

Peace

Lesson 5: Peace—The Sequel

Focus Questions

What long-term effects did the 1968 protests have on the people of Chicago and Americans in general? How can photographs and artifacts inspire a work of historical fiction?

Core Understandings

Students will consider the after-effects of the 1968 clash. They will understand how historical events can affect the lives and attitudes of the people who experience them.

Knowledge

Students will know key players and events in the August 1968 protests. Students will know that works of historical fiction are based on artifacts and other primary sources from the past.

Skills

Students will use their language arts and research skills to write a narrative about Chicago history. Students will gain historical empathy and learn to discern fact from fiction.

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.

CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

CCSSW3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

ISBE Fine Arts Standard

Goal 26: Through creating and performing, understand how works of art are produced.

In This Lesson

Students will write the sequel to *Peace*, imagining life through the eyes of a story character five years later. The story elements of character and resolution/solution are addressed. This lesson was researched and written by Diane Shalda.



NATIONAL ENDOWMENT FOR THE HUMANITIES

Activity

Have students write a short story from the point of view of Julia, Mark, or Lydia five years later. What is he or she doing now? How does he or she feel about the events of August 1968?

As an alternative or in addition to the above, have students write an essay about one of the historical figures involved in the protest five years later. Examples could include Abbie Hoffman or Mayor Daley. (For sources, students could consult entries in *The Electronic Encyclopedia of Chicago*. See suggestions under Materials & Resources.)

Students could also write an essay about what finally brought the Vietnam War to an end.

Materials & Resources

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

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

- **Printouts of the *Peace* background information** (optional):

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

- ***Electronic Encyclopedia of Chicago* listings** (optional):

“Year Page 1968” <http://encyclopedia.chicagohistory.org/pages/500008.html>

“Daley’s Chicago” <http://encyclopedia.chicagohistory.org/pages/1722.html>

“Martin Luther King, Jr.” <http://www.encyclopedia.chicagohistory.org/pages/1438.html>

“Antiwar Movements” <http://www.encyclopedia.chicagohistory.org/pages/56.html>

“Chicago Conspiracy Trial” <http://www.encyclopedia.chicagohistory.org/pages/245.html>

Instructional Notes

It's a good idea to give students at least one class period for this activity. It could also be extended over several days.

Extension Activities

Have students read their work aloud to the class or the entire school.

Have students create illustrated versions of their short stories.