

GOETHE-INSTITUT TOP LESSON

“WIR SIND DAS VOLK - WE ARE THE PEOPLE” LEIPZIG’S PEACEFUL REVOLUTION

**Author: Mary T. McCullagh**

**About this Lesson:**

Students will examine The Peaceful Revolution through news articles and web resources to discover the important role the people of Leipzig played to the end of the DDR. Students will examine freedom and liberty as motivating ideals for change.

**Grade(s) Level**

All ages

**Classroom Time**

2 days (50 minute class)

Can be pared to one OR be part of an ongoing project between classes in different locales, communities or countries.

**Handouts – embedded in the body of the lesson****Constitution Connections**

Preamble

Freedom and Liberty

**Background**

In an effort to facilitate critical analysis skills for students, teachers want them to understand a variety of ideas and provide opportunities for them to express themselves in written, visual and creative formats. The lesson attempts to provide an opportunity for students to examine The Peaceful Revolution in Leipzig through articles, images and other online resources. Students will share their knowledge through online communications with students in other locales, and by creating images to illustrate their understanding.

**Objectives**

Students will: (for example)

- Examine the images and articles on the Peaceful Revolution to discuss and identify the various actions and motivations of the individuals and groups involved.
  - Summarize the specific elements of the Peaceful Revolution virtues, actions, and achievements using a graphic organizer.
  - Deliberate with classmates in small groups to share their personal analyses of the Peaceful Revolution in terms of the Civic Knowledge, Public Action and Democratic Deliberation. Students will apply knowledge of the country's Basic Law or Constitution as they assess the extent to which of the virtues, actions, and achievements of the Peaceful Revolution supports and upholds the principles of their constitution or basic law. Students will also discuss their ideas with students in other classes (near or far) to exchange ideas and communicate their analyses in an effort to taking notice of different ideas that develop through consultation, communication and deliberation.
- Understand how the individuals and groups involved in the Peaceful Revolution have been examples of Freedom and Liberty and translate the ideas into visual representations of what virtues, characteristics and actions of Freedom Liberty "look" like.

- Apply their comprehension of the peaceful Revolution characteristics and virtues of Liberty and Freedom by developing criteria by which they will examine subsequent peaceful movements.

#### Standards

#### PHOTO GALLERY OF LEIPZIG'S PEACEFUL REVOLUTION

<http://www.spiegel.de/fotostrecke/fotostrecke-47591.html>

Leipzig's city web sites on 9 October 1989

[http://www.leipzig.de/int/en/stadt\\_leipzig/herbst89/9\\_okt/](http://www.leipzig.de/int/en/stadt_leipzig/herbst89/9_okt/)

[http://www.leipzig.de/int/en/stadt\\_leipzig/herbst89/erinnern/](http://www.leipzig.de/int/en/stadt_leipzig/herbst89/erinnern/)

[http://www.leipzig.de/int/en/stadt\\_leipzig/herbst89/ausblick/](http://www.leipzig.de/int/en/stadt_leipzig/herbst89/ausblick/)

Fall 1989 web site (though in German) contains important photos to view

<http://www.herbst89.de/startseite/leipzig-im-jahr-1989.html>

#### ARTICLE 1

**SPIEGEL ONLINE**

10/09/2009 12:37 PM

'We Are the People'

A Peaceful Revolution in Leipzig

*By Andrew Curry in Leipzig*

Oct. 9 is a monumental day in German history. Twenty years ago, the residents of Leipzig took to the streets under the banner 'We Are the People' and sparked peaceful protests that would lead to the fall of the Berlin Wall only a few weeks later.

Pastors Christian Fuehrer and Christoph Wonneberger had never seen so many people in the Nicolaikirche, an 800-year-old church in downtown Leipzig. It was Oct. 9, 1989, and the two young pastors knew they were on the verge of something huge. "There were 8,000 people inside -- more couldn't fit," Fuehrer said. "When we came out of

the church there were so many people expressing themselves and demanding their freedom."

