

# It All Came Tumbling Down! The Break-up of the USSR

**Grade Level or Special Area:** 8<sup>th</sup> Grade History and Geography  
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**Length of Unit:** Six to seven class periods (one class period = 65 minutes)

## I. ABSTRACT

The Soviet Union has played a significant role in the history of the United States. This unit will address some of the key players in the breakup of the Soviet Union and the importance that it plays in our lives today. The changes in geography will also be looked at and how they affected the people involved in certain regions.

## II. OVERVIEW

### A. Concept Objectives

1. Understand the differences in political systems and how the political system gains power over the people and the land.
2. Understand the concept of region as a term used by geographers to define areas by race, religion, politics, or culture.
3. Understand cause and effect and how historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.

### B. Content from the *Core Knowledge Sequence*

1. History and Geography: The End of the Cold War: The Expansion of Democracy and Continuing Challenges, page 190
  - a. Breakup of the USSR
    - i. History
      - a) Arms race exhausts USSR economy, Afghanistan War
      - b) Helsinki Accord on human rights, Andrei Sakharov
      - c) Mikhail Gorbachev
      - d) Solidarity labor movement, Lech Walesa
      - e) Reunification of Germany, demolition of the Berlin Wall
    - ii. Geography
      - a) Consequences of the breakup of the Soviet Union
        - 1) New European states from former Soviet Union: Belarus, Latvia, Lithuania, Moldova, Ukraine
        - 2) Newly independent Muslim states in Asia (with ethnic Russian minorities): Kazakstan, Kyrgstan, Turkmenistan, Uzbekistan
        - 3) Caucasus mountainous region where Western and Islamic cultures meet: Armenia, Azerbaijan, Georgia
    - iii. Legacies of Soviet policies
      - a) Numerous internal republics, many language distinctions
      - b) Forced relocation of large numbers of ethnic minorities
      - c) Environmental poisoning from industrial and farm practices

### C. Skill Objectives

1. Students will be able to use maps, globes and other geographic tools to acquire, process, and report information from a spatial perspective. (Geography C.S.S. 1.1)

2. Students will be able to examine how culture and experience influence people's perceptions of places and regions. (Geography C.S.S. 2.3)
3. Students will understand the characteristics, location, distribution and migration of human populations. (Geography C.S.S. 4.1)
4. Students will be able to apply geography to understand the past. (Geography C.S.S. 6.1)
5. Students will be able to describe the basic forms of government and give examples of societies that have practiced them. (History C.S.S 5.2)
6. Students will be able to describe how political power has been acquired, maintained, used, and/or lost throughout history. (History C.S.S 5.3)
7. Students will be able to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. (History C.S.S. 2.1)
8. Students will be able to apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (History C.S.S. 2.3)
9. Students will be able to understand the history of social organization in various societies. (History C.S.S. 3.2)
10. Students will understand how economic factors have influenced historical events. (History C.S.S. 4.2)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. \_\_\_\_\_. *The Soviet Union*, 0-8242-0766-1
- B. For Students
  - None

### IV. RESOURCES

- A. Baltimore Curriculum Project, 8<sup>th</sup> Grade History and Geography (Lesson Two and Lesson Three)
- B. Hirsch, E.D. editor *What Your 6th Grader Needs To Know* (Lesson Two and Lesson Three)

### V. LESSONS

#### **Lesson One: Geography of the USSR – Then And Now (one-two class periods = 65 minutes each)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Understand the concept of region as a term used by geographers to define areas by race, religion, politics, or culture.
  2. Lesson Content
    - a. Geography
      - i. Consequences of the breakup of the Soviet Union
        - a) New European states from former Soviet Union: Belarus, Latvia, Lithuania, Moldova, Ukraine
        - b) Newly independent Muslim states in Asia (with ethnic Russian minorities): Kazakstan, Kyrgstan, Turkmenistan, Uzbekistan
        - c) Caucasus mountainous region where Western and Islamic cultures meet: Armenia, Azerbaijan, Georgia

3. Skill Objective(s)
    - a. Students will be able to use maps, globes and other geographic tools to acquire, process, and report information from a spatial perspective. (Geography -C.S.S. 1.1)
    - b. Students will be able to examine how culture and experience influence people's perceptions of places and regions. (Geography – C.S.S. 2.3)
    - c. Students will understand the characteristics, location, distribution and migration of human populations. (Geography – C.S.S. 4.1)
    - d. Students will be able to apply geography to understand the past. (Geography – C.S.S. 6.1)
- B. *Materials*
1. Map of USSR before its breakup (teacher will supply)
  2. Copy for every student of outline map of Russia and Eastern Europe (teacher will supply)
  3. Copy for every student of Appendix A: USSR after the breakup – locations to identify
  4. Copy for every student of Appendix B: Map Creation Rubric
- C. *Procedures/Activities*
1. Ask students what they believe could possibly cause the breakup of the USSR after so many years as a dominating power in the world? (tell them that in this unit you will be looking at the economic and political issues that caused the Soviet Union to break apart)
  2. The first part of this unit will be to get an idea of the area of the world that will be discussed therefore the first lesson is a map exercise to illustrate the area of the world that will be discussed.
  3. Have students take some brief notes about the area that is to be looked at today. On a map identify the boundaries of the Soviet Union.
    - a. Remember that Lenin renamed Russia the USSR in 1923. Before WWII ended Russia occupied Poland, Czechoslovakia, and other Eastern European countries.
    - b. Stalin promised these countries independence when the war was over, but he did not. Instead he made sure that the “Iron Curtain” fell over these countries, keeping them in and outsiders out. Behind this curtain were the countries ruled by Russia.
    - c. Poland, Czechoslovakia, Hungary, and Albania were ruled by the Communists, but were not geographically part of the Soviet Union. They were what is known as the Eastern Bloc, Communist Bloc, or the Warsaw pact countries.
  4. The countries that they are locating in this assignment are those that became part of the Soviet Union after WWII and for the most part became independent after the USSR broke apart.
  5. Hand out a copy of Appendix A to each student. Instruct them to read these pages and then complete the map activity.
  6. Hand out the outline map of Russia and Eastern Europe.
  7. Allow students the remainder of the class to complete the assignment.
- D. *Assessment/Evaluation*
1. Correct completion of the map. Keep in a folder for future reference. Grade using Appendix B: Map Creation Rubric

