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Lesson Title:

# Time it Was: 1968 Around the World

(2 day lesson)

Grade Level: 9-12

Essential Question: How did the protests around the world in 1968 mirror each other?

## Lesson Foundations

### Content Standards

* OHSS 25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
* OHSS 27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
* NCSS: D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occurred among them.

### Learning Objectives

LO1: SWBAT compare how and why LBJ responded to the Tet Offensive and the actual scope of the offensive.

LO2: Analyze how social unrest grew around the world in 1968.

### Assessments

* A1: Dueling Documents Handout
* A2: Synthesis Discussion
* A3: Stations Handout Sheet
* A4: 3-2-1

### Materials & Resources

* Dueling Docs Handout
* Dueling Document Sources
* Stations Handout
* Stations Sources
* PowerPoint
* [Time It Was: 1968 Around the World](http://origins.osu.edu/article/1968-global-U.S.-Mexico-Germany-Tlatelolco-Spiegel) (http://origins.osu.edu/article/1968-global-U.S.-Mexico-Germany-Tlatelolco-Spiegel)
* “President says Viet Cong attacks fail”
* “The Corner is Turned”
* *Mexican army troops hold a group of young men arrested in the Plaza of the Three Cultures district in Mexico City*
* *An antiwar demonstrator places flowers into the barrels of rifles while blocking the Pentagon*
* *Victim of the Police Action in Front of the German Opera in West Berlin’s Charlottenburg Neighborhood*
* *Summary of Report: Introduction, (1968). Report of the National Advisory Commission on Civil Disorders*

## Instructional Procedures/Steps

### Opening: 5-10 Minutes

1. **Introduction of Essential Question**
   1. Teacher will introduce the essential question and have students discuss what they think they lesson will be about based off the question.
      1. Essential Question: How did the protests around the world in 1968 mirror each other?
      2. What do you think we will be discussing today based on this question?
      3. What do you know was going on in the United States during this time?
      4. Have we ever seen examples of events in one place looking the same as events happening somewhere else?
2. **Transition into Dueling Documents**
   1. The teacher will transition into the Dueling Documents activity by giving students a brief background on what the Pentagon Papers were, and what the Tet Offensive was during the Vietnam War.

### Instruction: 45-60 Minutes

1. **Dueling Documents** 
   1. The teacher will lead a dueling documents activity in which students will look at both what President Lyndon B Johnson said about the extent and impact of the Tet Offensive as well as what the Pentagon Papers say was the true extent of the Tet Offensive as well as the fact that the President knowingly lied.
   2. The teacher can split up the students into groups of 2-3 to look at the documents, especially if students are still pretty new at analyzing sources.
   3. Teacher will circle the room as students are working asking supporting questions.
      1. How do these two documents show contradicting narratives?
      2. Why do you think the President said what he did?
2. **Dueling Documents Handout** 
   1. The teacher will collect up the Dueling Documents analysis sheets and assess them for understanding of the first learning objective. The teacher is looking that students correctly understood how LBJ lied to the public about how devastating the Tet Offensive was as well as the fact that he did so because he wanted the American people to stay positive and so he could garner more support for the war.
3. **Synthesis Discussion** 
   1. The teacher will lead a synthesis discussion with the students, assessing their learning about Johnson and his response to the Tet Offensive. Students are demonstrating their understanding that the Tet Offensive was worse than it was portrayed in official statements by the president and he did this in order to keep support for the war high.
      1. Why would the success of the Tet Offensive scare Americans?
      2. Do you think the president made a wise decision in not telling the whole truth about the Tet Offensive?
4. **Transition Discussion** 
   1. The teacher will lead a transition discussion to connect the Dueling Documents Activity to the Stations Activity. This can also be used as an opening for the next day if the teacher decides to split the lesson into two days.
      1. How do you think that people responded to the Vietnam War?
      2. How do governments often respond to protests?
5. **Stations Activity** 
   1. Teacher will have 4 stations around the classroom for Mexico student protests, Vietnam Protests, German student protests, and the uprisings after the assassination of MLK.
   2. Students will have the opportunity to rotate around the room, stopping at each station to look at the sources and answer questions analyzing these events and comparing them to one another.
   3. Station 1:
      1. Focus: Mexico Protests
      2. Support Questions (while students are working in groups)
         1. Do you think this peaceful protest is being responded to peacefully?
   4. Station 2:
      1. Focus: Vietnam Protests
      2. Support Questions (while students are working in groups)
         1. What symbolism could you see in this photo?
   5. Station 3:
      1. Focus: German Student Protests
      2. Support Questions (while students are working in groups)
         1. Why do you think that non-violence is often oppressed by violence?
   6. Station 4:
      1. Focus: Urban Uprisings
      2. Support Questions (while students are working in groups)
         1. What shocks you about this report?
         2. Do you think this report made much of an impact based on what we see today?
6. **Stations Activity Handout** 
   1. The teacher will collect up the handouts to assess how well students understood and were able to analyze each source as well as how well students connected each station and was able to draw comparisons between the different protests around the world.
7. **EQ Discussion**
   1. Lead students in discussion about EQ asking students to cite the sources to support their answer: *How did the protests around the world in 1968 mirror each other?*

### Closure: 5-7 Minutes

1. **3-2-1**
   1. The teacher will give the students a 3-2-1 to fill out to assess learning of the whole lesson plan and both learning objectives. The students will answer 3 things they learned over the lesson, 2 questions they still have, and 1 way in which the dueling documents activity can be connected to the stations activity.
   2. The goal of the assessment is to ensure that students have understood that protest movements around the world were happening and in all of them there were clashes between college-aged protesters and police. Even if these protesters were fighting for different things, they were all oppressed by the state.

### Accommodations / Enrichment

1. Differentiated Stations Handouts with sentence starters
2. Differentiated Dueling Documents Handout with sentence starters
3. Source Packet with highlighted key phrases