This was no spontaneous flash mob. By the summer of 1989, East German dissidents had been meeting at Leipzig's 800-year-old Nicolaikirche for almost a decade to pray and talk politics. At times there were fewer than a dozen people in the church, but all through the 1980s the meetings happened every Monday without fail. Eventually, they attracted people eager to discuss a wide range of causes, from the environment to the right to travel freely.

By the fall of 1989, the prayer meetings had evolved into a nationwide movement centered in Leipzig. And on Oct. 9, Leipzig hosted the largest protest demonstration in East German history: Between 70,000 and 100,000 peaceful demonstrators braved warnings from the feared Stasi, or secret police, and thousands of armed riot cops to march around the city center. In the end, the police did nothing, setting the stage for a peaceful revolution that swept across East Germany.

On Friday, Leipzig is celebrating its pivotal role in the fall of communism with concerts, exhibitions, light shows and an anniversary march tracing the steps of the Oct. 9 demonstration that rocked East Germany and helped pave the way for the collapse of the Berlin Wall more than a month later.

### 'People Were Willing to Take Risks Outside Berlin'

The events in Leipzig tend to be overshadowed by the sudden collapse of the Berlin Wall, which was photographed and filmed by hundreds of journalists and broadcast around the world. Leipzig was out of the way. There are just a few grainy tapes of the huge Monday Demonstrations, and outside of Germany they have mostly been forgotten.

But at the time, it helped that Leipzig was out of the spotlight. Although activists in Berlin had better contacts with Western journalists, the capital was under constant scrutiny. "Berlin was the showcase. In Berlin, everyone was minding their Ps and Qs for fear they'd get sent back to Karl Marx Stadt," Peter Claussen, a US diplomat who worked in the American embassy in Berlin in the late 1980s, told SPIEGEL ONLINE. "People were more willing to take risks outside of Berlin."

By the late 1980s, fueled in part by East Germans frustrated that they couldn't leave the country, the Monday prayer meetings in Leipzig were attracting hundreds, and then thousands, of people -- the largest regular meetings in Germany. Average

citizens began to take notice. So did the Stasi: Dozens were jailed for weeks for their involvement.

Fuehrer and Wonneberger, long the targets of intense secret police surveillance and pressure, were arrested in late September and told to call off the Monday meetings -- or else.

### 'It Wasn't at all Clear it Would Be Peaceful'

It wasn't an empty threat. In the summer of 1989, East German politicians praised the Chinese decision to use violence against democracy activists camping in Beijing's Tiananmen Square. In September and early October, East German police had cracked down forcefully on protesters in Dresden, Berlin and Plauen. Protesters marching in Leipzig on Oct. 2 were beaten by police. "People had seen pictures from Beijing," Jens Schoene, a historian and author of "The Peaceful Revolution: Berlin 1989/90 -- The Path to German Unity," says. "It wasn't at all clear it would be peaceful."

On Monday, Oct. 9, Fuehrer, Wonneberger and the others at the Nicolaikirche decided to go ahead with the scheduled protests. All of East Germany, it seemed, was holding its breath. "We were so worried they would come in and shoot everybody," said Dorothee Kern, then a graduate student in the nearby city of Halle. "We had goosebumps the whole day and the day before."

Dissidents prepared for the worst. Couples with kids made sure one parent stayed home, in case there was a police crackdown. Rumors flew around the city: Hospitals had been stocked with extra blood and beds; stadiums were readied to hold masses of arrested demonstrators. On his way home from work at the opera house in the middle of town that day, Leipziger Hans Georg Kluge remembers seeing the city filling with soldiers and police. "Everyone had to reckon with the state suppressing any demonstration," he says. "Violently, if necessary."

### 'We Are the People'

At 5 p.m., more than 8,000 people crowded into the Nicolaikirche. Four other Leipzig churches opened to accommodate thousands more protesters. After an hour-long service, Fuehrer led worshipers outside. The nearby Augustusplatz was jammed with demonstrators clutching lit candles. Prominent Leipzigers -- including Kurt Masur, the conductor of Leipzig's Gewandhaus Orchestra -- read an appeal to protesters and police alike, urging them to keep the peace.