## **Lesson Two: Arms Race and Human Rights (one class period = 65 minutes)**

### **A. *Daily Objectives***

1. Concept Objective(s)
  - a. Understand the differences in political systems and how the political system gains power over the people and the land.
  - b. Understand cause and effect and how historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
2. Lesson Content
  - a. History
    - i. Arms race exhausts USSR economy
    - ii. Helsinki Accord on human rights
3. Skill Objective(s)
  - a. Students will be able to describe the basic forms of government and give examples of societies that have practiced them. (History-C.S.S 5.2)
  - b. Students will be able to describe how political power has been acquired, maintained, used, and/or lost throughout history. (History-C.S.S 5.3)
  - c. Students will be able to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. (History – C.S.S. 2.1)
  - d. Students will be able to apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (History – C.S.S. 2.3)
  - e. Students will be able to understand the history of social organization in various societies. (History- C.S.S. 3.2)
  - f. Students will understand how economic factors have influenced historical events. (History C.S.S. 4.2)

### **B. *Materials***

1. Copy for every student of Appendix C: Arms Race and Helsinki Accords - Questions

### **C. *Key Vocabulary***

1. De'tente – an easing, as of discord between nations

### **D. *Procedures/Activities***

1. Collect completed maps for grading. Encourage students to take notes:
  - a. The United States and Russia had been allies during WWII, but they would quickly become enemies. In 1949, the Soviet Union exploded an atom bomb, and the arms race began!
  - b. Krushchev apparently responded to the Cuban Missile Crisis of 1962 by assuming that the United States had superior military strength and increased weapon production in the Soviet Union. Large amounts of money were spent on weapons therefore taking it away from other more necessary items and hurt the Soviet economy, causing hardships for everyone.
  - c. The Soviet Union built an extensive military, vast nuclear arsenal, and spread its ideological and political influence across the globe and imposed a totalitarian system on its own people and on neighboring countries. For all of its “superpower” this great Communist country was unable to provide enough food or modern items for its citizens.
  - d. Khrushchev was removed from power and replaced by Leonid Brezhnev in 1964. Brezhnev was in control until 1982 when he died. During an era of Detente with the U.S., Brezhnev was able to slightly ease relations

with non-Communist countries, but stifled the decline within Communist countries.

- e. The presidency of Jimmy Carter and America's move into détente put a greater focus on human rights. This focus on human rights initiated the signing of the Helsinki Accord by the United States, Canada and more than 30 European countries, including the USSR. The accords stated that the post WWI boundaries would be honored, ensuring the Soviet Unions control over Eastern Europe and declare that these boundaries could only be changed through peaceful means. This was intended to ease the tensions between the non-Communists and the Soviets.
- f. The Helsinki Accords were also intended to create an agreement to respect human rights, protect fundamental freedoms such as thought, conscience and religion, and to cooperate in scientific, economic, and humanitarian efforts.
- g. The Soviets were willing to agree with the accords when it can to increased trade and decreased possibilities of disputes over boundaries, but they were not as willing to accept the human rights conditions.
- h. Many people believe that it was the human rights guarantees that actually created rebels with in the Soviet bloc countries –Hungary, Poland and others. They challenged their governments openly on issues of free speech, free association (assembly) and other basic rights. This inspiration eventually led to the overthrow of the Communism in the Soviet Union

- 2. After students have completed taking notes, discuss any areas that they are unsure about.
- 3. Hand out Appendix C. Students can work in groups or independently to complete the questions that are based on their note taking.

E. *Assessment/Evaluation*

- 1. Correct completion of questions for grade.

**Lesson Three: The Soviets and the Afghans (one-two class periods = 65 minutes each)**

A. *Daily Objectives*

- 1. Concept Objective(s)
  - a. Understand the differences in political systems and how the political system gains power over the people and the land.
  - b. Understand cause and effect and how historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
- 2. Lesson Content
  - a. History
    - i. Afghanistan War
    - ii. Mikhail Gorbachev
- 3. Skill Objective(s)
  - a. Students will be able to describe the basic forms of government and give examples of societies that have practiced them. (History-C.S.S 5.2)
  - b. Students will be able to describe how political power has been acquired, maintained, used, and/or lost throughout history. (History-C.S.S 5.3)
  - c. Students will be able to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. (History – C.S.S. 2.1)

- d. Students will be able to apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (History – C.S.S. 2.3)
- e. Students will be able to understand the history of social organization in various societies. (History- C.S.S. 3.2)
- f. Students will understand how economic factors have influenced historical events. (History C.S.S. 4.2)

B. *Materials*

- 1. Copy for every student of Appendix D: USSR and Afghanistan at WAR

C. *Key Vocabulary*

- 1. Mujaheddin- Islamic guerrillas based in Iran and Pakistan who fought holy war (jihad) against Soviet forces occupying Afghanistan in the late 70s and the 80s

D. *Procedures/Activities*

- 1. Ask the students to describe what the Helsinki Accords were (they were the meant to ease boundary disputes and protect human rights). Have students describe why they think the Accords were important (answers may vary).
- 2. Have students locate Afghanistan on a map. It is a very poor country that is landlocked; it was a republic until Communists took it over in 1978. It is made up of 99 percent Muslim.
- 3. Discuss the following facts with the students: (They should take notes as some of the information helps move them to understanding current events)
  - a. Many people say that the Soviet sent in troops to keep the Communist movement strong as well as out of fear of a strong Islam group.
  - b. When the Soviets went, they didn't leave quickly. They stayed in Afghanistan for 10 years – this caused great harm to Afghanistan as well as to the Soviet Union. Almost one-third of the population of Afghanistan fled the country while the Soviets occupied it. Many of those refugees remained in Pakistan and Iran even after the Soviets left, this created a problem of a very small labor force and the economy suffered even more than before the invasion. Today there are still Afghans who do not have food, clothing or shelter and the medical care is to insufficient to meet the needs of the people.
  - c. Still today Afghanistan remains heavily “mined” – these are remnants of the war. Everyday people are killed and maimed by the old buried bombs.
  - d. The Afghans suffered, but the Soviet losses were also large: At least 13,000 soldiers killed and 35,000 soldiers wounded in the 10 years that the war drug on. To further the drain on the Soviet Union, they spent millions on military equipment, putting more strain on the already strained Soviet economy. Saudi Arabia, the United States, and other countries assisted the Soviets' opponents – the opponents were a group of Muslims called the *mujaheddin*. The Soviets withdrew from Afghanistan in February 1989 because of the many problems at home.
  - e. After the Soviet withdrew, Afghanistan was faced with a civil war that led to the Taliban taking over 90 percent of the country. The Taliban was a group of students whose goal is to establish in Afghanistan an almost pure Islamic state.
  - f. The United States gave aid to the Taliban until it was learned that civil rights were being abused- the assistance was then removed.
  - g. Soviet problems were increasing, their leadership was changing. Brezhnev died in 1982, at 76. He was succeeded by Yuri Andropov,

who died less than two years later in 1984; the man that took his place was Konstantin Chernenko, who died after only one year in office. Mikhail Gorbachev was then appointed general secretary and remained in power until the Soviet Union dissolved in 1991.

