

Teaching material has been prepared in the framework of the project 'Tolerance Building through History Education'

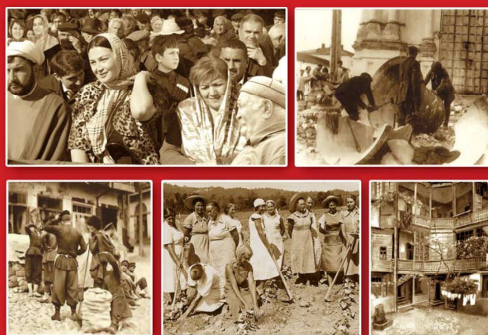
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EUROCLIO/Matra Project 2008/2011

How We Lived Together in the 20th Century in Georgia

29 Worksheets for the Interactive History Teaching

**ჩვენს ერთობაშიაში
XX საუკუნეში
საქართველოში**



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How We Lived Together in the 20th Century in Georgia

29 Worksheets for Interactive History Teaching

Multiethnic Georgia

1. 'Tbilisi Yard'
2. Testing Tolerance During Hardship
3. Dukhobors in Georgia
4. The Caucasian Yard in the Baraleti Village
5. Tskhinvali Before the 1900s – Unity in Diversity
6. What Had Happened on 9 March 1956?
7. 9 April 1989
8. Tbilisi Melpomena – Theatre in the 20th Century Georgia
9. Garden of Eden in 'South Siberia'

Family and Everyday Life

10. Mixed Marriages in the Second Half of the 20th Century in Georgia
11. One Street of Marneuli
12. Ant's Nest in Chakvi
13. Udians in the 20th Century Georgian Milieu
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15. The Story of the Spanish Granny
16. Ethnic Conflicts and Children

Migration

17. Shared Food
18. In a Permanent Search for a Homeland (Deported Meskhetians)
19. Rustavi – The Forty Brother's Town
20. The Rolling Stones (The Ecomigrants in Georgia)
21. Two Sides of the Coin – Georgians and Ossetians (1990-s of the 20th Century)
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23. Where to Find another Georgia – Migration in the 1990s

Religion

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28. Georgia for the Orthodox Only?
29. Catholics in the 20th Century in Kutaisi

The project *Tolerance Building through History Education in Georgia, How to Teach History in Multicultural and Multiethnic Environment?* Explores How We Lived Together in 20th Century in Georgia.

Multiethnic Georgia

1. 'Tbilisi Yard'

Key question: What does the 'Georgian Yard' mean?

Contents: The student develops an understanding of which historical events have preconditioned the communal gardens, how was life like in such yards, the advantages and disadvantages. The student is asked to prepare his/her conclusions for the website.

Overall question: What reflects special charm of the Tbilisi yard?



2. Testing Tolerance During Hardship

Key question: Is it possible to maintain peace against the backdrop of the conflicts?

Contents: By looking at the Ergneti market, used to be a place of dubious exchange situated around the conflict zone, is expected to develop understanding how economic relations contributed to maintain mutual understanding among the Georgian and Ossetian people.

Overall question: Was it possible for the Ergneti market to bring the conflicting parties together and apart?



3. Dukhobors in Georgia

Key question: How did the Dukhobors manage to maintain their identity?

Contents: A student will understand how the Dukhobors managed to maintain traditional agriculture and traditions in Samtskhe-Javakheti. How political developments impacted their existence.

Overall questions: What factors help maintain ethnic and religious minorities?



4. The Caucasian Yard in the Baraleti Village

Key question: To what extent was the village Baraleti a representative of the Caucasus Yard a representative?

Contents: The worksheet exposes the coexistence of the Georgians and Armenians in the Javakheti region: shared labouring, the church service and neighbourly relations.

Overall questions: Does village Baraleti symbolize mutual respect among communities?



5. Tskhinvali Before the 1900s – Unity in Diversity

Key question: Unity in diversity: How did ethnic minorities lived in Tskhinvali before 1990-s?

