



# TIME CLASSROOM

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**FOCUS LESSON** [Curriculum Standard: Power, Authority and Governance]

## A Bloodless Revolution in Yugoslavia

PAGE 58 The End of Milosevic | PAGE 65 Man of the Hour

**T**HIS WEEK'S COVER STORY FOCUSES ON WHAT Yugoslavian analysts term the "miraculous event": the bloodless revolution through which Serbs took back their country following a 13-year reign of terror by President Slobodan Milosevic. On Friday night, Milosevic finally conceded electoral victory to his democratic rival Vojislav Kostunica, the constitutional lawyer who founded the Democratic Party of Serbia eight years ago. Yet even as Serbs rejoice in the streets of Belgrade and as economic sanctions against Yugoslavia are lifted, observers point to the many challenges that lie ahead for the wartorn and economically depressed nation.

### BEFORE READING

1. Examine the cover of this week's magazine. How is Slobodan Milosevic depicted? What point of view are TIME's editors expressing through this image? What is your reaction?
2. What does your class already know about last week's events in Yugoslavia and about sources of conflict in the region? Why did NATO impose economic sanctions on Yugoslavia?
3. What constitutes a revolution? Must a revolution include combat? Can you think of any so-called "bloodless revolutions"?

### COMPREHENSION AND ANALYSIS

1. "Every revolution has its moment of combustion," writes Johanna McGeary in the first line of this week's cover story. What sparked the revolution in Yugoslavia?
2. What signs were there in Belgrade that a major political upheaval was occurring in Yugoslavia? Using facts presented in the article, create a timeline tracing events leading up to Milosevic's removal from office and Kostunica's rise to power.
3. The writer states that Milosevic brought about his own downfall. Cite each piece of evidence that supports this point and discuss.

**“What is happening now is a revolution—a peaceful, nonviolent, wise, civilized, quiet and smart democratic revolution.”**

—VOJISLAV KOSTUNICA,  
YUGOSLAVIA'S NEW PRESIDENT

4. What does the writer mean when she refers to "people power"? What role did Mayor Velja Ilic and the men of Cacak play in ousting Milosevic?
5. Now read "Man of the Hour" on page 65. How is Kostunica described by Serbs? By the U.S.? By himself? Identify all references in the article to what Kostunica is *not*. Then compare and contrast Milosevic and Kostunica. What are the key differences between the two leaders?

6. What were Kostunica's first actions as President? What top priorities has he defined? How has Kostunica decided to deal with Milosevic and vice versa?
7. Describe the way that the rest of the world has

responded to events in Yugoslavia. What is the position of the U.S.? Of countries in Western Europe? Why did Russia wait so long to react?

8. What happens after a country undergoes a revolution? Using your knowledge of other revolutionary movements, predict what may lie ahead for Yugoslavia. Consider difficult periods of transition to democratic rule, disenchantment, backlash by opponents of democracy, and so on.

### APPLICATION AND INVESTIGATION

1. **Chart revolutions around the world.** Create a grid comparing the revolution in Yugoslavia to other revolutions around the globe. Brainstorm a list in class about what information and categories should be included. Consider Poland, the collapse of the USSR, Czechoslovakia, Iran, Nicaragua. What role did the U.S. play in each situation?
2. **Explore nonviolent resistance across place and time.** Kostunica called for "a nonviolent, wise, civilized" revolution. Look into the history of nonviolent protest and its leaders around the world, from Gandhi to Martin Luther King, Jr. What connections do you see among these movements? What would you have done as a Serbian citizen?



### TO THE TEACHER:

We are pleased to enclose a special supplement along with this week's teaching guide: **THE ELECTION GAME 2000**, a collection of activities, readings and reproducibles designed to heighten students' understanding of and participation in Campaign 2000.

At the center of the Election Game booklet, you'll find **TIME'S POLLING GUIDE**—articles and activities that focus on the power of public opinion in a democracy. This resource was prepared with the assistance of John Zogby, a pollster and former high school teacher. (You may wish to remove the polling guide to reuse in future years.)

For daily updates on Campaign 2000, visit [www.timeclassroom.com](http://www.timeclassroom.com) and follow the link to TIME's election site. There, you'll find news coverage, commentary and political cartoons—as well as a new feature called "The Candidator." This interactive game allows students to weigh candidates' contrasting positions on major issues from gun control to campaign-finance reform; then the game tallies the results and lets the player know which candidate holds views closest to his or her own.