- h. The growing attention to human rights led people to speak out more against the Soviets, creating yet another problem. In the early 1980s Poland tried to break away from the Soviet Union and even well known Soviets spoke out. Upheaval and lack of unity increased.
  - 4. Give each student a copy of Appendix D and ask them to read the handout. It give a little more information on the war in Afghanistan.
  - 5. Assign homework. Students are to summarize the information that they have read on the War in Afghanistan.
- E. *Assessment/Evaluation*
- 1. Write a brief essay summarizing the material covered in the reading.

**Lesson Four: The Players (one class period, approximately one week for project completion= 65 minutes)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Understand the differences in political systems and how the political system gains power over the people and the land.
    - b. Understand cause and effect and how historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
  - 2. Lesson Content
    - a. History
      - i. Andrei Sakharov
      - ii. Mikhail Gorbachev
      - iii. Lech Walesa
  - 3. Skill Objective(s)
    - a. Students will be able to describe the basic forms of government and give examples of societies that have practiced them. (History-C.S.S 5.2)
    - b. Students will be able to describe how political power has been acquired, maintained, used, and/or lost throughout history. (History-C.S.S 5.3)
    - c. Students will be able to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. (History – C.S.S. 2.1)
    - d. Students will be able to apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (History – C.S.S. 2.3)
    - e. Students will be able to understand the history of social organization in various societies. (History- C.S.S. 3.2)
    - f. Students will understand how economic factors have influenced historical events. (History C.S.S. 4.2)
- B. *Materials*
- 1. Copy for every student of Appendix E: Biography Research Project
  - 2. Appendix F: Research Project Rubric (for teacher – or students, if teacher desires)
- C. *Key Vocabulary*
- None

- D. *Procedures/Activities*
1. Review information about the war between the USSR and Afghanistan. What were the causes of the Afghanistan War? (anti-Communist Muslim guerrilla rebels) What were some of the problems caused by the Russians, for the Afghans, when they invaded Afghanistan? (left the Afghans with a bad economy, no employment, land filled with deadly mines)
  2. After discussing the previous assignment tell students that they will now be responsible for completing a research assignment on three men that helped bring the Soviet Union to its end.
  3. Hand out Appendix E to each student. Read the directions and expectations of the assignment to the students, they are to read along. Give a due date for them to write at the top of the assignment.
  4. Ask if there are any questions regarding the assignment and clarify those for the students.
  5. Allow students the class period to start working on the assignment. If they run into any problems in the beginning, they can get the help to put them back on track.
  6. Before the end of class remind students of the due date.
- E. *Assessment/Evaluation*
1. Oral presentation of biography research project. Use rubric Appendix F.

**Lesson Five: Solidarność – The Solidarity Movement (one class period = 65 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand the differences in political systems and how the political system gains power over the people and the land.
    - b. Understand cause and effect and how historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
  2. Lesson Content
    - a. History
      - i. Solidarity labor movement
  3. Skill Objective(s)
    - a. Students will be able to describe the basic forms of government and give examples of societies that have practiced them. (History-C.S.S 5.2)
    - b. Students will be able to describe how political power has been acquired, maintained, used, and/or lost throughout history. (History-C.S.S 5.3)
    - c. Students will be able to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. (History – C.S.S. 2.1)
    - d. Students will be able to apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (History – C.S.S. 2.3)
    - e. Students will be able to understand the history of social organization in various societies. (History- C.S.S. 3.2)
    - f. Students will understand how economic factors have influenced historical events. (History C.S.S. 4.2)
- B. *Materials*
1. Copy for every student of Appendix G: Solidarity

- C. *Key Vocabulary*
1. Solidarity – a federation of trade unions in Poland, founded in 1980; under the leadership of Lech Walesa it challenged the Soviet-backed government of the day
- D. *Procedures/Activities*
1. Ask students if they have any questions concerning their research projects. Answer all questions that they may have.
  2. Pass out a copy of Appendix G to each student. Have students pair read the handout.
  3. When the students have finished reading have the pairs discuss the following questions.
    - a. Discuss why the workers decided to call their cause Solidarity.
    - b. Why do you think the Soviet government is against workers having a say in their jobs and having the right to voice their opinions?
    - c. Compare the Solidarity movement with American union movements.
  4. After the students have discussed the questions, have groups share the information that they have developed.
  5. Students may come up with a wide variety of answers discuss all that there is time for.
  6. As homework have the students write a summary of the information they read.
- E. *Assessment/Evaluation*
1. Completed summary that includes the questions discussed in class.

### **Lesson Six: Reunification of Germany and the Destruction of the Wall**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand the differences in political systems and how the political system gains power over the people and the land.
    - b. Understand cause and effect and how historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.
  2. Lesson Content
    - a. Reunification of Germany, demolition of the Berlin Wall
  3. Skill Objective(s)
    - a. Students will be able to describe the basic forms of government and give examples of societies that have practiced them. (History-C.S.S 5.2)
    - b. Students will be able to describe how political power has been acquired, maintained, used, and/or lost throughout history. (History-C.S.S 5.3)
    - c. Students will be able to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. (History – C.S.S. 2.1)
    - d. Students will be able to apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (History – C.S.S. 2.3)
    - e. Students will be able to understand the history of social organization in various societies. (History- C.S.S. 3.2)
    - f. Students will understand how economic factors have influenced historical events. (History C.S.S. 4.2)
- B. *Materials*
1. Copy for every student of Appendix H: Reunification of Germany, the Berlin Wall, and Soviet Legacies

- C. *Key Vocabulary*
  - 1. Reunification –to come together or bring people or factions together again, after they have been divided
  - 2. Legacy – something that is handed down or remains from a previous generation or time
- D. *Procedures/Activities*
  - 1. Give each student a copy of Appendix H. Instruct students to read the handout with in their groups and discuss what they have read.
  - 2. After they have finished reading the handout instruct groups to develop a set of questions based on the reading. These questions should ask questions that are higher level and require some analysis of the facts.
  - 3. Each group should develop at least five questions each.
  - 4. After the questions are completed there are several ways to continue. The teacher can collect the questions and have a class discussion using the questions that each group developed to lead the discussion. Groups can exchange the questions and depending on time be instructed to discuss and answer the question or a certain number of the questions that they received.
  - 5. Reading of the handout should not take long, but devote the remainder of class to the discussion of the questions.
  - 6. After the discussion is complete, the remaining questions can be assigned as homework if desired.
  - 7. Collect the questions and they can be used for review of information for the assessment.
- E. *Assessment/Evaluation*
  - 1. Groups will create, discuss and answer a series of questions created within their groups.