Contents: In order to answer this question, the students will form and work in the research groups.

Overall questions: What was common between the inhabitants of Tskhinvali?



6. What Had Happened on 9 March 1956?

Key question: Why did people from different ethnic minorities participate in the developments of 9 March 1956?

Contents: The worksheet shows the attitude of different ethnic groups towards two tragic events of the second part of the 20th century.

Overall questions: Why is participation of ethnic minorities in the demonstration telling?



7. 9 April 1989

Key question: How to fight for independence together?

Annotations: The worksheet shows the attitude of different ethnic groups towards two tragic events of the second part of the 20th century.

Overall questions: Why is participation of ethnic minorities in the demonstration telling?



8. Tbilisi Melpomena – Theatre in the 20th Century Georgia

Key question: How did drama reflect 20th century Georgia?

Contents: The Worksheet exposes the role of Tbilisi's Georgian and non-Georgian Drama Theatres in the process of tolerance development.

Overall questions: How did the Tbilisi Melpomena contribute to the multicultural city?



9. Garden of Eden in 'South Siberia'

Key question: How was the relations between the immigrated Russians and local population in the beginning of 19th century?

Contents: The worksheet exposes the life of Russian Molokans in Sagarejo district who migrated in 20th centuries: neighbour's relations, work, everyday life, attitude to the ethnic and current native lands.

Overall questions: Why was Georgia or 'South Siberia' as a Garden of Eden?



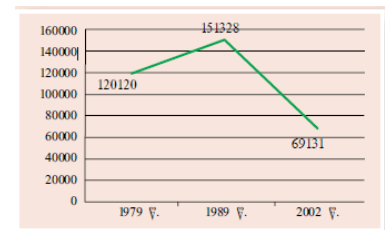
Family and Everyday Life

10. Mixed Marriages in the Second Half of the 20th Century in Georgia

Key question: What political processes influenced the changing of the ethnic composition of the Georgian population in the second half of the 20th century?

Contents: Based on several sources, the worksheet gives the pupils a chance to analyze the demographic diversity and its fluctuation dynamic in Georgia of the end of 20th century. The purpose of the worksheet is to encourage the pupils to understand the reasons and peculiarities of the demography fluctuations in Georgia.

Overall question: Which historical events impacts the dynamics of mixed families?



11. One Street of Marneuli

Key question: How did the different ethnic and religious groups lived together at the end of the 20th century in Marneuli?

Contents: Pictures of everyday life the population of Marneuli is exposed in the work sheet. The major part of the population in the region is Azeri that is highly integrated and friendly with the native people. The aim of pupils is to define how two cultures can approach despite religious diversity.

Overall question: What are the characteristics of the relationship between various ethnic groups in Marneuli?



12. Ant's Nest in Chakvi

Key question: Why is Chakvi called 'People's Nest of Ants'?

Contents: The worksheet tells about the historical development of the 20th century of ethnically one of the most diversified villages of Georgia. By means of a document study students analyze that despite the ethnic diversity no conflicts took place in Chakvi. What unites ethnically and religiously different residents? What makes them live side by side over centuries?

Overall question: Under what circumstances do people live peacefully in a multiethnic city?



13. Udians in the 20th Century Georgian Milieu

Key question: How did the Udians live in XX century Georgian Environment?

Contents: The worksheet exposes the life of the ethnic Albanian minorities of Udu population next to Georgians. The aim of the worksheet is to let pupils share their points of views in the classroom about the integration of Udu population into Georgian society without losing their traditional and cultural features.

Overall question: Which factors can help to preserve identity of small nations?



14. Kists in the 20th Century in Georgia

Key question: How does Contemporary Georgian society perceive the Kists?

Contents: The worksheet show the life of a folk living in the Georgian highlands. Being ethnically and religiously different they live next to Georgians over centuries.