Slowly, the crowd began walking around Leipzig's ring road, past the Stasi headquarters and towards the train station. There were so many people on the road traffic and trams were blocked. Drivers left their cars in the middle of the streets and joined the march. Behind the scenes, police and Stasi officials were frantically trying to communicate with higher-ups in Berlin -- to no avail.

As the crowd made its way towards the city's century-old train station -- accompanied by thousands of helmeted riot police -- tension grew. But at the decisive moment, the police stood aside and let the protesters march by. "They didn't attack," Fuehrer says. "They had nothing to attack for." Organizers made sure the crowds gave the police no excuses. They carried nothing but candles and banners reading "We are the people." The Stasi planted plainclothes officers in the crowd to cause trouble, but they were all quickly surrounded and neutralized by protesters chanting "no violence."

Historian Erhard Neubert later called that night East Germany's "October Revolution." At least 70,000 people - perhaps as many as 100,000 -- took to the streets, making Oct. 9, 1989 the largest protest East Germany had ever seen. "People were on the streets and had the courage," Schoene says.

The time for violence was over. Secretly recorded footage of the march was broadcast on West German television, inspiring Monday Demonstrations all over East Germany in the weeks to come. The demonstrations in Leipzig doubled in size every week, attracting protesters from all over East Germany. By Oct. 23, 1989, a little less than two weeks before the Berlin Wall came down, more than 300,000 people filled Leipzig's city center, carrying candles and banners. Leipzig was nicknamed "Heldenstadt," or "hero city."

No one knew it at the time, but the peaceful Leipzig demonstrations exerted irresistible pressure to reform on the East German regime -- and led directly to the fall of the wall five weeks later. "It was a self-liberation. We did it without the dollar or the DAX, without the US or Soviet armies," Fuehrer says. "It was the people here who did it."

URL: <http://www.spiegel.de/international/germany/0,1518,654137,00.html>

RELATED SPIEGEL ONLINE LINKS:

[Photo Gallery: Leipzig's Peaceful Revolution](#)

<http://www.spiegel.de/fotostrecke/fotostrecke-47591.html>

[Oct. 7, 1989: How 'Gorbi' Spoiled East Germany's 40th Birthday Party \(10/07/2009\)](http://www.spiegel.de/international/germany/0,1518,653724,00.html)

<http://www.spiegel.de/international/germany/0,1518,653724,00.html>

[99 Percent for the Communists: How the End of East Germany Began \(05/07/2009\)](http://www.spiegel.de/international/germany/0,1518,623492,00.html)

<http://www.spiegel.de/international/germany/0,1518,623492,00.html>

[Writing on the Wall: Leipzig Book Fair Recalls Heady Days of 1989 \(03/13/2009\)](http://www.spiegel.de/international/germany/0,1518,613118,00.html)

<http://www.spiegel.de/international/germany/0,1518,613118,00.html>

[The Wall: A Timeline of its Demise \(11/09/2004\)](http://www.spiegel.de/international/germany/0,1518,327142,00.html)

<http://www.spiegel.de/international/germany/0,1518,327142,00.html>

[SPIEGEL 360: 20 Years After the Wall](http://www.spiegel.de/international/germany/0,1518,k-7540,00.html)

<http://www.spiegel.de/international/germany/0,1518,k-7540,00.html>

#### TIMELINE OF THE DEMISE OF THE BERLIN WALL

<http://www.spiegel.de/international/germany/0,1518,327142,00.html>

TWENTY YEARS AFTER THE WALL - links to many articles and images related to the Fall of the Berlin Wall <http://www.spiegel.de/international/germany/0,1518,k-7540,00.html>

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<http://www.spiegel.de/international/germany/0,1518,druck-654137,00.html>

#### ARTICLE 2

East Germany | 09.10.2009

Germany recalls rallies that helped bring down Berlin Wall <http://www.dw-world.de/dw/article/0,,4776699,00.html>



*Großansicht des Bildes mit der Bildunterschrift: This year crowds in the city's center used candles to commemorate "Leipzig 89"*

Germany on Friday marked the 20th anniversary of a large pro-democracy demonstration in the eastern city of Leipzig on October 9, 1989. It played a key role in toppling the Berlin Wall one month later.