## **VI. CULMINATING ACTIVITY**

- A. Students will complete an assessment of the information covered in the Breakup of the USSR unit. The test can be found in Appendix I.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: USSR after the breakup – locations to identify
- B. Appendix B: Map Creation Rubric
- C. Appendix C: Arms Race and Helsinki Accords – Questions
- D. Appendix D: USSR and Afghanistan at WAR
- E. Appendix E: Biography Research Project
- F. Appendix F: Research Project Rubric
- G. Appendix G: Solidarity
- H. Appendix H: Reunification of Germany, the Berlin Wall, and Soviet Legacies
- I. Appendix I: Final Assessment
- J. Appendix J: Assessment Key

## **VIII. BIBLIOGRAPHY**

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## APPENDIX A, page 1

### USSR after the breakup – locations to identify

Directions: Read the information on each of the countries described below. On your map, label the countries, capitals, bodies of water, and any other landforms that are described. You may use an atlas, but make sure that you follow the description to help put the country in the right place.

-Color the map using the information on how the countries were divided after the breakup of the Soviet Union. Be sure to include a key.

### NEW EUROPEAN STATES

**Lithuania-** Capital – **Vilnius**; Borders the Baltic Sea; Classified as a Baltic country. In 1990, Lithuania was the first republic to declare its independence from the Soviet Union. Though not recognized as independents until September 1991 – during that 18 months the Soviets stationed troops and enforced an economic blockade.

**Latvia-** Capital- **Riga**; Russian population – 2.4 million; Large coastal area and mountains for skiing; Located in the middle of the Baltic between Lithuania and Estonia.

August 1991, two days after the Moscow coup Latvia declared its independence. This independence was not recognized until the same day as Lithuania's. Three years prior to their independence Latvians were demonstrating to be able to elect nationalists to parliament and for self-rule.

**Estonia-** Capital- **Tallinn** (up north on the Gulf of Finland) considered a very modern city; Smallest Baltic state and the one farthest north; 50 miles from Helsinki, Finland.

Lost its democracy in 1930, when it became dominated by the Soviet Union in 1939. Estonia always desired its freedom, in 1988 as a start to their revolt against the Soviets; the Estonians started singing songs that had previously been banned. It became known as the Singing Revolution – over 300,000 people attend this rally.

Estonia declared independence in August 1991 and soon after joined the United Nations.

**Belarus-** Capital – **Minsk**; Population of ten million people of Belarusian and Russian descent; Large, flat country; Suffered serious contamination from the meltdown of the Chernobyl nuclear power station in 1986.

This large country borders Lithuania, Latvia, Poland and Russia. Due to many Russian – German battles during WWII, Belarus was destroyed – since 1944, they have worked to rebuild the capital. Communism was strong even after the war, but the contamination from the nuclear meltdown turned the country toward independence. In August 1991, Belarus declared its sovereignty and complete independence from the Soviet Union.

**Moldova-** Capital- **Chisinau**; Smallest of the former republics; 4.5 million people; Shares borders with Romania and Ukraine, which nearly surrounds it on all three sides.

This is a country of rolling hills, rich, fertile soil, some of the best vineyards in Europe and beautiful lakes. In 1991, Moldova, also declared its independence from the Soviet Union, but certain groups of rebels have tried to become independent from Moldova. The rebels have set up their own government called Transdniestria, between the Ukraine and the Nistru River.

## APPENDIX A, page 2

**Ukraine-** Capital –**Kiev**, called the mother city of not only the Ukraine, but Russia and Belarus; second largest country in Europe;

Ukraine has rich soil and produce wheat, barley, oats, rye and sugar beets in its stretches of agricultural countryside. In December of 1991, Ukraine declared its independence from the Soviet Union. Throughout the 20<sup>th</sup> Century Ukraine lost 50% of its males and 25% of its females to famine, war and elimination in the first half of the century. After the Chernobyl accident, the Ukrainians became unhappy with the Soviets, because they responded slowly and even denied that the accident had occurred. The Ukraine's began to fight for freedom, but many say that true independence and economic development and not going to happen any time soon, because so many Soviet elites still live within the Ukraine border.

**Russia-** Capital- **Moscow**; Part of Russia is in Europe and part is in Asia.

Russia is a former Soviet Republic that was in Europe.

**Uzbekistan-** Capital –**Tashkent**; The capital has been devastated by earthquakes; Half of the people speak Russian; Russians not happy in other countries often migrate to Uzbekistan It is located between Turkmenistan and Kazakstan.

This country is independent in name only –when Uzbekistan claimed its independence the Soviets changed its name and nothing else. It is a mostly flat desert country, with most of the population living along its banks, but does boast the Amu-Darya River, a great waterway.

Citizens are not allowed to hold free-election, it is basically a police state and the party's leader allows no dissent.

**Tajikistan-** Small, landlocked country south of Uzbekistan and nest to Krygyzstan; 6.4 million people live in this country, but large areas are unpopulated or under-populated; It is a poor country, and relies on other countries even for basic needs; Most inhabitants are Muslims, though not strict or militant.

Tajikistan is the fifth Central Asian country created from the Soviet Union. Since declaring its independence in 1991 there have been at least three changes in government. Even ten years later Russian peacekeeping troops were still in the country.

### MUSLIM STATES IN ASIA

**Kazakstan (also spelled Kazakhstan)-** Capital- **Astana (called Aqmola until 1998)**; 17 million people live there; Located in Central Asia; One million square miles in size and the second largest of the republics; The ninth largest country in the world.

When the Soviet Union dissolved in 1991 it was one of the Muslim states created. The Soviets have caused ecological nightmares here by using the country as a nuclear testing ground while trying to make it a major wheat producer. This country adopted its own constitution in 1995.

**Kyrgyzstan-** Capital- **Bishkek**; Small landlocked country; Much of it is mountainous and one area of the Tian Shan range forms a natural boundary with China; The capital boast that there are more trees per person than any other Asian city.

Kyrgyzstan appears to be more interested in developing itself as a tourist destination than any other former Soviet possession. Out of fifteen republics it was the first to declare sovereignty in December 1990 and then independence in August 1991 it quickly elected leader and established its own constitution.

## APPENDIX A, page 3

**Turkmenistan-** Capital – **Ashghabat**; Capital was destroyed by earthquake in 1948, killing 110,000 people; Sparsely populated desert country; Located on the Caspian Sea; Inhabitants, known as Turkmen, live a mostly nomadic life; The country is basically poor, though it is a major cotton producer and has large natural gas reserves; Shares borders with Iran, Afghanistan, Uzbekistan and Kazakstan.

Turkmenistan declared its independence in 1991, but it is run by a former Communist that has prevented economic and political reform.