As always, we're interested in your comments and suggestions. Please feel free to contact us via e-mail, fax, phone or U.S. mail. (Our contact information appears on page 2 of this guide.) ■

# SPEAKING

**“It’s a little disconcerting that a good argument, a good debate point, would be diminished by the way it’s presented.”**

—TED STRICKLAND, Democratic Congressman from Ohio, commenting on Al Gore’s performance in the first debate

# PERSUASIVELY

When the Vice Presidential debates were over last Thursday night, many viewers and commentators came away with the impression that the Number Two candidates had spoken better—more clearly and persuasively—than the men at the top of the tickets (see **Where Is the Love?** on page 54). Al Gore and George W. Bush may have shown a strong command of the issues during their first debate, but their manner and rhetoric (that is, their expression of ideas) left many voters dissatisfied. Campaign advisors are sure to be scrambling in the days ahead to help Bush and Gore prepare for the next debates, scheduled for Oct. 11 and 17. What advice can you give them?

Read a transcript of the Boston debate between Bush and Gore at [www.cnn.com/election/2000/index.html](http://www.cnn.com/election/2000/index.html). Then take the role of debate coach and speech writer for the candidate you favor or who interests you more.

### Analyzing the Transcript

1. Which was the candidate’s best response? What made it strong?
2. Which response was the weakest? Why?
3. Generally, do you think the candidate spoke clearly and persuasively?
4. What did the candidate do in the first debate that you would encourage him to do again in the future?
5. Complete the following: “In the next debate, I think Bush/Gore should be more \_\_\_\_\_.”

### Coaching the Candidate

1. Point out one moment in the debate where the candidate missed an opportunity to be presidential, a strong leader. Rewrite his answer to show him what you mean.
2. Identify a response that could have been clearer. Advise the candidate on how to rephrase his answer and communicate better next time.

3. Find a point the candidate made that came across as unpersuasive or unbelievable. Offer a better answer for him to give if asked the same question again.

4. Finally, offer a piece of general advice you want the candidate to follow.

### Speech Writing

In most debates, candidates have the opportunity to give at least one set of prepared remarks during the course of the event. Write an opening or closing statement for your candidate. Use the kind of language you think voters need and want to hear from candidates. Address broad questions or specific issues that you think are most important in this election. Experiment with rhetorical devices (figurative language, repetition, allusions, etc.) that will make the candidate’s remarks memorable and effective. Deliver these speeches in class and discuss what you have learned about persuasive political rhetoric through this exercise. Then watch the next debate!

# WORDS OF THE WEEK

Featuring words from the Princeton Review Hit Parade, a compilation of the 250 words that appear most often on the SAT.

**obscure    impecunious    redeem    dubious**

As you read **The Worst and the Brightest** on page 100, look for and underline these words. Define each word using context clues to help you. Check your definition against a dictionary. Then answer the questions below.

1. Which of the scientists awarded the Nobel Prize might have preferred to remain **obscure**? Explain.
2. Would you be willing to live an **impecunious** life as a scientific researcher? Why or why not? What other rewards can the profession offer?
3. What words do you think of when you hear “Nobel Prize”? Did Nobel’s prize succeed in **redeeming** his family’s name?
4. Based on the record, should we be **dubious** about the achievements of the scientists who will be honored by the Nobel Prize Committee this year? Explain.

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# TIME WEEKLY QUIZ

At the left is a series of multiple-choice questions based on this week's issue of TIME. Write the letter of the best answer in the space provided. The numbers in parentheses indicate the first pages of TIME stories in which answers can be found. (Please note that late-breaking stories may cause changes in content and pagination.)

