for some in 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 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 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 former 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. This resulted in the decimation of the country's economy. For three decades, the Peruvian communist movement, Shining Path, waged guerrilla warfare throughout the country, killing 25,000-35,000 Peruvians. Nicaragua's president, Daniel Ortega, who trained in Cuba to lead guerrilla 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 after winning one term as president in 1984. Ortega tried to return to power in 1996, finally winning office in 2006. Since then he has become increasingly dictatorial, using the thuggish tactics of his communist heroes.

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 continued not to allow private property. Major economic decisions were still made by the government. It is 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 homemade boats. Often, Cuban military helicopters have flown overhead and dropped sandbags upon the refugees. An untold number of people drowned as they were swimming for liberty. As in the case of the Vietnamese boat people, the U.S. government set up a special process to welcome these Cubans seeking freedom.

One of the latest protests against the regime is the San Isidro movement which focuses specifically on freedom of speech and artistic expression. The movement brought a number of high-profile artists and activists on the issue. However, as with many prior movements, the regime continues to forcefully crack down on dissent.

Castro turned over the running of the country to his brother, Raul, in 2008 and Raul turned the country over to another Castro disciple, Miguel Díaz-Canel, in 2019. 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 communism 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?

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?

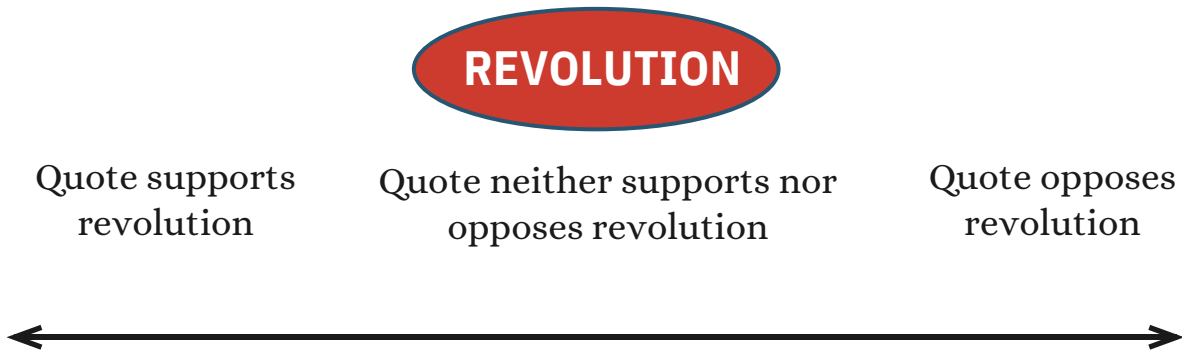
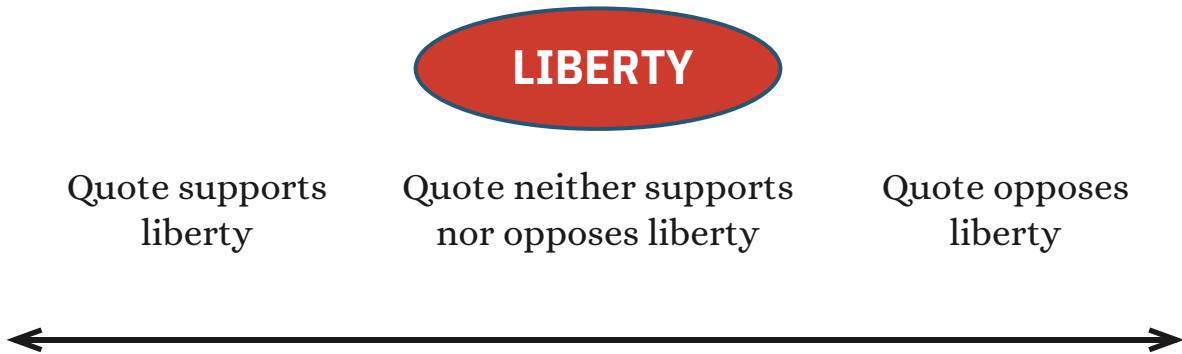
SOURCES

This image comes from the Young America's Foundation's "Victims of Che Guevara" poster: <https://dev.yaf.org/wp-content/uploads/2016/02/ch2-196x300.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.



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.”