### THREE COUNTRIES OF THE CAUCASUS MOUNTAIN REGION

**Armenia-** Capital – **Yerevan**; Landlocked country, smaller than Belgium; Neighbors are Turkey, Iran, Georgia, and Azerbaijan; Taken over by many large countries throughout history and controlled by the Soviet Union for 70 years; Mountains in the north of the country spread out to flat lands in the south; The capital is reported to be one of the oldest continuously inhabited settlements in the world; Largely Christian country.

Armenia voted for independence in 1991, but for many years before and after they were involved in a violent conflict with Azerbaijan. Throughout the recent past the ongoing battles within its own borders and with its neighbor Azerbaijan, travel to Armenia and Azerbaijan has been strongly discouraged.

**Azerbaijan-** Capital – **Baku**; Largely Muslim country; Small country on the west shore of the Caspian Sea in the southeastern area of the Caucasus Mountains; One small portion of Azerbaijan is separated from the rest of the country by Armenia.

Azerbaijan gained its independence in 1991, but it still has close ties to its Soviet past. Many other countries have a more advanced democratic system. The country has large and rich oil and natural gas deposits that they have recently begun to export in hopes to see the rewards soon. They have a high unemployment rate brought on by the conflicts with Armenia, increased by the fact that many people are entering the country as refugees.

**Georgia-** Capital – **Tbilisi**; Sits at the juncture of Europe and Asia on the Black Sea; Much of its land is mountainous; Capital is an economic and cultural center with about 1.5 million people.

Russian troops are stationed in the northern regions at four military bases for peacekeeping purposes, since the northern border is a disputed area (tourists are not advised to stop here). In 1990, the first multi-party elections were held in Georgia. Due to a brief civil war and economic difficulties the country is experiencing some difficult situations. These problems include energy shortage and a transportation system that is dangerous and poor.

Adapted from Baltimore Curriculum Project and Core Knowledge Foundation

**APPENDIX B**

Map Creation Rubric

DIRECTIONS: Read the statements below and indicate the number from the following scale that reflects your assessment of the student's work in this assignment.

**1 = Unsatisfactory 2 = Partially Proficient 3 = Proficient 4 = Advanced**

- 1. Map has appropriate title and labels.  
1 2 3 4
- 2. Map has compass rose and appropriate key.  
1 2 3 4
- 3. Shapes, scale, and relative locations of landforms and bodies of water are accurate.  
1 2 3 4
- 4. Other information on the map is accurate.  
1 2 3 4
- 5. Map is neat, clean and nicely rendered.  
1 2 3 4
- 6. Information is appropriate to the map's topic and type.  
1 2 3 4
- 7. All necessary information has been included on the map.  
1 2 3 4
- 8. Map indicates understanding of the topic and related concepts.  
1 2 3 4
- 9. Requirements of the assignment have been fulfilled.  
1 2 3 4
- 10. Overall, student's full potential is represented in their work.  
1 2 3 4

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOTAL POINTS/GRADE: \_\_\_\_\_

Adapted from Holt, Rinehart, and Winston Rubrics

**APPENDIX C, page 1**

**Arms Race and Helsinki Accords – Questions**

1) Describe the events that led up to the Soviet arms buildup.

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2) The Soviets spent large amounts of money and energy on developing a large and powerful military with many atomic weapons. Explain what part of the Soviet life suffered. Why do you think they ran the country this way?

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3) Explain how détente may have contributed to the downfall of Communism in the Soviet Union.

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4) Explain what the Helsinki Accords were. Include details about what human rights were discussed within them and explain what those human rights were.

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5) Describe the economic and social /cultural situation in the Soviet Union in the 1970s described in previous units.

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APPENDIX C, page 2 (KEY)

Arms Race and Helsinki Accords – Questions

- 1) Describe the events that led up to the Soviet arms buildup.  
**During WWII, the Soviet Union and the United States had been allies, but in 1949 the Soviets exploded an atom bomb. In addition, they thought that that the United States had superior military strength so in an effort to become a world ‘superpower’ the Soviet Union increased the production of weapons, this continued for many years.**
  
- 2) The Soviets spent large amounts of money and energy on developing a large and powerful military with many atomic weapons. Explain what part of the Soviet life suffered. Why do you think they ran the country this way?  
**While the Soviet Union spent large amounts of money on weapons, they took the money away from more necessary items such as food and modern items for its citizens. The Soviets probably did this because they also wanted to be a ‘superpower’ in the world.**
  
- 3) Explain how détente may have contributed to the downfall of Communism in the Soviet Union. Answers may vary, but should include some of the following; the Helsinki Accords and the focus on human rights, honoring post war boundaries, the protection of fundamental freedoms, such as religion, thought and conscience and the cooperation in areas like economics and humanitarian efforts. All of the cooperation and desire to get along between the other countries caused people under the Soviet rule to become dissatisfied with their government. They began to challenge their government openly by demanding free speech, free assembly and other basic rights. This behavior eventually led to the collapse of the Soviet Union.
  
- 4) Explain what the Helsinki Accords were. Include details about what human rights were discussed within them and explain what those human rights were.  
**The Helsinki Accords were an agreement that the United States, Canada and more than 30 European countries signed. This agreement said that human rights would be respected, freedoms protected and there would be cooperation in humanitarian efforts. Specific rights that were addressed, were rights that we take for granted like freedom of religion, thoughts and conscience.**

**APPENDIX C, page 3 (KEY)**

- 5) Describe the economic and social /cultural situation in the Soviet Union in the 1970s described in previous units.

**The Soviet Union was an area ruled by a Communist government that worked hard to be a world ‘superpower’. The desire to be powerful left people hungry and the economy stagnant to failing because the government was putting so much money into making weapons that it failed to feed its people and build an economy that could sustain the population. This practice continued from the 70s until the end of the Soviet Union.**

## APPENDIX D

### USSR and Afghanistan at WAR

1978-92, there arose a conflict between anti-Communist Muslim Afghan guerrillas (mujahidin) and Afghan government and Soviet forces. The conflict's origin was found in the 1978 coup that overthrew Afghan president Muhammad Daud Khan, who had come to power by removing the king in 1973. The president was assassinated and a pro-Soviet Communist government under Nur Mohammad Taraki was established. In 1979 another coup, which brought Hafizullah Amin to power, provoked an invasion (Dec., 1979) by Soviet forces and the installation of Babrak Karmal as president. The Soviet invasion sparked Afghan resistance, which at the onset involved approximately 30,000 troops. This intimidating force grew 100,000 in time. The mujahidin were supported with aid from the United States, China, and Saudi Arabia, that passed through Pakistan, and from Iran. The rebel eluded the USSR with great skill even though the USSR had better weapons and controlled the air. After battling the conflict reached a stalemate, Soviet and government forces controlled the urban areas, and Afghan guerrillas operated in mountainous rural regions. The rebels, as the war dragged on, improved their organization, tactics and began using imported and captured weapons, including U.S. anti-aircraft missiles, to neutralize the technological advantages of the USSR.