German Chancellor Angela Merkel and President Horst Koehler were among the high-profile guests at a ceremony held at a concert hall in Leipzig on Friday to mark the demonstrations that took place there 20 years ago.

"On October 9, 1989, 20 years ago, the people of Leipzig showed us what citizens can achieve when they believe in their own strength and take their destiny into their own hands," Koehler said.



*Bildunterschrift: Großansicht des Bildes mit der Bildunterschrift: A sea of demonstrators took over Leipzig's streets on October 9, 1989* On that day, about 70,000 East German citizens openly challenged the communist regime by taking to the streets of Leipzig, demanding freedom and democracy.

The rally in Leipzig was the culmination of weeks of swelling protests throughout East Germany.

Days earlier, people had taken to the streets in Dresden and Plauen to vent their discontent against the leaders of the German Democratic Republic (GDR) who gathered to celebrate the 40th anniversary of the communist state.

### **Leipzig at the heart of the protests**

But Leipzig remained at the center of the mass-organized protests. In the early autumn of 1989, a central Leipzig church, the Nikolaikirche, hosted prayer meetings for democracy and justice every Monday.

These "Monday demonstrations" took place over three months and were attended by political dissidents, would-be emigrants and ordinary East Germans caught up in the growing wave of defiance.

Rainer Eckert, director of the Forum of Contemporary History at Leipzig University, said a series of events including the Tiananmen massacre in Beijing and



disillusionment with the SED, East Germany's ruling party, prompted the widespread unrest in East Germany.



*Bildunterschrift: [Großansicht des Bildes mit der Bildunterschrift: The prayer meetings at the Nikolaikirche were packed](#)* But the protests in Leipzig, he said, were sparked by a particular feeling of neglect in light of the economic and social decline of the East German state.

"Leipzig was on the decline and was falling further and further behind Berlin," Eckert told Deutsche Welle. "For the proud Leipzigers with their heritage as the trade-fair city and music city this made them furious and brought them finally to the conclusion that this couldn't go on and it was time to take action."

### The beginning of the end

But joining in the growing protests wasn't easy or safe. There were widespread fears that the security forces would crush the demonstrations with the same brutality as pro-democracy protestors around Tiananmen Square, Beijing, four months earlier.

"In those October days, everything was on a knife's edge ... people had to expect the worst because there were clear threats," Koehler said in his speech.

The authorities had threatened to use force to break up the protests. But that never happened.

Eckert said the guns remained silent on October 9 in the face of the sheer numbers of demonstrators.

"There too many people to suppress. The police had reckoned on 30,000 - those they could have dealt with. Not 70,000," Eckert told Deutsche Welle.



*Bildunterschrift: The Leipzig protests directly led to the fall of the Berlin Wall*

The historian added that the security forces were also in an ambivalent position considering the spontaneous outpouring of discontent and defiance among the population.

"Suddenly they found themselves in the situation where they weren't standing against German imperialism or fascism but against their own families and colleagues and children and of course they didn't want to shoot these people," Eckert said.

This restraint by the authorities showed that the political will and ability to suppress public discontent was fading amongst East Germany's ruling elite, especially as the protests continued to grow in size.



*Bildunterschrift: [Großansicht des Bildes mit der Bildunterschrift: Protesters held up posters saying "We don't want violence, we want change"](#)*

Eckert said the October 9 demonstrations also made clear that that the GDR regime was on its last legs.

"It showed that the dictatorship was at its end. And that whatever happened something was now going to change," he said. "October 9 was the precursor and reason for the fall of the Berlin Wall."

With public confidence buoyed by the success of the peaceful protest, 120,000 people turned up for the next round of the Leipzig "Monday demonstrations." Again, the authorities did not intervene. Before long, there were protesters on the streets of Berlin as well.

### New German generation needed

On November 9, 1989, one month after the first major demonstration in Leipzig, the Berlin Wall came down, and German reunification followed in October 1990.