Overall question: Does the ethnic, religious and linguistic diversity represent the rich Caucasian culture or the source of problems?



15. The Story of the Spanish Granny

Key question: Why did Georgia became home for the Spanish kids evacuated during the Second World War?

Contents: Based on a documentary source the worksheet tells about neglected Spanish children's life in Soviet Union, particularly in Georgia after the civil war in Spain before the Second World War. Based on an example of one Spanish family life in Georgia the worksheet exposes the life of a Spanish woman, who declared Georgia as her native land. The worksheet based on several sources exposes positive attitudes of human everyday life.

Overall question: Which historical events can have impact on the fate of individuals?



16. Ethnic Conflicts and Children

Key question: Which events influenced life of children in Georgia of 1990s?

Contents: The worksheet exposes condition of the children who are victims of the ethnic conflicts in Georgia at the end of 20th and beginning of 21st centuries. The chapter relates the horrors of the ethnic conflicts impacting the children. The worksheet tries to report the pupils negative factors of ethnic conflicts. With discussion pupils will try to find ways to improve children's condition.

Overall question: How ethnic conflicts impacted the fate of children in Georgia of the 1990s?



Migration

17. Shared Food

Key question: How did Georgians and Ukrainians lived together in 1930-40s in Georgia?

Contents: The worksheet help to analyze the causes of the migration of Ukrainians to Georgia in the 1930-40s, their integration into Georgian society; troubles that Ukrainian migrants encountered in Georgia. Pupils will have to express their points of views through a group work.

Overall question: What is the messag of the worksheet?



18. In a Permanent Search for a Homeland (Deported Meskhetians)

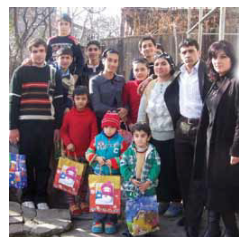
Key question: Why do the deported Meskhetians search their homeland

Contents: The worksheet exposes the reasons and results of the forced deportation of certain parts of the

Meskhetian population from South Georgia and Adjara. It also offers opportunity to analyze the

position of Georgian government and society, other states and international organizations regarding the deported Meskhetians. The pupils will clarify abovementioned topics through a classroom simulation activity.

Overall question: Why were the Meskhetian deported and part of them returned to Georgia?



19. Rustavi – The Forty Brother’s Town

Key question: Why is Rustavi called the Forty Brother’s Town

Contents: The worksheet outlines how the industrial policy of the state lead to founding a smelting industry town; on the other hand the international multicultural population of the town is a result of the intra-migrational regulation processes of the state. The students will discuss social, economic and cultural problems of Rustavi through sample screenplay contents.

Overall question: How did the migration processes reflected in building the Rustavi city?



20. The Rolling Stones (The Ecomigrants in Georgia)

Key question: Why was the issue of the ecomigrants turn into a problem in international relations?

Contents: The worksheet helps the students to analyze

the intra-migrational processes occurred due to the ecological changes in the 1990s. The students will share their opinion concerning problems of the new habitation colonies and the role of the state in addressing it.

Overall question: What should be the politics of the state and public position to facilitate adaptation of the ecomigrants.



21. Two Sides of the Coin – Georgians and Ossetians (1990-s of the 20th Century)

Key question: Why was the public appearance of the political leaders the reason for the migration of the ethnic minorities?

Contents: The worksheet helps pupils to understand the causes and the dynamic of the migration of Ossetians in the 1990s and the political moves of the Georgian state.

Overall question: How did the developments in 1980-s impact the migration process in Georgia?



22. Diaries of the Three Ladies – Baltic Communities in Georgia

Key question: What were the condition of for the ladies from the Baltics to integrate in Georgia?

Contents: The worksheet helps the students to understand



when the Estonian, Lithuanian and Latvian people moved to Georgia; how they integrated into the community in the 1990s; what kind of cultural heritage did they leave in Georgia; what is the role of the Baltic community in Georgian political and social life. The three diaries of the Estonian, Lithuanian and Latvian women address these questions. Overall question: What do the ladies from the Baltics share?