In 1986, Mohammad Najibullah became head of a collective leadership. In Feb. 1988, President Mikhail Gorbachev declared that the withdrawal of USSR troops would begin. This task was completed within one year. This was brought on by the fact that the Soviet citizens were increasingly discontented with the war, which dragged on without success, but with continuing casualties. In the spring of 1992, the existing government in Afghanistan collapsed and, after 14 years of rule by the People's Democratic party, Kabul fell to a coalition of mujahidin under new military leadership.

## **APPENDIX D, page 2**

The war left Afghanistan with major political, economic, and ecological problems. During the war, more than one million Afghans died and five million became refugees in neighboring countries. In addition, 15,000 Soviet soldiers were killed and 37,000 wounded. Economic production was drastically slowed down, and much the land was laid to waste. At the end of the war more than five million mines were covering approximately 2% of the country, where they still pose a threat to human and animal life, and will continue to do so into the 21st century. The desperate guerrilla forces that had triumphed, were unable to come to an agreement and Afghanistan became divided into spheres of control. These political divisions set the stage for the rise of the Taliban later in the decade.

## APPENDIX E

### BIOGRAPHY RESEARCH PROJECT

Many people were instrumental in the breakup of the Soviet Union, but you will be researching one of three men that played major roles in the end.

Instructions:

1. Choose one of the following three:

Lech Walesa

Mikhail Gorbachev

Andrei Sakharov

2. Research the person's life in books, magazines, encyclopedias, and on the Internet.
3. Complete a graphic organizer of the information to be included in your report.
4. Write a two page report (typed, double-spaced) about this person. Include important details about this person's life. You must include dates of birth and death, place of birth, education, career, spouses, children and the information that tells why they important to the breakup of the Soviet Union. Explain in detail how they assisted in the breakup.
5. Include a bibliography that cites all of the resources used, using standard bibliography style. (Must cite at least three).
6. Include a picture of the subject (these can be downloaded from the internet)

**APPENDIX F**  
**RESEARCH RUBRIC**

Directions: Read the following statements below and then indicate the number from the following scale that best reflects your assessment of the student's work.

1= Unsatisfactory      2= Partially Proficient      3= Proficient      4= Advanced

1. Student has developed a research plan, conducts an organized search, and made good use of research time.  
1      2      3      4
2. Student made good use of catalogs, periodicals, books, Internet, etc.  
1      2      3      4
3. Student used textbook, and other in-class resources when appropriate.  
1      2      3      4
4. Student developed a research strand, using one source of information to locate another.  
1      2      3      4
5. Student created multiple research paths by searching for their topic under related topics.  
1      2      3      4
6. Student used more than one source of information on the topic.  
1      2      3      4
7. Student used primary sources when appropriate.  
1      2      3      4
8. Student evaluated sources for the quality of their information.  
1      2      3      4
9. Student created clear graphic organizer and documented sources correctly.  
1      2      3      4
10. Student put information into their own words.  
1      2      3      4

ADDITIONAL COMMENTS:

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Total points/grade \_\_\_\_\_

Adapted from Holt, Reinhart and Winston Rubrics

## **APPENDIX G**

### **SOLIDARITY**

Solidarity was born in the summer of 1980. The government in Poland imposed measures that caused prices to soar and the growth of wages to slow down. Workers were outraged to strike, but the firing of a popular crane operator and activist pushed the workers into action.

On August 14 the workers in the shipyard began their strike. Their leader in the strike was Lech Walesa. In less than a week approximately 200 factories had joined the strike committee. The committee had discussion and together set forth twenty-one demands. These demand included the right to have an independent trade union and the right to strike. The acceptance of these demands became known as the Social Accords.

Due to the great success of the strike a trade union was also formed, Solidarity (Solidarnoa). Ten million workers, students and intellectuals joined the newly formed union within the next five hundred days.

Unfortunately, the revolution did not unfold quickly. Solidarity from the start had sought a partnership with the Catholic Church and even though their goals were relatively small the government retaliated quickly.

Dec. 12, 1981, a “state of “war was declared, this is the polish version of martial law. As part of the plan all employed attitudes towards the regime and solidarity were tested and those that failed lost their jobs. Over 2,000 people in the media and educational institutions were terminated.

Solidarity was banned.

The individual that were leading the cause wee arrested, a six-day work week was re-imposed, full censorship returned, coal mines were placed under military control and courts were created to set down long jail sentences for anyone that spread false information.

During the next two years economic conditions continued to disintegrate and Communist Party propaganda put the blame on the Solidarity strikes. Never again would Solidarity have the same momentum as it did within the first 500 days. In October of 1982 a new law was passed that allowed unions to strike, but this was not for political reasons. This law did forbid them to set up national organizations for two years. In 1983 a visit from the Pope led to government amnesty of political prisoners.

February 6, 1989, a roundtable of discussions with the government was joined by Solidarity. One month later, the USSR held its first elections in 75 years. 1989, Solidarity was again made legal, an economic plan was announced, more freedom for the media, an independent legal system and freedom of association.

## APPENDIX H, page 1

### REUNIFICATION OF GERMANY, THE BERLIN WALL AND SOVIET LEGACIES

The German Democratic Republic (East Germany) was triggered by the decay of the other communist regimes in eastern Europe and the Soviet Union. Mikhail Gorbachev passed many liberal reforms, these caused great distress to the regime in East Germany and they outlawed the circulation of Soviet publications. The publications were seen as dangerously subversive to the East Germans idea of communism.

A reformist Hungarian government began allowing East Germans to escape in the summer of 1989 through Hungary's newly opened border with Austria. By the fall, thousands of East Germans had followed this route, while other sought asylum in West German embassies in Prague and Warsaw demanding that they be allowed to emigrate to West Germany. Mass demonstrations occurred in the streets of many East German cities where citizens demanded reforms and defied authorities.

The Berlin Wall, which had been constructed on August 13, 1961 by a frustrated government of East Germany, was no longer serving its purpose. The wall was built around Berlin and through its center, outside of Berlin it ran from the Baltic Sea to the border of Czechoslovakia in the south, shutting off East Germany from the west. Many people who had been working in East Germany for the day were cut off from West Germany and did not see their family and friends again for fourteen years. During the years that travel between the east and the west was prohibited, seventy people were killed by the East German police for trying to escape. Many more were caught and imprisoned. The economy in the west was improving, but in the east it was stagnant just as with the rest of the U.S.S.R..