A Divided Germany, the Iron Curtain, and the Berlin Wall

OVERVIEW

The Iron Curtain and Berlin Wall were built to keep people in—not out. Constructed in 1961, the Berlin Wall physically divided Europe and 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 was demolished. 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 Iron Curtain

STANDARDS

- NCHS World History Era 9: 1B, 2C
- NCHS U.S. History Era 9: 2A; Era 10: 1C

MATERIALS

- Background Essay: Tear Down This Wall
- Student Handout A (1-4): PSA - Maps of Berlin
- Teacher Resource B (1-9): Photos of the Berlin Wall
- Answer Key (in back of book)



ESSENTIAL QUESTION

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

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** Prior to class, divide the room in half 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:
- 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)

- A** Prior to class, make sufficient copies of **Student Handout A: PSA - Maps of Berlin** so that each of the 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:
- Which maps and images show evidence of a wall? (A-2, A-3, B-1, B-2, B-3, B-4, B-5, B-6, B-7, B-8, B-9)
 - What other observations do you have about the images?
 - 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 twentieth century. The Berlin Wall was the first urban wall constructed in centuries and was constructed to keep people in—not out.



ACTIVITY

- A** Prior to class, make two copies of each of the photos in **Teacher Resource A: Photos of the Berlin Wall** (see below for online sources) and post them on two opposite walls of the classroom. Tape a large sheet of blank paper beneath each photo.
- B** Divide each side of the classroom into groups of three to four 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 three to four, pose these questions for discussion: Imagine that your parents have decided to try to escape from East Berlin or East Germany 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

In a large group, ask students the following questions:

- 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 Germans and East Berliners died seeking freedom in the West. What would you sacrifice to secure freedom, especially the freedom to travel?
- 3 How was the Iron Curtain and 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 or East-West German Border. Use the photo as the inspiration for a poem, personal essay, short story, or song about the Wall and its impact on the people of Germany.
- C Answer one (or all) of the questions posed in the Wrap-Up in one well-constructed three to four paragraph essay per response.

LONG-TERM ASSESSMENT

- A Direct students to any of these online resources about the Berlin Blockade and the Berlin Wall. For each source, they could a) write a brief response to what they learned; or b) make a short presentation about what they learned to the class.

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

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

<https://www.history.com/topics/cold-war/berlin-blockade>

<https://www.trumanlibrary.gov/education/presidential-inquiries/blockade-berlin>

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**

Students could read the article and present the results of their search as either a one-paragraph summary or a five-slide PowerPoint presentation.

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



MAP SOURCES

A-1 Partition of Germany and Berlin, highlighting the Berlin Airlift flight routes via the *Spokesman-Review*: <https://www.spokesman.com/stories/2023/jun/25/operation-vittles/>.

A-2 Map of the Iron Curtain via the BBC:
<https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/7>.

A-3 1961 Map showing East and West Berlin:
<http://upload.wikimedia.org/wikipedia/commons/e/ea/Berlin-wall-map.png>.

A-4 Post-1989 Map showing the Berlin Wall, checkpoints, and memorials:
<https://www.berlin.de/mauer/en/route/the-wall-inside-the-city/>.

PHOTO SOURCES

All photos, unless noted otherwise, 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.

B-1 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-2 + B-3 Images of German border wall taken in 1987 along the East-West German border near the town of Wanfried in the northern Fulda Gap area of Germany. Credit: Ken Pope

B-4 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-5 Volkspolizei is Building New Barricades in East Berlin, November 20, 1961 (ARC Identifier 6003269)

B-6 Wall at Train Station, March 20, 1962 (ARC Identifier 6003261)

B-7 Diagram from a brochure from the Bavarian government depicting the Berlin Wall. Photo credit: Michael Mechthold-Jin

B-8 Berlin Wall Reinforced: Under the Watchful Eye of Communist Police, East German Workers . . . Reinforce the Walls Dividing the City, October 1961 (ARC Identifier 6003284)

B-9 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)

BACKGROUND ESSAY

The Iron Curtain and a Divided Europe

“From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent.”

-Sir Winston Churchill, March 5, 1946

On March 5, 1946, former British Prime Minister Winston Churchill’s “Sinews of Peace” speech offered a dire view of the Soviets’ ambitions for Europe. Churchill’s “Iron Curtain” analogy immediately became a common term in the Western world.

