

Peace

Lesson 5: Peace—The Sequel

Essential 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?

Desired 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.

Illinois Learning Standards

English Language Arts

- Goal 1: Read with understanding and fluency.
- Goal 2: Read and understand literature representative of various societies, eras, and ideas.
- Goal 3: Write to communicate for a variety of purposes.
- Goal 4: Listen and speak effectively in a variety of situations.
- Goal 5: Use the language arts to acquire, assess, and communicate information.

Social Science

- Goal 15: Understand economic systems, with an emphasis on the United States.
- Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.
- Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
- Goal 18: Understand social systems, with an emphasis on the United States.

Fine Art

- 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.



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.