When Hungary opened its borders in May of 1989, Hungary was flooded with East Germans seeking to exit by that route. The demonstrations were growing and the protester were numbered in the millions, by mid-October in East Germany. In November, the East Germans announced that the border would be opened, West Germany offered East Germans 100 deutschmarks each as "welcome money". Thousands took the offer.

On November 11<sup>th</sup>, citizens began dismantling the infamous wall. Family members and friends were reunited and it was a time of jubilation. But the government of both countries still faced some overwhelming issues.

The opening of the Berlin Wall proved fatal for the East German communist government. Demonstrations that were larger than those to end the division created by the Berlin Wall, they were demanding a voice in government. The first multi-party election took place and the communists suffered a crushing defeat. The West German Christian Democratic Union promised a speedy reunification. It was urgent that reunification take place because the number of refugees that came from the east were

## APPENDIX H, page 2

threatening to cripple the already weak East German economy and the only way to solve the problem was to reunify into one country. Negotiations began for a treaty and the final obstacle to reunification was removed when Gorbachev dropped the Soviet objections to the reunification.

A reunification treaty was signed in September 1990 and went into effect in October. This treaty created the first united Germany in many years. The area of land known as East Germany became part of the Federal Republic of Germany. In December 1991, the first all German free election since the Nazi period was held.

The reunification of Germany was not the end of problems stemming from the communist control. Legacies of the Soviet control were numerous. The most problematic were language barriers. These language barriers occurred when many countries were cut in half and those areas under Soviet control eventually spoke a language derived from Russian and their own language or strictly Russian. This proved to be an issue when they reunited with the rest of their country after the break up occurred. This also initiated the large numbers of ethnic minorities being relocated.

When the Soviet Union maintained control of the countries on its western borders after WWII, many ethnic groups were involved. The groups were not wanted in the areas they inhabited after the Soviet Union broke apart causing many groups of people to be moved to an area where others wanted them to be. This was much like the relocation of the Native Americans in the United States and the Jews in Nazi Germany. Many more problems resulted in these relocations because the minorities would be moved from one area to another and find that the people that already inhabited the area did not want them there either. Often this problem resulted in attempts of ethnic cleansing.

Because of ineffective governments and the need for an economy that would support the people many industries were attempted and still exist today, but they were not regulated as those in the United States. One of the most infamous examples is the Soviets development and construction of nuclear power plants, Chernobyl. This disaster is known throughout the world as one of the most deadly. The plant at Chernobyl had a breach and hundreds of miles surrounding the plant were contaminated by radioactive fallout. The Soviet Union was unwilling to admit that the accident had occurred and when they did they would not accept help. Thousands of people died or suffered great pain and injuries because of the contamination. This may seem to be something of the past, but even today due to lack of initial guidelines when the industries in the Soviet Union were built they are still dangerous, contaminate the environment and endanger the lives of those who work and live near them.

### **APPENDIX H, page 3**

Economic and governmental issues were by far the most significant legacy of the Soviet Union. The U.S.S.R. was a communist country that meant it was a government control economy and since it rarely traded with other countries there was little room for economic development. So, economies that were underdeveloped or not developed at all became the responsibility of the country that assumed control of a specific region.

Many countries were unwilling to accept complete reform, others wanted democracy and a capitalist economy while others chose to remain under others control because they had never governed themselves and did not know how to go about it. Many of these countries remain in the same state today that they were in when the Soviet Union collapsed. The government and poor economy was the largest legacy that the Soviet Union left behind.

**APPENDIX I, page 1**

**FINAL ASSESSMENT: BREAKUP OF THE USSR**

Directions: Below are terms and individuals that were important to the Breakup of the USSR. Match the word with the correct definition.

- |                            |   |
|----------------------------|---|
| 1. _____ Lech Walesa       | A. Known as the father of the hydrogen bomb, but was against the increase in nuclear power in the Soviet Union.                                       |
| 2. _____ Solidarity        | B. Pact that was signed ensuring that WWII boundaries would be honored and protect certain human rights.  |
| 3. _____ Helsinki Accords  | C. Attempt to increase weapon production and military power.  |
| 4. _____ Mikhail Gorbachev | D. Conflict that erupted when the Soviets were worried about a rebel Muslim group in Afghanistan.   |
| 5. _____ Andrei Sakharov   | E. A federation of trade unions in Poland, founded in 1980. Under the leadership of Lech Walesa it challenged the Soviet-backed government of the day |
| 6. _____ Arms Race         | F. Youngest man to lead the Soviet Union, won a Nobel Prize for Peace, and the day after he resigned the Soviet Union failed to exist.                |
| 7. _____ Afghanistan War   | G. Brought together many workers to form a group known as Solidarity.   |

Directions: Answer each of the following questions in complete sentences, with as much detail as possible. Be sure to use examples where applicable.

- 1) Explain how Andrei Sakharov and Lech Walesa were similar.

## APPENDIX I, page 2

- 2) Describe how Poland became a role model for other European countries.
  
- 3) Describe the Helsinki Accords. Tell what their purpose was and how they were controversial.
  
- 4) The Soviets worked to develop a powerful military and increase the number of atomic weapons, but let another part of Soviet life suffer, explain what part they ignored and what other problems that created.
  
- 5) Gorbachev appeared to try to liberalize the Soviet Union to improve it, but some of his changes seemed to actually weaken it and brought about the collapse. Explain.
  
- 6) Explain how the reunification of Germany started and what was its end result.
  
- 7) Describe some of the major legacies of the Soviet Union.

**APPENDIX I, page 3**

Directions: You will need your map of the Soviet Union after the breakup to complete the following questions. You will have to use some of the answers more than once.

1. This is the largest country of all of the former republics: \_\_\_\_\_.
2. The second largest of the former republics, its capital is Kiev: \_\_\_\_\_.
3. This country is involved in conflict with Azerbaijan: \_\_\_\_\_.
4. One of the Baltic states that has had many Russian residents: \_\_\_\_\_.
5. Moscow is the capital: \_\_\_\_\_.
6. This country is independent but mostly in name only: \_\_\_\_\_.
7. This small country is surrounded by Ukraine: \_\_\_\_\_.
8. These three countries are known as the Balkan states: \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.
9. The “Singing Revolution” helped win this country its freedom: \_\_\_\_\_.
10. This country suffered greatly from the nuclear disaster at Chernobyl, but the plant was not located in  
this country: \_\_\_\_\_.
11. Country that is mostly Muslim in the southwestern part of Asia: \_\_\_\_\_.
12. The first former republic to declare its independence from the Soviet Union:  
\_\_\_\_\_.
13. This country has the same name as a state in the United States: \_\_\_\_\_.
14. These are the countries in Central Asia that are Muslim: \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

<b>Armenia</b>	<b>Georgia</b>	<b>Lithuania</b>	<b>Estonia</b>	<b>Belarus</b>	<b>Ukraine</b>	<b>Russia</b>
<b>Latvia</b>	<b>Estonia</b>	<b>Kazakstan</b>	<b>Uzbekistan</b>	<b>Tajikistan</b>	<b>Moldava</b>	
<b>Azerbaijan</b>	<b>Kyrgystan</b>	<b>Turkmenistan</b>				

APPENDIX J, page 1

FINAL ASSESSMENT: BREAKUP OF THE USSR

(KEY)

Directions: Below are terms and individuals that were important to the Breakup of the USSR. Match the word with the correct definition.