Eckert said that the peaceful revolution in Leipzig had achieved its ideals of democracy, freedom and unity in a reunited Germany. But 20 years on, problems remain between the two former halves of the country, he said.

"You get the feeling that the divide is actually getting stronger, but as a historian I think long term, and I am optimistic that in 10-20 years these differences will have ceased to exist," Eckert said.

"We need a German generation where it is no longer relevant whether you were born in Munich or Leipzig."

sp/tw/dpa/Reuters/AFP  
Editor: Nancy Isenson

Related articles and links:

#### *DW-WORLD.DE*

- [Peace prayers helped bring down the Wall, says Leipzig pastor](#)  
[The peaceful protests that brought down the Berlin Wall began with regular evenings of prayers in the Nikolai Church in Leipzig. Christian Fuehrer, who was pastor at the time, shared some memories with DW-WORLD. \(07.01.2009\)](#)
- [20th anniversary of the peaceful demonstrations that brought down the GDR](#)

Twenty years ago the term “Montagsdemonstration” or Monday demonstration was unknown. In the meantime, it has come to refer to those rallies against the communist regime that started in Leipzig on September 4th, 1989. (04.09.2009)

- Germany marks 19th anniversary of reunification

Germany is celebrating the 19th anniversary of its reunification following the fall of the Berlin Wall that separated West Germany from the communist East. This year's festivities have been marred by security concerns. (03.10.2009)

#### WWW-Links

- German Reunification

Browse Deutsche Welle's special German reunification page.

#### ARTICLE 3



#### 1989/2009 1989 – The Verge of New Departures

<http://www.goethe.de/ges/pok/dos/dos/mau/auf/en4236995.htm>

#### Peaceful Revolution

The prayers for peace which led to the Monday demonstrations that in turn triggered the Peaceful Revolution in the German Democratic Republic (GDR or East Germany) in October 1989 began at St Nicholas' Church – the Nikolaikirche – in Leipzig. Up to 300,000 people demonstrated in Leipzig for freedom and democracy. What the church meant to people at that time, and could once more mean to them – that is what Christian Führer, the former pastor of the Nikolaikirche talks about in this interview.



*What role did the church play in the radical changes of the time? And how did the protest movement develop?*

The church in the GDR was the only free space, both in a spiritual sense and in terms of sheer floor area; the only institution independent of the "good will" of the state. We held a service in the Nikolaikirche in 1981 to herald in the new Decade of Peace in Leipzig. 120 unusual and unassimilated young people came! They saw the church as a spiritual area of freedom where they could express their anger and aggression against the permanent patronisation and spiritual repression of the GDR state. This had an incredibly freeing effect. As of 1982 this service heralding in the Decade of Peace developed into the weekly prayer sessions (Friedensgebete). In 1987 I started up a discussion group called "Hope for those wishing to leave the country". A year later in Berlin when people carrying the placard "Freiheit für Andersdenkende" (i. e. freedom for those with different views) – a quotation from the communist Rosa Luxemburg – were arrested, the young people demanded that we have a prayer session for them as well. In addition, just short of 100 people were coming every day. Together with the people wishing to leave the GDR, these grassroot groups formed the basis of the protest movement that reached its peak on 9 October.

*What do you think about the movement today, and what has happened to it now?*

At that time, the Nikolaikirche was "open to everyone", as it still is today. This motto united all sorts of different people: those who wished to leave the country and those simply curious; regime critics and members of the Stasi (State Security Police); church staff and SED (Socialist Unity Party of Germany) comrades; Christians and non-Christians. In 1989 the Nikolaikirche was one of the most closely watched localities in the GDR. On 9 October there were about 600 SED comrades and Stasi members among the 2,000 participants in the prayers for peace. Outside was a contingent of the army, strike forces, police and civilian action forces. The prayers took place in an incredible atmosphere of quietness and concentration. At the end there was an urgent appeal for non-violence. When we came out of the church with more than 2,000 people – I'll never forget the sight – there were ten thousands of people waiting in the square. They all had candles in their hands. "Non-violence" was literally taken out of the church and practiced consequently in the street. That was the very core of the peaceful revolution, a new reality that set new standards and took the state power completely by surprise.