But Churchill’s speech that day offered more than just powerful words; in fact, he predicted the future of Europe. The Iron Curtain was both an ideological and physical barrier between communist Eastern Europe and the democratic West from 1946 until 1989. The first iteration involved closing the border, erecting barbed wire barricades, and stationing armed soldiers at major crossing points. By 1989, the year the Berlin Wall came down, Germany’s border was a maze of guard towers, an empty “death strip,” anti-vehicle barricades, land mines, electric and razor fences, and a 14-foot-high concrete wall or metal fencing. From 1961 to 1989, 140 people died trying to escape East Germany.

The physical manifestations of the Iron Curtain revealed the startling contrast between the free West and the captive East. From the Finnish-Russian border in the North to the Eastern bloc’s border with Greece and Turkey in the South, the Soviet Union established various forms of border walls, fences, barriers, and control. These barriers marked the stark ideological contrast between the two sides of the curtain, a contrast which formed the basis of the Cold War and sparked numerous armed conflicts throughout the period.

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 state. 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

BACKGROUND ESSAY

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 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.

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.

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)?
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?

Visualizing the Berlin Wall





A-1



A-2



B-2



B-3



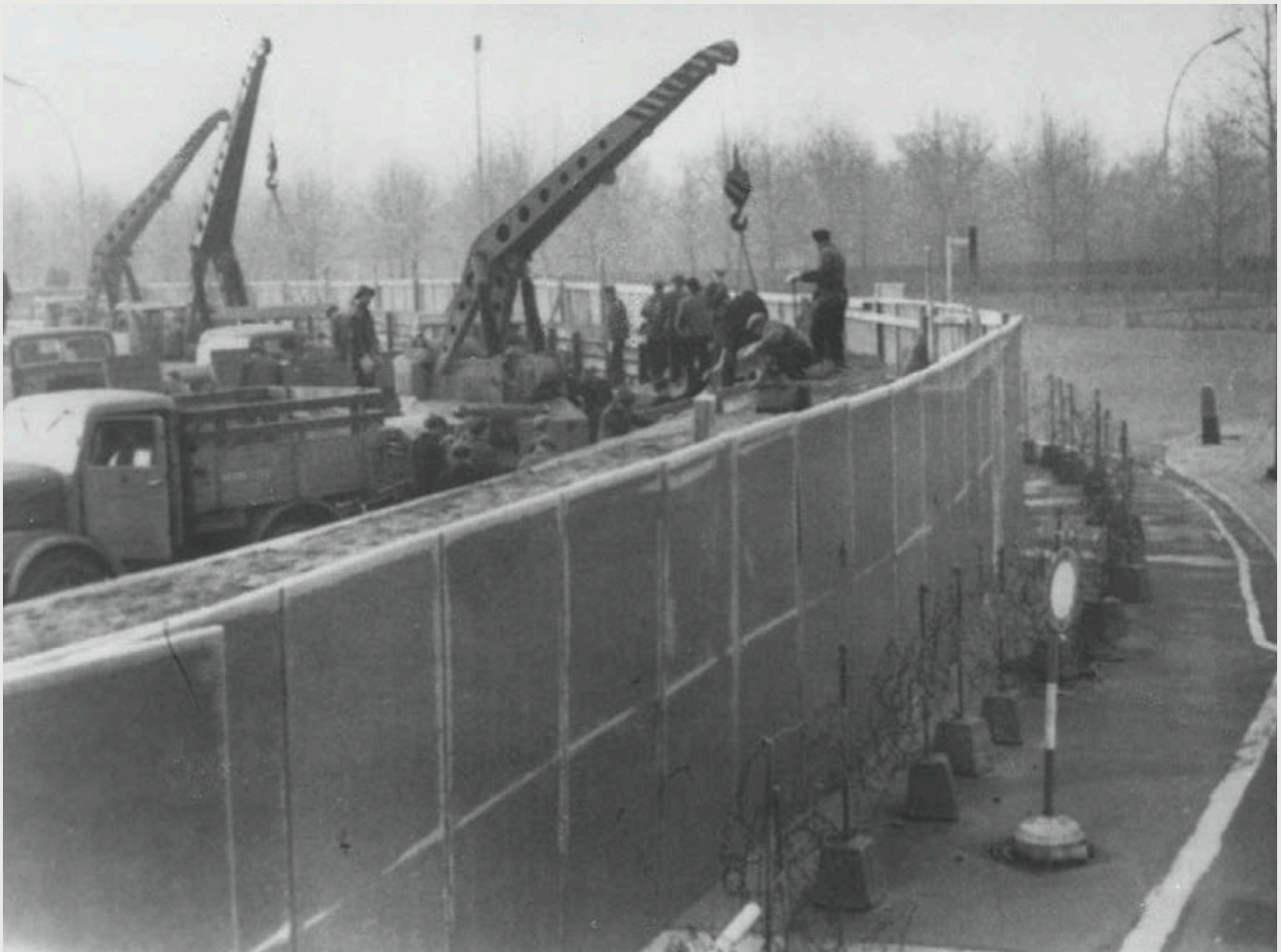
B-4



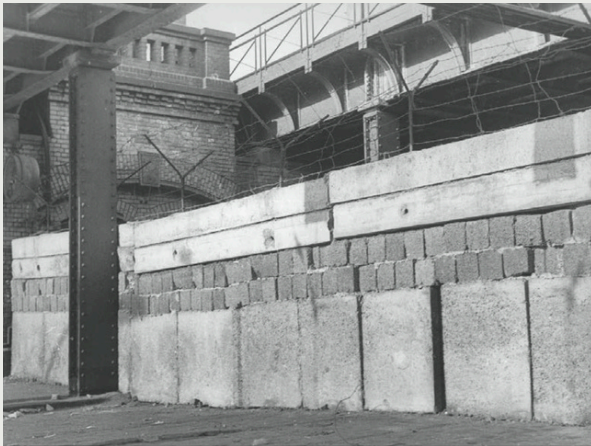
A-3



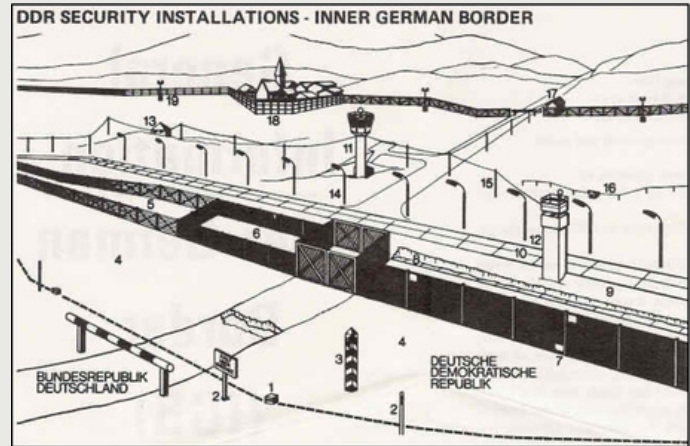
A-4



B-5



B-6



B-7



B-8



B-9

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 POWs
- understand the nature of the conflict

STANDARDS

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

MATERIALS

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



ESSENTIAL QUESTION

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

CREATE THE CONTEXT

[for homework or in class the previous day]

- A** Create a space in the classroom that is approximately seven feet by seven 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:
- 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)

- 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 POWs used shorthand such as GNST (Good night, sleep tight).)
 - Could you survive for years, relying only on this code to communicate with others?



ACTIVITY

- A** Divide the class into five groups and assign each group one of the following roles: Vietnam POW, a person with PTSD, college student, Vietnam veteran, American president. Give each group five to seven 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

In a large group, ask students the following questions:

- 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 1960s, 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 three to four 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; or b) make a short presentation about what they learned to the class.

- 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 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

Students could read the article and present the results of their search as either a one-paragraph summary or a five-slide PowerPoint presentation.

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



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).**”

-Vice Admiral Edward H. Martin

Edward Holmes Martin, a U.S. admiral, was one of the tens of thousands of Americans who suffered at the hands of the communist Vietnamese forces. All Americans suffered as a result of communist aggression in Vietnam: 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.

How did this all begin?