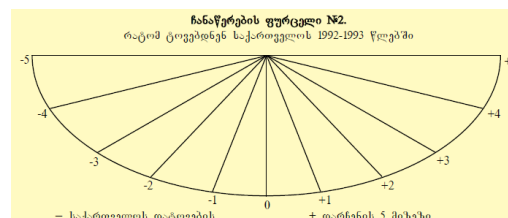


23. Where to Find another Georgia – Migration in the 1990s

Key question: Why are the residents of Georgia leaving the country?

Contents: The worksheet helps students to compare the level of the social and economic development of Georgia and Greece. The worksheet shows political and cultural developments of the years 1990-2002 and analyzes reasons of the migration processes of the end of 20th century. The students will discuss the problem through examining letters of two sisters - Ani and Mariam, one of whom lives in Georgia and the other in Greece.

Overall question: Did the emigrants manage to see new Georgia



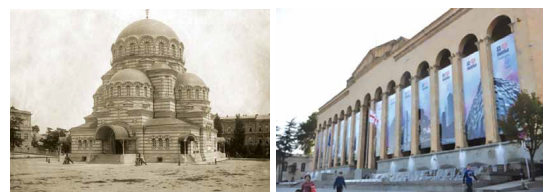
Religion

24. Law and Reality

Key question: What was the policy toward religion in the Soviet Union in 1920-40s?

Contents: The worksheet shows the controversy of the Soviet Law and the position towards religion of the state in the 20-30s. The worksheet also exposes the role of the state towards the development of the negative attitude.

Overall question: What was the role of Georgian Bolsheviks in implementing the state policy toward religion?



25. Godless Georgia

Key question: Why did the state fight against representatives all confessions in 1920-30s?

Contents: The worksheet represents the attitude of the Soviet propaganda towards all religions in the 1920-30s. It shows the students how negative attitude concerns all confessions. The evidence helps the pupils to realize that every confession deserves tolerance.

Overall question: How we can the title of the worksheet 'Godless State' be explained?



26. Covert Payer

Key question: What was the result of the shift in religion policy of the Soviet Union in 1940-70s?

Contents: The worksheet represents the attitudes of the Soviet state towards the people of different confessions in the 1940-70s. It exposes a covert protest of the society against the state policy.

Overall question: Why did believers pray covertly in the Soviet Georgia?



27. Cooperation or Intolerance

Key question: Could religion and nationality be reason for conflicts in Georgia at the end of 20th and beginning of 21st centuries?

Contents: Pupils will find out about relations and attitudes of people of different confessions in Georgia of the 1990s. They will learn how tolerance helps to cope with the seclusion of the country.

Overall question: What is the impact of tolerance between people of different confessions on the development of the country?



28. Georgia for the Orthodox Only?

Key question: How acceptable is the phrase 'Georgia for Orthodox Christians only'?

Contents: Pupils will try to clarify the cause of the stereotypes about people of different confessions. They will learn the ways how to deconstructs those stereotypes.

Overall question: Why Orthodoxy Christians as the majority of Georgia's population have to take care of the rights of people of other religions?



29. Catholics in the 20th Century in Kutaisi

Key question: What was the attitude of the population of Kutaisi towards the local Catholics in the 20th century?

Contents: The worksheet represents relations between the representatives of various confessions, including Roman Catholics, in Kutaisi in the 20th century.

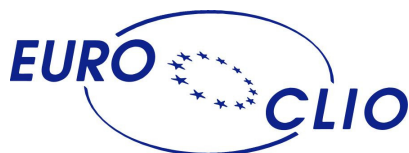
Overall question: Why did the representatives of various confessions, including Roman Catholics, consider themselves as a 'true' people from Kutaisi?



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