

Digital History Reader Lesson Plan

Lesson Title: 1968 – A Generation in Revolt

Grade Level: 10th, AP

History/Social Science Discipline: World History, Global Studies

NCSS Themes:

II. Time, Continuity, and Change

III. People, Places, and Environments

V. Individuals, Groups, and Institutions

VI. Power, Authority, and Governance

X. Civic Ideals and Practices

NCSS Performance Expectations:

II. B. Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

D. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

III. I. describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings

V. A. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society

VI. D. compares and analyzes the ways nations and organizations respond to conflicts between forces of unity and forces of diversity

X. C. locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues — identifying, describing, and evaluating multiple points of view

E. analyzes and evaluates the influence of various forms of citizen action on public policy

Introduction

This lesson is created for the purpose of engaging students in the process of analyzing evidence for worldwide events that took place during the revolutionary year of 1968. Through a PowerPoint presentation, students will be given an overview of events that took place in Paris, Prague and in Chicago that tested the government policies and the ideologies of the Cold War. Students will then be given a chance to take a hands-on approach to learning about the “Year at the Barricades” by tackling specific primary sources from the events and applying their new knowledge in a creative and original manner. In the end, students will be able to answer the question, what did the revolts of 1968 all have in common and how did they impact the world from that point on?

Objectives: Students will be able to:

1. Analyze primary sources from the events that took place in 1968.
2. Compare and contrast the revolts in Paris, Prague, and Chicago in 1968.
3. Create a protest poster that summarizes the feelings of the revolts in Prague, Paris, or Chicago in 1968.
4. Explain the significance of the 1968 revolts.
5. Develop multiple perspectives about the events in 1968.

Time: 90 minutes

Instructional Steps:

Anticipatory Set:

The Just Do It will be presented on the first slide of the Power Point. There will be a picture of protestors in Chicago and the students will be asked to answer the following questions about the picture: List 3 things in the picture, what is going on in the picture, what message does it send, and how powerful is the image? After discussing the students’ responses, the teacher will begin to discuss the significance of the picture with today’s lesson and tell the students the over arching question for the day:

What did the revolts of 1968 all have in common and how what type of impact did they have on the world?

1. The teacher will begin the lesson by giving a brief presentation about the three rebellions of 1968 in Paris, Prague, and Chicago. The students will be introduced to the images and details of the time period. The images were taken from the DHR website. The presentation will give way to a transition into the group activity and research task.
2. After the completion of the presentation, the students will be broken up into groups of 2-3 and given a particular city to research. The students will use the information from the DHR website: http://www.dhr.history.vt.edu/eu/mod05_1968/index.html to complete their assignment. Each student within the groups will be responsible for completing one SCIM-C Model for one document in their evidence section of their particular city.

3. After each student in the groups has completed their SCIM-C, the group members will then come back together to create a protest poster depicting the situation in their city. They can use the perspective of any side in the rebellion. The group will then present their poster to the class explaining the significance of their particular city. While each group presents their protest poster, the class will take notes on the key points that each group highlights on their poster so that they have evidence for comparison when it comes time for the written homework assignment.

4. When all the groups have presented their poster, the teacher will refer back to the over arching question and have the students participate in a class discussion about what they discovered in their research. The teacher will then pass out the homework assignment which involves the students writing 3 paragraphs responding to the following question: Now that you have looked as first hand primary sources depicting the scenarios during the rebellions of 1968, come up with 3 similarities between the three events and 3 differences. You can compare the causes, the reactions, and/or the reasons for the revolts. What is the significance or impact of these three revolts that happened in the year 1968?

Assessment: The assessment will require a 3 paragraph essay that includes a paragraph about the similarities of the 3 events in 1968, a paragraph about the differences of the events and a paragraph about the significance of the events. The rubric below will be given to the students along with the assignment:

POINTS	REQUIREMENTS	GRAMMAR	CONTENT
10	3 paragraphs, 3 similarities, 3 differences	very few mistakes, reads smoothly	good, creative and original ideas, good comparisons
5	Less than 3 paragraphs, less than 3 similarities and/or differences	common mistakes but semi-readable	comparisons are present, not always accurate
0	no specific similarities, no specific differences, couple of sentences without any structure	unreadable, no attempt at revision or re-checking work	no serious comparisons made, lacks any evidence of effort

Student Enrichment

The students will be asked to complete research using the SCIM-C model to analyze primary sources. The SCIM-C model is a scaffolding technique that allows students with diverse levels of ability to analyze primary sources step by step. Another scaffolding tool that will be available to the students with special needs is a chart breaking down the tasks for the homework assignment. Students will have the option of completing a chart that includes spaces for 3 similarities and 3 differences about the revolts. This optional assistance guide will also contain a section that allows students to list 3 significant points of the revolts. This scaffolding handout helps students organize their thoughts before they begin the formal writing assignment.

Essay Assistance Guide

What do all 3 of the events have in common?

Hint think about the causes, results, who was involved, how the government handled the situation, what changes were made afterwards....

- 1.
- 2.
- 3.

What are some differences between the 3 events?

Hint think about the causes, results, who was involved, how the government handled the situation, what changes were made afterwards....

- 1.
- 2.
- 3.

What are some important aspects of the 3 revolts that took place in 1969?

Hint think about the causes, results, who was involved, how the government handled the situation, what changes were made afterwards....

- 1.
- 2.
- 3.

Teaching Tips:

It is important for the teacher to be very specific with the instructions. Incorporating the overarching question within the presentation will inform the students about the point of the lesson. One way to keep control of the students when they are working in groups with the computers is to assign the groups yourself. Avoid putting members of the class that distract each other in the same group. Pairing up different levels of ability evens out the groups so that one group is not finishing way ahead of other groups. It will also help to make connections with previous lessons about the Cold War. This gives students an opportunity to make links between different events in history. Encouraging class discussion of the material and asking thought provoking questions keeps students engaged in the lesson and thinking about the material.

Technology Resources:

Internet: Link to “1968 – A generation in revolt?”

http://www.dhr.history.vt.edu/eu/mod05_1968/index.html

Microsoft Powerpoint used to present the opening material to the students

Microsoft Word can be used by the students to create their protest posters.

Resources:

SCIM-C Model Handout to help the students analyze the primary sources.

Homework assignment with grading rubric attached to it.

Optional chart to help the students break down the information before writing their homework

Protest Posters to present to the class

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