Vietnamese communism was led by Ho Chi Minh (1890-1969), a committed Marxist-Leninist educated in Paris and Moscow. In the aftermath of the Second World War, Ho Chi Minh led the communist Viet Minh in a vicious insurgency against the French and Vietnamese known as the First Indochina War (1946-1954). As part of a major peace conference held in Switzerland in 1954, the Geneva Accords sought to bring a lasting solution to the Korean War (1950-1953) but resulted in three agreements regarding the futures of Laos, Cambodia, and Vietnam. It was agreed that Vietnam would be separated into northern (communist) and southern (democratic) zones and that principles of self-determination and democracy would govern how the people of Vietnam would make decisions about their future. U.S. presidential administrations—Eisenhower, Kennedy, Johnson, and Nixon—pledged increasing levels of development assistance and political guidance to the Republic of Vietnam (South Vietnam). In fact, in a famous speech to American university students, President Johnson likened America’s investment in humanitarian and economic development in Vietnam’s huge Mekong River Delta to Roosevelt’s New Deal policies, specifically the Tennessee Valley Authority, that brought electricity and hope to millions of people during the Depression.

BACKGROUND ESSAY

The reason that both Democrat and Republican presidents supported South Vietnam was a policy concern called the “domino effect,” that a communist takeover in one country would spill over into other countries. In other words, that communism might spread to Laos, Cambodia, and Thailand, making them Soviet allies. They also believed that resolve in Asia sent a message around the world: The United States stands behind its allies and is vigilant whether in Berlin or Saigon.

US leaders recognized that the Soviet Union was pushing around the globe, from Berlin to Cuba to Vietnam. They believed that standing with the people of South Vietnam sent a message around the world that the U.S. could be counted on.

By 1955 Ho Chi Minh had reneged on pledges of cooperation, seeking to undermine the government of South Vietnam through subversion, terrorism, assassination, and other forms of violence. In North Vietnam, Ho executed between 3,000 and 15,000 Vietnamese civilians to solidify his control. Ho Chi Minh’s increasingly violent campaign against South Vietnam expanded into what we know as the Vietnam War (1955-1975), also known as the Second Indochina War, which intended to impose his communist regime through the whole country.

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 seventy-six inches long and fifty-six 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 seven ft. wide, nine ft. long and ten to twenty ft. high, about like your bathroom. For the first three years, that was my home twenty-three hours and forty-five minutes a day, for three 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

BACKGROUND ESSAY

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. Some estimate that as many as 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.

Richard Nixon won the presidency in 1968. He pursued a policy to end the war by a two-track strategy: vigorous fighting to show resolve while negotiating South Vietnam’s independence from both North Vietnam and a U.S. presence. In January 1973, the Paris Peace Treaty was signed, though fighting continued. The U.S. honored the treaty, bringing all American forces home, but fighting continued as the North Vietnamese, long supported by China and the Soviet Union, remained committed to conquering South Vietnam.

By 1975, between 1-3 million people had lost their lives in the conflict. North Vietnam’s military quickly consolidated power and eliminated opposition, executing an estimated 65,000 political prisoners after the fall of Saigon in 1975. Soon after, neighboring countries Laos and Cambodia also fell to communism, in part validating the “domino effect.”

Over the next several years, over 1.5 million people fled Vietnam, many as “boat people” braving hazardous ocean conditions. Hundreds of

BACKGROUND ESSAY

thousands were lost at sea trying to escape tyranny. As in the case of Cuban exiles, the US set up a special program for the Vietnamese to speed up the processes of asylum and citizenship.

Over 58,000 American soldiers, sailors, marines, 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 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. Sadly, Vietnam’s communist government continues to control the country today.

THINK ABOUT IT

1. Describe the living conditions of American POWs.
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 C is used for both C and K.) 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 Central and Eastern Europe suffered under communist rule. However, beginning in Poland in the 1980s 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, Lithuania, and the rest of the Captive Nations of Central and Eastern Europe 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

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)



ESSENTIAL QUESTION

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

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://www.youtube.com/watch?v=4njksFKyycY>. 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. Students should conduct online research to complete the organizer.
- C** 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)

- 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?



ACTIVITY A

- A** Divide the class into groups of six (each student reporting upon a different country) and give the students five to ten minutes to share two to three 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

- 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

Ask students the following questions:

- 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 1980s and 1990s. Additional verses as well as audio recordings of these national anthems can be found on a variety of websites:
<https://open.spotify.com/playlist/4lhWxULgawAPOEgAkClWob>.
- B** Choose any one of the six countries and write a two-page dialogue between two individuals from that country: One individual supports violent revolution to overturn the communists; one supports non-violent 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 three to four 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** Students could visit The Singing Revolution website to learn more about the power of music to effect change: <https://singingrevolution.com/>.
- C** 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 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

Students could read the article and present the results of their search as either a one-paragraph summary or a five-slide PowerPoint presentation.