**A shameful testimonial**

*And what has happened since?*

Today that feeling of belonging together has largely given way to a shallow materialistic prosperity. What can be seen as downright tragic, in a democracy hard-won by the people where

in contrast to the worldview dictatorship of the GDR people not only *can* participate but *should* participate, is that people aren't aware of this anymore. The pressure has gone. Only 37 per cent election turnout at the municipal election in Leipzig – a shameful testimonial. Faith in the future and in the power and possibilities that God can bestow on us has disappeared.

*What role does the church play today?*

The acceptance of the existing circumstances as of 1990 has also affected the church, ending to a large extent the new and unexpected role that had become so important for society as a whole. It also couldn't avoid structural issues and financial problems. But the church is only the church if it is there for other people, as Dietrich Bonhoeffer, the German theologian, has already remarked. The church must be open to all and must champion the disadvantaged. When an individual has no other aims, visions or hopes than those relating to his next holiday, shopping spree or share prices he will begin to cease to exist. That is why we need the vision of Jesus: a vision not only of sharing but of taking on responsibility for each other so that faith and hope, steadiness and a dynamicism sweep through the masses again like a fresh wind.




**Christian Führer** was the pastor of the Lutheran Nikolaikirche in Leipzig until March 2008. He was the person constantly responsible for the prayer sessions which led to the Monday Demonstrations (Montagsdemonstrationen) in Leipzig that made a decisive contribution to the Peaceful Revolution in the GDR. After 1989 Führer supported the unemployed, organized large-scale demonstrations of 45,000 people against the Iraq War and consequentially opposed neo-Nazi marches. His book *Und wir sind dabei gewesen. Die Revolution, die aus der Kirche kam* (i. e. „And we were there. The revolution that came out of the Church”) (Ullstein Publishers) will appear in March.

*Katrin Arnholz  
conducted the interview. She is a freelance journalist from Berlin.*

*Translation: Moira Davidson-Seger  
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February 2009*

*Any questions about this article? Please write to us!*  
✉ [online-redaktion@goethe.de](mailto:online-redaktion@goethe.de)

### **Related links**

- [The “Haus der Geschichte” Foundation in Bonn on the Peaceful Revolution in Leipzig](#) 
- [Texts, photos and videos of the Monday Demonstrations in Leipzig](#) 
- [Information on and recollections of the Peaceful Revolution in the GDR in Autumn 1989](#) 

## Activities

Teachers can accomplish this lesson without working with another educator and his/her students. I suggest that allowing students to work on this project with students with whom they can practice and develop skills in respectful and valuable communication and deliberation, will allow them opportunities to express ideas and demonstrate knowledge, while we encourage active citizenship.

This project can be introduced in any course in which the teacher desires students to examine the characteristics of democracy, freedom and liberty. This can also tie into discussion of the promises of the Declaration of Independence and the Preamble of the Constitution, German Basic Law, or the EU Charter of Fundamental Freedoms, or UN Declaration of Human Rights. If the teacher is working with a class from another country (i.e. Germany or Poland, or...), a mutual examination of each state's founding documents would provide a great comparative analysis exercise.

## Warm Up

1. In preparation, the students will brainstorm their own ideas brought up by the term "freedom and liberty" and "peaceful revolution." They will then turn to share their ideas with classmates in their vicinity, and they will recognize similar ideas are held by classmates. They will then offer their ideas for the teacher or students to write on the board. After each idea is offered, the teacher will ask how many students also had that idea (keeping tally of how many students shared each idea). Students will soon recognize that they share similar ideas about the meaning of "freedom and liberty" and "peaceful revolution." After reaching discussion and deliberation, a consensus of the details raised about "freedom and liberty" and "peaceful revolution" will develop among the students. The teacher can then introduce the Leipzig Peaceful Revolution history through images projected on the board (or printed and posted for students to pass around the room).
2. The students are then asked to make connections between the images and their ideas about "freedom and liberty" and "peaceful revolution." The conversation can be directed to help the students (if they have not done so) make connections between the "freedom and liberty" and "peaceful revolution" ideas discussion and the Peaceful Revolution in Leipzig. The students are invited to ask questions about the images – the teacher can also surf to the web sites to allow students to further examine the events.
3. Homework for the evening: Students will read the articles (above) and complete a graphic organizer to help them keep track of the important information. Students will also research one or two of the online resources/links to deepen their investigation of the Peaceful Revolution. The students will again focus on the actions and characteristics of "freedom and liberty" evident in the individuals and groups involved. They will record their findings on the graphic organizer sheet below and return to class with their findings.
4. Day two, students will report their research to students in assigned mixed abilities small groups. (teacher will want to attempt to have overlap of web sites researched to ensure a wide variety of information on individuals and groups).

