



## THE ORANGE REVOLUTION PROJECT:

*FOCUS ON HUMAN RIGHTS,  
DEMOCRACY AND GOOD  
GOVERNANCE*

### Lesson 2

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#### Democracy and the Orange Revolution

Students will examine the history of democracy in Canada to set the context for their research into the same for the Ukraine during the Orange Revolution. Students will discover what role individual Canadians and Canadian organizations played during that tumultuous period.

“If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be best attained when all persons alike share in the government to the utmost.”—Aristotle

“There is one safeguard known generally to the wise, which is an advantage and security to all, but especially to democracies as against despots. What is it? Distrust.”—Demosthenes

“Democracy is the recurrent suspicion that more than half of the people are right more than half of the time.”—E.B. White

“The only way to make sure people you agree with can speak is to support the rights of people you don’t agree with.”—Eleanor Holmes Norton

“Democracy is a device that ensures we shall be governed no better than we deserve.”—George Bernard Shaw

#### Subjects

**Social Studies, World History  
World Geography**

**GRADE LEVEL:  
Grades 9-12**

**Duration:**  
two to four classroom periods,  
80 minute sessions (plus time  
allotted for homework)

**Curriculum Links:**  
Social Studies, World History,  
World Geography, Canadian History,  
Canadian Geography, Civics and  
Citizenship.

**Canada**

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“In a time of universal deceit, telling the truth becomes a revolutionary act.”—George Orwell

“Democracy is only a dream: it should be put in the same category as Arcadia, Santa Claus, and Heaven.”—H.L. Mencken

“Naturally the common people don’t want war; neither in Russia, nor in England, nor in America, nor in Germany. That is understood. But after all, it is the leaders of the country who determine policy, and it is always a simple matter to drag the people along, whether it is a democracy, or a fascist dictatorship, or a parliament, or a communist dictatorship. Voice or no voice, the people can always be brought to the bidding of the leaders. That is easy. All you have to do is to tell them they are being attacked, and denounce the pacifists for lack of patriotism and exposing the country to danger. It works the same in any country.”—Hermann Goering



“The right to be heard does not automatically include the right to be taken seriously.”—Hubert H. Humphrey

“In a democracy, dissent is an act of faith.”—J. William Fulbright

“In true democracy every man and women is taught to think for himself or herself.”—Mohandas K. Gandhi

**Introduction:**

The Orange Revolution exists as a living example of democracy in action. That is, a large proportion of the population disagreed with election results they felt were tainted. People took to the streets in peaceful demonstrations across the country as well as occupying the main square in the Ukrainian capital of Kiev. It was this citizen action that compelled the country’s Supreme Court to review, and then overturn the previous election results. This forced the inauguration of a new round of elections that were attended by approximately 12,000 observers from around the world whose role was to ensure that no irregularities took place during the election process. Canada sent roughly 500 observers to take part in the election oversight.

Students will examine the history of democracy in Canada to set the context for their research into the same for the Ukraine. Are there any parallels in Canadian democratic history or events that can be linked directly to the Orange Revolution in that country? Is it possible to assess the role of Canada and Canadians in helping to safeguard democracy in the Ukraine? How reliable were the subsequent election results? Did the Orange Revolution fundamentally affect democratic institutions in the Ukraine and if so, how? Through TakingITGlobal, a partner in this project, some students and schools will have the opportunity to connect and interact with their counterparts in the Ukraine to explore this and other issues relating to the Orange Revolution.

Web access will take into consideration language and connectivity realities. Taking ITGlobal expertise will inform the international collaboration challenges. The results of these interactions will be made available through the project Web site for all to view and share.

### Materials Required:

- Computers with Internet access
- Detailed map of the Ukraine:  
<http://plasma.nationalgeographic.com/mapmachine/index.html>
- Supplementary materials on Ukrainian history and culture
- Writing and drawing materials

### Expectations/Outcomes:

#### Students will:

- Research and understand the basic principles of democracy;
- Apply democratic rights and responsibilities to the Ukraine during the Orange Revolution;
- Compare democratic systems in the Ukraine with those in Canada;
- Become aware of Canadians and Canadian organizations working to advance democratic processes and systems in the Ukraine;
- Research and understand the political history of the Ukraine;
- Experience through an online simulation how democracy plays out during a political revolution; and
- Design their model of democracy based on what has been learned about the Orange Revolution.

### Step One—Teacher-led Discussion

Teachers will introduce the concept of democracy in class setting the context by delivering a brief overview of the topic. Students will supply their ideas and thoughts about democracy and what it means to them. In particular, they should be encouraged to talk about democracy as it applies to what they have learned about the Orange Revolution thus far and how Canada and Canadians contributed to the democratic process in the Ukraine.