- |                                   |   |
|-----------------------------------|---|
| 1. <u>  G  </u> Lech Walesa       | A. Known as the father of the hydrogen bomb, but was against the increase in nuclear power in the Soviet Union.                                       |
| 2. <u>  E  </u> Solidarity        | B. Pact that was signed ensuring that WWII boundaries would be honored and protect certain human rights.  |
| 3. <u>  B  </u> Helsinki Accords  | C. Attempt to increase weapon production and military power.  |
| 4. <u>  F  </u> Mikhail Gorbachev | D. Conflict that erupted when the Soviets were worried about a rebel Muslim group in Afghanistan.   |
| 5. <u>  A  </u> Andrei Sakharov   | E. A federation of trade unions in Poland, founded in 1980. Under the leadership of Lech Walesa it challenged the Soviet-backed government of the day |
| 6. <u>  C  </u> Arms Race         | F. Youngest man to lead the Soviet Union, won a Nobel Prize for Peace, and the day after he resigned the Soviet Union failed to exist.                |
| 7. <u>  D  </u> Afghanistan War   | G. Brought together many workers to form a group known as Solidarity.   |

Directions: Answer each of the following questions in complete sentences with as much detail as possible. Be sure to use examples where applicable.

- 1) Explain how Andrei Sakharov and Lech Walesa were similar.  
**Andrei Sakharov and Lech Walesa are similar in that they both felt that the people of the Soviet Union should have rights. These rights include good wages and the right to speak out against an issue that they feel is wrong. Both men also were punished for having these beliefs and making them known to many others.**

APPENDIX J, page 2

2) Describe how Poland became a role model for other European countries.

**Poland became a role model for the rest of the European countries by being the first country to have unions that allow the workers to speak out about the injustices that were being committed. This includes the right of equal wages and a voice in the decisions that are made concerning certain aspects of their employment.**

3) Describe the Helsinki Accords. Tell what their purpose was and how they were controversial.

**The Helsinki Accords were a pact that was signed by the United States, Canada, and thirty European countries including the USSR that assured that the boundaries that were created after WWII would be honored and that human rights should be a concern of all involved. These human rights issues were important to many, but were a cause of concern for the Soviets, because for many years they did not feel that human rights were important.**

4) The Soviets worked to develop a powerful military and increase the number of atomic weapons, but let another part of Soviet life suffer, explain what part they ignored and what other problems that created.

**The Soviets were concerned with building a large arsenal of weapons and military power to the point that they were spending huge amounts of money on this task. Such a large amount of money was spent that they did not have the money to support other areas of their economy, this included feeding the citizens, medical care, and other areas of the economy.**

5) Gorbachev appeared to try to liberalize the Soviet Union to improve it, but some of his changes seemed to actually weaken it and brought about the collapse. Explain.

**Gorbachev launched many reform plans that did not quite work out the way he planned. He wanted to create factory jobs for everyone, so that the entire country was working, but there was not enough work and the quality of product was poor, causing a loss of profit. Gorbachev also tried to give the citizens more of a say in who ran the government and even though he was a Communist felt that doing this would keep the masses more content. Much to his dismay the people used this opportunity to voice some complaints, causing unrest and difficulties in the government. He was removed from his position by those that wanted to save the Soviet Union. Many say that his decisions to give individuals even a very small amount of voice started the end of the Soviet Union.**

APPENDIX J, page 3

6) Explain how the reunification of Germany started and what the end result was.

**Hungary reformed its stand on isolation and opened its border to Austria. This caused the citizens of East Germany to swarm to Hungary in an attempt to flee East Germany. Many thousands wanted to leave the control of East Germany and when they were unable to huge demonstrations from protester that wanted reform created problems for the East German government. They allowed a free election and the communist government lost. With in months, East Germany decided to open the border between the east and the west and on the day the border was to open the citizens dismantled the Berlin Wall. After the wall came down a treaty was signed and the two Germanys became one for the first time since Nazi rule.**

7) Describe some of the major legacies of the Soviet Union.

**The Soviet Union divided many countries when it retained those countries after WWII. This division caused language barriers after the countries were later reunified. Another problem was that the communist government was not able to build a stable economy and when the break up occurred it left many countries relying on others because they had no economy of their won. One of the greatest legacies of the Soviet Union though was the issue of government. Many were not sure what type of government to pursue. This caused those who wanted to be democratic and capitalistic issues of not knowing how to go about it and often they remained under a different form of government because of that lack of knowledge and support.**

APPENDIX J, page 4

Directions: You will need your map of the Soviet Union after the breakup to complete the following questions. You will have to use some of the answers more than once.

1. This is the largest country of all of the former republics: UKRAINE.
2. The second largest of the former republics, its capital is Kiev: UKRAINE.
3. This country is involved in conflict with Azerbaijan: ARMENIA.
4. One of the Baltic states that has had many Russian residents: LATVIA.
5. Moscow is the capital: RUSSIA.
6. This country is independent but mostly in name only: UZBEKISTAN.
7. This small country is surrounded by Ukraine: MOLDAVA.
8. These three countries are known as the Balkan states: LITHUANIA, LATVIA,  
and ESTONIA.
9. The "Singing Revolution" helped win this country its freedom: ESTONIA.
10. This country suffered greatly from the nuclear disaster at Chernobyl, but the plant was not located in  
this country: BELARUS.
11. Country that is mostly Muslim in the southwestern part of Asia: AZERBAIJAN.
12. The first former republic to declare its independence from the Soviet Union:  
LITHUANIA.
13. This country has the same name as a state in the United States: GEORGIA.
14. These are the countries in Central Asia that are Muslim: KAZAKISTAN,  
TURKMENISTAN, UZBEKISTAN, KYRGYSTAN, and TAJIKISTAN.

Armenia	Georgia	Lithuania	Estonia	Belarus	Ukraine	Russia
Latvia	Estonia	Kazakstan	Uzbekistan	Tajikistan	Moldava	
Azerbaijan	Kyrgystan	Turkmenistan				