5. As students discuss in the small group, they will develop one poster-sized graphic organizer containing the specific details relating to generalizations of the student generated ideas about “freedom and liberty” and “peaceful revolution as represented by the articles read and web sites visited. Included on the poster will be the students’ analyses of “freedom and liberty” virtues, characteristics and actions of the people involved in and responsible for the Peaceful Revolution.
6. The small groups will publish their ideas and report out to the larger group, and each group will be invited to identify ideas about Freedom and Liberty, well as pointing out investigation observations that were less prominent.
7. If the teacher and students are sharing this project with another class in a different community, deep and interesting discussion and deliberation can be expected, especially in the discussion of “freedom and liberty” and “peaceful revolution.”
8. Students should be challenged to assess how they express the virtues, characteristics and actions of liberty in their own lives, by their peers or by individuals in their communities. The discussion of this assessment will allow students opportunities to share their values and ideals enriching the communications and exchange among students, locally and more widely.
9. Students will represent the virtues, characteristics and actions of freedom and liberty of the Peaceful Revolution that they have determined to be worthy of recognition – they can focus on a single virtue, characteristic or action, or can be encouraged to illustrate any combination they choose. The representations can be photographic, musical or another artistic representation. The students’ creation will be shared with classmates and with the students who have shared in the project. The students will be asked to provide a title for their creative product, and then be posted locally for the school community to appreciate, and published along with the work of the cooperating students to foster discussion of each other’s creative process.

If the teachers desire to continue the cooperation, they can introduce additional deliberation topics:

- a. Characteristics of Democracy
  - b. Principles of the US Constitution and the principles of the Constitution or Basic Law of the cooperating teacher and students’ country
  - c. The Preamble of the US Constitution and the Preamble of the Constitution or Basic Law of the cooperating teacher and students’ country
  - d. The UN Declaration of Human Rights and the EU Charter of Fundamental Freedoms
  - e. Themes of identity, family, education, work, dreams of the future...
1. The process would unfold with teachers providing direction through essential and guiding questions to encourage meaningful exchanges among the students. The goals will be for students to gain appreciation for and awareness of the lives and dreams of students, and for students to challenge their own assumptions and encourage understanding.



2. After discussing the topics chosen, students will create photos that illustrate what they have learned during communicating about the topics with other students. The photos will be displayed for the school community, and published to allow every student to view and appreciate the ideas and representations of the other students. The students and teachers are invited to submit their photos to the “Being We The People” project of the National Constitution Center at [www.constitutioncenter.org/beingwe/](http://www.constitutioncenter.org/beingwe/). The student photos will be reviewed for possible inclusion in the project exhibit.

#### Assessment Options

1. Students will return to class with their analysis graphic organizer assessment handouts. Teacher can evaluate the extent to which the students fulfilled the assignment.
2. Teachers can observe the student small group interactions to assess the extent to which a student contributes to the discussions.
3. After the large group sharing of the small group “freedom and liberty” and “peaceful revolution” virtues posters, the teacher will direct students to use the agreed-to virtues, characteristics and actions by Liberty Medal awardees to rank the virtues, characteristics and actions.
4. Participation in the online deliberation with students in other classes can also be assessed.