### Step Two

Using the listed resources and through supplemental Internet searches, students will research the history of democracy. Specifically, they will research the history of democracy as it applies to Canada and the Ukraine. As a result of this research, each student will write a brief report comparing the democratic systems and history of the two countries. The report will be handed in to the teacher for evaluation. Maximum length: two pages.





### Step Three

Students will select one of the quotes listed above. They will research the author of the quote, write a brief biography of that individual and explain the meaning of the quote selected. Students will also explain how the author's background and experience is reflected by what they have said. Maximum length: two pages.

### Step Four

Students will be divided into teams of four or five. Each team will engage in the Orange Revolution online simulation, exploring the game as fully as possible focusing on what they can learn about democracy during that period, the conditions that existed affecting the country's democratic system and the roles Canadians played at that time. The team will take notes documenting their observations. The online simulation may be explored as a group or individually. The game can be accessed at [www.tiged.org/orange](http://www.tiged.org/orange)

### Step Five

Based on the research students have done to date, their understanding of democracy and democratic values and what they learned from exploring the online simulation, the team will discuss their own democratic principles as a group. From those discussions, the team will make a list of the major points. Using this list as a basis or a platform, students will articulate their idealized version of a democratic state. How will this state be structured? Who will run it? How will the leaders be appointed? What is the level of citizen engagement? How will this state function? What will its role be on the world stage? Once these and other questions have been answered, the team will prepare a presentation in PowerPoint outlining their democratic state, its principles, the structure of its government and how it will work. Each team will present their idealized democratic state to the

rest of the class. A written report must accompany the PowerPoint presentation. Teams may also provide other supplementary materials such as models, drawings, diagrams and Web sites. The class and the teacher will evaluate the presentations.

### Optional Extension Activities

Working individually or in teams, students will complete at least one of the following:

- Write a story from the perspective of a journalist who witnessed the Orange Revolution unfolding;
- Take a class trip to visit the Library of Parliament in Ottawa;
- Take part in citizen engagement movements that are examining electoral reform or start up a similar group within the school or community, the purpose of which is to examine our electoral system to see where it might be improved;
- Organize a debate in class where the question of lowering the voting age from 18 to 16 is discussed;
- Find an e-pal who is a student in the Ukraine and correspond with them, focusing on their experiences during the Orange Revolution and generally comparing life and living conditions in the two countries; and
- Write a profile of the two leaders of the Ukrainian political parties during the Orange Revolution contrasting their party platforms.

### Assessment and Evaluation

**Evaluate the class teams on their oral reports:**

**Content:** was the content/strategy clearly articulated and well thought out? Were the points the team made persuasive?

**Presentation:** was the presentation well-delivered, easy-to-hear and understand with good vocal quality, gestures, posture, etc?

**Effectiveness:** were the points presented effective? How practical were the suggestions?

**Teamwork:** did the group work well and effectively together?

**Assess students on their written work:**

Grammatically correct with sentences properly structured, i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation

Comprehension of the words/ phrases—sentences clearly reveal the meaning  
 Ideas are expressed clearly  
 Information is well-organized

**Evaluate the groups on their presentation work:**

Is the information presented clearly?  
 What have they done to enhance the presentation?  
 Is the use of oral and visual communication effective?

Evaluate students on their presentation work:

Their contribution to group knowledge  
 The preparation undertaken for research and investigation  
 Articulation of goals, devising alternate solutions, selecting best alternatives

Setting personal goals for working effectively with others

**Student Evaluation Questions Specific to Lesson Plans:**

**BEFORE** (Pre-implementation)  
 Define Human Rights, Good Governance and Democracy.

**AFTER** (Post- implementation)  
 Re-state your definition of Human Rights, Good Governance and Democracy with examples from the Orange Revolution unit, Canada’s International Development role and other examples illustrating your understanding.



**Democracy**

**BEFORE** (Pre-implementation)

- Do students know of any Canadian individuals and/or organizations active in furthering the cause of democracy in the Ukraine during the Orange Revolution?
- What do students think their (student) counterparts in the Ukraine may learn about the application of democracy from specific Canadian organizations and/or individuals?
- Can students articulate specific Canadian democratic principles and those of the Ukraine?

Lesson content will support student knowledge and attitudes as they consider the following questions and experience the game simulation:

- Is it possible to assess the impact of Canadian individuals and organizations on the progress of democracy in the Ukraine?
- What can students in the Ukraine learn about democracy from students in Canada as a result of this project?
- Is it possible to determine from this project how Canadian democratic principles now apply to those in the Ukraine?

**AFTER** (Post-implementation)

- Have students name specific Canadian organizations and/or individuals who participated in the cause of democracy during the Orange Revolution in the Ukraine.
- Have students list what they learned about the application of democratic principles in the Ukraine during the Orange Revolution as a result of engaging in this project.
- Have students articulate specific democratic principles promoted by Canadian organizations and/or individuals as they are applied in the Ukraine as a result of having engaged in this project.

