

Peace

Lesson 1: 1968 Flashback

Focus Questions

What did Chicago look like around 1968?

What happened in Chicago in August 1968?

What can artifacts tell us about the anti-Vietnam War movement and the demonstrations in Chicago?

Core Understandings

Students will understand that a historic protest occurred in Chicago in 1968 that was significant locally, nationally, and internationally. They will understand why Chicago was chosen as the location for the protest and how city officials and the police department responded. They will understand what factors led to social unrest among young people in the 1960s.

Knowledge

Students will know what Chicago looked like around 1968. They will recognize the key events of the 1968 protests and the locations in which they took place. They will know how anti-war protestors expressed their views visually and in writing.

Skills

Students will use their language arts and research skills to uncover information about Chicago's social and political history. They will be able to compare and interpret primary and secondary source materials. They will use their verbal and writing skills to summarize their interpretations.

Common Core ELA Standards

CCSSR1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

ISBE Social Science Standards

Goal 15: Understand economic systems, with an emphasis on the US.

Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the US, and other nations.

Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the US.

Goal 18: Understand social systems, with an emphasis on the US.

In This Lesson

By exploring the interactive history map for *Peace*, students will gain an introduction to the anti-Vietnam War movement and events surrounding the August 1968 demonstrations in Chicago. The story element of setting is addressed. This lesson was researched and written by Diane Shalda.



NATIONAL ENDOWMENT FOR THE HUMANITIES

Activity

As a bell-ringer activity, distribute printouts of the *Peace* artifact image set. http://www.GreatChicagoStories.org/pdf/artifacts/artifacts_peace.pdf Using the images as discussion starters, brainstorm prior knowledge of the demonstrations in Chicago in 1968. Also brainstorm prior knowledge of the Vietnam War, hippies, the Black Panther movement, and other counterculture movements.

Next, distribute copies of the background information for *Peace*. Choose a student volunteer to read the information aloud or do a read-around. http://www.GreatChicagoStories.org/pdf/background/Peace_Background_Information2.pdf

As a class, explore the interactive history map for *Peace* on a computer with projection capability. <http://www.chicagohistory.org/greatchicagostories/site/storymap/index.html?story=8> Begin with the “Julia’s Neighborhood” tab before moving on to the “Protest” tab. Be sure to pause for discussion and to answer the “look closer” questions you think your students will find most intriguing.

Finish by having students fill out artifact-analysis worksheets for the three artifacts they found most compelling. Worksheets can be downloaded from the Classroom Activities section of the *Great Chicago Stories* website. <http://www.GreatChicagoStories.org/classroom/artifact.php>

Lesson 1 Home Connection

Distribute individual copies of the *Peace* narrative for students to read at home.

http://www.GreatChicagoStories.org/pdf/story/Peace_by_Katherine_San_Fratello.pdf

If students have computer access at home, they may want to read along with the story audio.

<http://www.chicagohistory.org/greatchicagostories/site/storyaudio/index.html?story=8>

Materials & Resources

- **Printouts of the *Peace* narrative:**

http://www.GreatChicagoStories.org/pdf/story/Peace_by_Katherine_San_Fratello.pdf

- **Printouts of the *Peace* artifact image set:**

http://www.GreatChicagoStories.org/pdf/artifacts/artifacts_peace.pdf

- **Printouts of the *Peace* background information:**

http://www.GreatChicagoStories.org/pdf/background/Peace_Background_Information2.pdf

- **Artifact-analysis worksheets:**

<http://www.chicagohistory.org/greatchicagostories/classroom/artifact.php>

Instructional Notes

You may also do this lesson in your school's computer lab, where students can explore the interactive history map individually or in small groups.

Extension Activities

If time allows, share protest music from the era with students. Some suggestions include “Mom and Dad” by Frank Zappa, “Here We Are in the Years” by Neil Young, “Eve of Destruction” by Barry McGuire, “What’s Going On?” by Marvin Gaye, “Fortunate Son” by Creedence Clearwater Revival, and “I-Feel-Like-I’m-Fixing-to-Die Rag” by Country Joe and the Fish.