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.

Supplementary Materials

Follow the QR code below for supplementary video and reading materials.



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 annual 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 and freedom took their place.

POLAND

Poland was a focal point for twentieth 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: Solidarity. Solidarity was anti-communist, anti-Soviet, and independent of government control. Its leader, Lech Walesa 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, and 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 Czechoslovaks revolted against the Soviets. This uprising, known as the Prague Spring, was suppressed. Thousands of Czechoslovaks 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 can prove mightier than ten military divisions." Czechoslovakia had begun its transition to democracy through words—not violence.

The Hungarian and Czechoslovak 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. 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 ten to fifteen 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 10,000-15,000 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.

BACKGROUND ESSAY

The people of Estonia also had their own “forest brothers” as they, too, suffered under communist repression. By the late 1980s, 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 to 1991. At spontaneous gatherings and at national song festivals, hundreds of thousands of Estonians sang patriotic songs that had been banned under the Soviets. Lyrics such as “May God watch over you, my precious fatherland” fostered a patriotic 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.

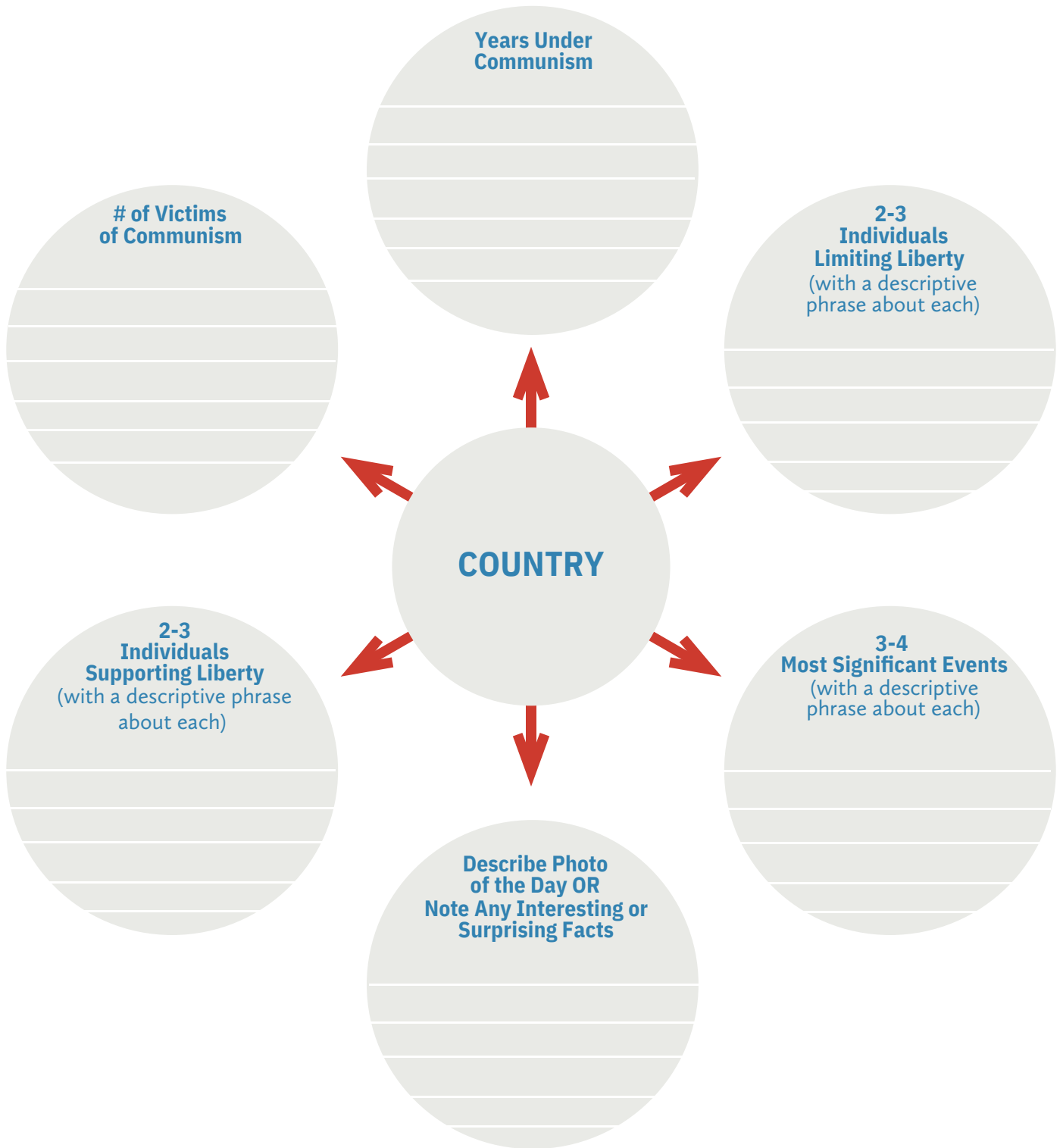
The most memorable singing event took place on August 23, 1989. A human chain of nearly two million people began in the Lithuanian capital of Vilnius and stretched almost 400 miles through Riga, Latvia, to Tallinn, Estonia. People from three nations linked hands along this chain, sang national anthems, and remembered those who had died in their struggle against communism. It became known as the Baltic Way. 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 by 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 twentieth century, an ideology that left over 100 million dead. In each case, the eastern and central European countries turned to democracy as their preferred form of government.