#### Extension possibilities:

1. Students can demonstrate their comprehension of the virtues of “freedom and liberty” and “peaceful revolution” by creating an advertisement promoting the virtues, characteristics and actions these values. A storyboard for such an ad will also be acceptable.
2. Students can demonstrate their understanding of the importance of “freedom and liberty” and “peaceful revolution” by writing a letter to the editor and elected officials to invite them to officially recognize the importance of the Peaceful Revolution and the people responsible.
3. Students can host a “Peaceful Revolution” commemoration to recognize its importance and identify a local community member whom the students have determined to exemplifies the virtues, characteristics and actions of the Peaceful Revolution.

## Further Resources

Interactive United States Constitution

[www.constitutioncenter.org/constitution/](http://www.constitutioncenter.org/constitution/)

Being We the People Project

[www.constitutioncenter.org/beingwe/](http://www.constitutioncenter.org/beingwe/)

United Nations Declaration of Human Rights

<http://www.un.org/en/documents/udhr/>

European Union Charter of Fundamental Freedoms

[http://www.europarl.europa.eu/charter/pdf/text\\_en.pdf](http://www.europarl.europa.eu/charter/pdf/text_en.pdf)

German Basic Law

[http://www.bundestag.de/htdocs\\_e/documents/legal/index.html](http://www.bundestag.de/htdocs_e/documents/legal/index.html)

LEIPZIG'S PEACEFUL REVOLUTION ARTICLES GRAPHIC ORGANIZER

As you read the articles and investigate the Peaceful Revolution in Leipzig, insert the appropriate details for each article as you consider the virtues, characteristics and actions of freedom and liberty and of peaceful revolution.

Use the square graphic organizer below to write in the specific details for each article. In each section, include the particular virtues, characteristics and actions of freedom and liberty and of peaceful revolution. Use more paper as needed, and bring this to class as you will share your ideas:

YOUR "DEFINITIONS" OF FREEDOM AND LIBERTY AND OF PEACEFUL REVOLUTION:

<p>TITLE OF ARTICLE:</p> <p>ARTICLE'S DETAILS RELATING TO CHARACTERISTICS OF FREEDOM AND LIBERTY</p> <p>PEACEFUL REVOLUTION:</p> <p>Virtues of individuals whose actions illustrate these concepts</p> <p>Characteristics that reveal respect for freedom and liberty</p> <p>Specific actions taken support and uphold freedom and liberty and peaceful revolution:</p> <p>In your words, describe three significant ideas presented in the article:</p>	<p>TITLE OF ARTICLE:</p> <p>ARTICLE'S DETAILS RELATING TO CHARACTERISTICS OF FREEDOM AND LIBERTY</p> <p>PEACEFUL REVOLUTION:</p> <p>Virtues of individuals whose actions illustrate these concepts</p> <p>Characteristics that reveal respect for freedom and liberty</p> <p>Specific actions taken support and uphold freedom and liberty and peaceful revolution:</p> <p>In your words, describe three significant ideas presented in the article:</p>
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<p>TITLE OF ARTICLE:</p> <p>ARTICLE'S DETAILS RELATING TO CHARACTERISTICS OF FREEDOM AND LIBERTY</p> <p>PEACEFUL REVOLUTION:</p> <p>Virtues of individuals whose actions illustrate these concepts</p> <p>Characteristics that reveal respect for freedom and liberty</p> <p>Specific actions taken support and uphold freedom and liberty and peaceful revolution:</p> <p>In your words, describe three significant ideas presented in the article:</p>	<p>TITLE AND url OF WEB SITE YOU VISITED:</p> <p>WEB SITE'S DETAILS RELATING TO CHARACTERISTICS OF FREEDOM AND LIBERTY</p> <p>PEACEFUL REVOLUTION:</p> <p>Describe the images that used to illustrate these concepts</p> <p>Characteristics of images and words/phrases used on the web site that reveal respect for freedom and liberty</p> <p>Specific actions highlighted in the web site that support and uphold freedom and liberty and peaceful revolution:</p> <p>In your words, describe three significant ideas presented in the web site:</p>
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After examining the articles and web site, write your observations of how these resources express the virtues, characteristics and actions of freedom and liberty and peaceful revolution:

Did the research support or challenge your definitions and ideas of freedom and liberty and of peaceful revolution? Explain.