

Peace

Lesson 2: Historical Heads

Focus Questions

What opinions did various groups hold about the Vietnam War and the anti-war movement in 1968?
How did different groups justify their positions and actions?
Is violence for a political cause ever justified?

Core Understandings

Students will understand that the 1968 Democratic National Convention transformed Chicago into a battleground for clashing political ideologies. They will understand why many Chicagoans felt compelled to choose sides. Students will understand the multifaceted viewpoints of Chicagoans around 1968.

Knowledge

Students will know the conflicting positions of protestors and city officials that led to the eruption of violence at the August 1968 protests. They will know the various factors people considered in formulating their response to the protests.

Skills

Students will use their analytical skills to identify and consider the social and political forces at play in 1968 Chicago. They will use their language arts skill to summarize their interpretations in writing.

Common Core ELA Standards

CCSS.R.1. 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.
CCSS.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.

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

In This Lesson

This lesson uses the “historical head” conceptual framework derived from the work of James Percoco to explore the thoughts and feelings of the characters in *Peace*. The story element of character is addressed. This lesson was researched and written by Diane Shalda.



Activity

Begin by conducting a class discussion to help students make connections between the artifacts and photographs they viewed in Lesson 1 and the *Peace* narrative (which students should have read as homework). Ask students what new information they discovered through reading the story.

Next, divide the class into small groups and give each a blank “historical head” representing one of the story’s major characters: Julia, Mark, Julia’s mom, and Julia’s dad. Blank heads should be drawn in profile using heavy black marker on full-sized, easel-board sheets. (For examples, see Lesson 2 of the *Angelo’s Saturdays* unit.)

Instruct students to fill in the head with the various ideas, attitudes, and dreams of the character. Both words and images are acceptable additions. Encourage students to reference the story as much as possible and suggest that they quote directly from the story as needed.

Finish by having each group present their findings to the class.

Lesson 2 Home Connection

Journaling assignment: What are the main differences of opinion expressed about the Vietnam War in the story? Who in the narrative reflects these opinions? How do they express their opinions using words and actions?

Materials & Resources

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

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

- **Butcher-block or easel-board paper**

- **Markers and other art supplies**

Instructional Notes

Take the time to explore how the issues in *Peace* relate to current events. Have any of your students participated in a protest or demonstration? If so, ask them to share their experiences.

Extension Activities

As a class, define “rite of passage.” Brainstorm a list of rites of passage: starting high school or college, getting your driver’s license, getting your first kiss, etc. Discuss why rites of passage are important and how they mark the transition from being a teenager to being an adult. Ask students to write a few paragraphs about why the story represents a rite of passage for either Julia or Mark. Students should then go on to write about a rite of passage of their own. It can be a traditional rite of passage (a bar/bat mitzvah or going to prom) or it can be more personal (winning a contest or making a hard choice about a friendship). What connections does the student find between the character’s experience and his or her own?