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



Primary Source Activity

The Soviet Union and Europe, 1947

DIRECTIONS

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!

3 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. Accept reasoned responses.
- 5 Accept all reasoned responses.

STUDENT HANDOUT A: WASHINGTON, MARX, AND KING

Marx: 1, 2, 16, 18, 19, 20, 22;

Washington: 3, 4, 5, 12, 13, 14, 15, 17;

M.L. King, Jr: 6, 7, 8, 9, 10, 11, 2

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.

THE BALTIC STATES

BACKGROUND ESSAY: The History of Independence in the Baltics

- 1 Estonia, Latvia, and Lithuania.
- 2 Soviet Russia.
- 3 Russia recognized their complete independence and sovereignty – they forever renounced any territorial claims in the Baltic states.
- 4 Prosperous, high standard of living and socioeconomic status, energetic, culturally sound, intellectually innovative, commanded respect on the international stage.

5 No.

BACKGROUND ESSAY:

The Molotov-Ribbentrop Pact

1 August 23, 1939.

2 Estonia, Finland, Latvia, Lithuania, Poland, and Romanian Bessarabia.

3 Having their governments sign a “Treaty of Mutual Assistance” which would place Soviet military forces on their soil.

4 More than 500,000.

5 No.

BACKGROUND ESSAY:

The Soviet Deportation in the Baltics

1 To secure its rule over the countries. To eliminate sources of resistance. To eliminate national leaders.

2 Accept all thoughtful responses.

3 Accept all thoughtful responses.

4 Accept all thoughtful responses.

5 Accept all thoughtful responses.

PRIMARY SOURCE ACTIVITY:

Strictly Secret Order of the People's Commissar for the Interior of Lithuanian SSR of year 1940

1 No, the soviets deported nobleman, estate owners, merchants, bankers, commercialists, shop owners, owners of hotels and restaurants, etc.

2 Powerful people, influential people, potentially disloyal individuals, people who belong to the bourgeoisie class, reformers, political dissidents, and religious leaders, as well as anyone else who could lead resistance to Soviet tyranny.

3 They fear anyone or any potential group that could challenge or resist their rule.

4 Accept all thoughtful responses.

DEPORTEE CHARACTER CARDS

Name ANDRES KUKK; Occupation Plumber; Class Working/Proletariat; Background Estonian – lower working class; Education Uneducated; **Deport? No.**

Name JUOZAS KUPČINSKAS; Occupation Owner of Logging Company; Class Bourgeoisie; Background Lithuanian Bourgeoisie; Education College educated; **Deport? Yes.**

Name ALVAR KASK; Occupation Former Prime Minister/Politician; Class Bourgeoisie/ government; Background Bourgeoisie – long line of Estonian Politicians; Education College educated; **Deport? Yes.**