7 POINTS EACH

\_\_\_ **1.** The U.S. Postal Service is considering the formation of a new business alliance with: (p. 86)  
 a. Airborne Express  
 b. UPS  
 c. Greyhound  
 d. Federal Express

\_\_\_ **2.** Alfred Nobel made much of the money used to fund the Nobel Prizes from his invention of: (p. 100)  
 a. a fuel-refining method  
 b. an internal combustion engine  
 c. dynamite  
 d. the stapler

\_\_\_ **3.** The person who made ethical investing a mass-market option by the creation of a benchmark index of socially responsible stocks is: (p. 76)  
 a. Gerald Putnam  
 b. Richmond McCoy  
 c. Amy Domini  
 d. David Pullman

\_\_\_ **4.** George W. Bush is proposing to spend \$402 billion while promising tax cuts of: (p. 46)  
 a. \$200 billion      c. \$750 billion  
 b. \$480 billion      d. \$1.6 trillion

\_\_\_ **5.** Ecologists say that the paving of highway BR-163 will expose 580,000 sq. mi. to risk of destruction by forest fires in: (p. 96)  
 a. Indonesia      c. Brazil  
 b. Kenya      d. India

\_\_\_ **6.** Israeli-Palestinian violence flared recently over: (p. 70)  
 a. new Israeli settlements  
 b. the Temple Mount  
 c. border crossings  
 d. the Sea of Galilee

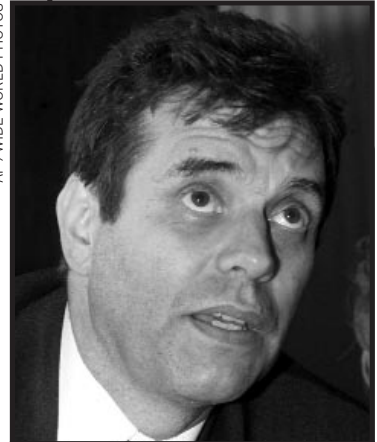
\_\_\_ **7.** The INS is under pressure to define new policies for refugees in the U.S. who fear persecution in their homelands because of: (p. 90)  
 a. disabilities  
 b. sexual orientation  
 c. race  
 d. economic status

\_\_\_ **8.** The number of people in the U.S. who call themselves self-help coaches is estimated at: (p. 95)  
 a. 10,000      c. 30,000  
 b. 20,000      d. 40,000

\_\_\_ **9.** Al Gore is proposing to set aside \$2.8 trillion for Social Security and Medicare and spend \$980 billion on new or expanded federal programs, while promising tax cuts of: (p. 46)  
 a. \$200 billion      c. \$750 billion  
 b. \$480 billion      d. \$1.6 trillion

\_\_\_ **10.** Slobodan Milosevic's resignation as Yugoslavia's President was helped along by a foreign minister from: (p. 58)  
 a. the U.S.      c. Turkey  
 b. France      d. Russia

AP / WIDE WORLD PHOTOS



## PEOPLE IN THE NEWS

\_\_\_ **15.** An election ended the 13-year rule of one man and saw the victory as President of this man, who is: (p. 65)  
 a. Igor Ivanov  
 b. Marko Milosevic  
 c. Dragan Tomic  
 d. Vojislav Kostunica

6 POINTS EACH

## INTERPRETING POLLS

Study the poll results that accompany the article **Where Is the Love?** beginning on **page 54**. Based on the data provided, decide which of the following generalizations are valid. Place an X next to each valid generalization. Leave those that are false or unsupported blank.

6 POINTS EACH

- \_\_\_ **11.** People generally feel more positive about George W. Bush than they do about Al Gore in areas involving character or trust.
- \_\_\_ **12.** In the minds of the people polled, both candidates would be equally up to handling international challenges.
- \_\_\_ **13.** A greater number of people believe that Al Gore would be more effective than George W. Bush in dealing with key domestic issues.
- \_\_\_ **14.** A good grasp of the key issues is not the only concern that potential voters have when choosing a President.

# TIME BUILDING ANALYTICAL SKILLS

1. Describe the action taking place in this cartoon.

2. What decision that faced Slobodan Milosevic does this cartoon depict? What choice did Milosevic make?

3. In **The End of Milosevic** on page 58, Johanna McGear writes that “nearly everyone worries democracy will be imperiled as long as Milosevic remains [in Yugoslavia].” How likely is Milosevic to be tried on war crimes?



1. What is the subject of this cartoon?

2. What statement is this cartoon making about the Middle East peace process? What symbols does the cartoonist use to express this point?

3. Is the cartoonist optimistic or pessimistic about the prospects for peace in the Middle East? Explain.

4. According to **The Bloody Mountain** on page 70, what caused the recent wave of violence at the Temple Mount? What does the writer mean when he states that “the problem with the Temple Mount is that it is so holy that it transcends politics”?