Name GRETA KRAŠTAS; Occupation Secretary in Lithuanian Parliament; Class Bourgeoisie/ government; Background Bourgeoisie/ government – comes from a line of Politicians; Education Secondary School; **Deport? Yes.**

Name LILTA BĒRZIŅŠ; Occupation Activist; Class Bourgeoisie; Background Bourgeoisie/Socialist; Education Secondary School; **Deport? Yes.**

Name KALEVA RŪŪTEL; Occupation Fisherman; Class Proletariat/Working; Background Proletariat/Working – not loyal to Estonian; Education Limited; **Deport? No.**

Name ANNA OZOLAS; Occupation Student; Class Bourgeoisie/land owning farmers; Background Bourgeoisie /land owning farmers; Education Incomplete – still in school; **Deport? Yes.**

Name PĒTERIS BALODIS; Occupation Student; Class Bourgeoisie/Government; Background Bourgeoisie/Government – dad is the Minister of Economics; Education Incomplete – still in secondary school/wants to go to University; **Deport? Yes.**

Name AZUOLAS VITKUS; Occupation Student; Class Bourgeoisie; Background Bourgeoisie/educated/politician; Education Incomplete – still in private school; **Deport? Yes.**

CHINA: FROM MAO TO XI

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 over-throw 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.

FROM DENG TO XI’S CHINA TODAY

BACKGROUND ESSAY

1 Deng started “socialism with Chinese characteristics,” and the Communist Party relaxed its control over markets and prices. As Deng opened China to trade and foreign investment, Western money and technology poured into the country. His reforms proved successful to a degree, exports soared, and the Chinese economy boomed. However, Chinese people were still not free, and various abuses continued - the infamous One-Child Policy was enforced on Deng’s watch. But increased economic freedom, combined with massive theft of Western intellectual property, led to a higher standard of living for most Chinese.

2 Xi Jinping leads an authoritarian, almost totalitarian regime responsible for an array of human rights violations against political dissidents, religious believers, and minorities. Xi has inserted the Party into every aspect of Chinese life, using new technologies to monitor and punish speech, decisions, movements, etc. Meanwhile, child labor, forced labor, and human trafficking are rampant.

3 China is committing genocide against the indigenous Turkic peoples in the Xinjiang region. As of 2024, between 800,000 and two million Uyghurs and other Muslim minorities have been sent to forced labor camps by the Chinese Communist Party. Former detainees of these camps have described systematic rape, torture, and brainwashing.

4 Xi Jinping’s rule resembles Mao’s in many ways. He has developed a cult of personality that rivals Mao’s, and his pictures and statues are everywhere. His ideology, known as “Xi Jinping Thought,” has now replaced that of previous leaders, including that of Mao himself, in government documents. Like Mao he is dedicated to “the defeat of capitalism and the ultimate victory of communism.”

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 responses.

6 Accept all reasoned responses.

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 forced labor camps.

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 He 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 guerrilla warfare and began a process of land redistribution and nationalization of industry.

6 Accept all reasoned responses.

A DIVIDED GERMANY, THE IRON CURTAIN, 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 first closed the border, erected barbed wire barricades, and stationed armed soldiers at major crossing points.

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 POWs 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 canceled; 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 original Captive Nations included the nations of Eastern Europe, such as: 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 Walesa 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.

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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. <https://learning.ccsso.org/wp-content/uploads/2022/11/ADA-Compliant-ELA-Standards.pdf>.

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What Teachers from Around the Country are Saying about the Fourth Edition of

COMMUNISM:

ITS IDEOLOGY, ITS HISTORY, and ITS LEGACY

KARL MARX AND HIS LEGACY

Students reflect on “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 THE SOVIET UNION

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

CHINA: FROM MAO TO XI

Students experience collectivism when their jelly beans 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
“The background essay was informative and an easy, quick read for my students.”
-Wellington, Kansas

A DIVIDED GERMANY, THE IRON CURTAIN, 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
“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 Guevera
“The assessment met the needs of multiple intelligences, gifted learners, and differentiated instruction.”
-Weston, Florida

CAPTIVE NATIONS AND THE END OF THE COLD WAR

Students listen to national anthems
“These materials would lend themselves nicely to a homeschool co-op setting.”
-Spotsylvania, Virginia