

Lesson Plan: Violation of human rights in Tiananmen Square and Tlatelolco's

Lesson Topic:

Violation of human rights during peaceful protest in corrupt governments: Tiananmen Square protest in 1989 in comparison to Tlatelolco's Massacre in Mexico City on October 1968.

Recent Prior Experience:

Students are aware of the dissatisfaction students feel against their government and how they planned silent marches to protest against corruption and asked for reformation.

Students have knowledge about the political structure in Mexico and how Martial Law was declared to quiet student movements in Mexico City right before the 68 Olympics to not raise international awareness of violations in the Díaz Ordaz presidency.

Syllabus Outcome(s):

- **P1.1** describe the role of key individuals, groups and events of selected studies.
- **P2.1** identify forces and ideas and explain their significance in contributing to change
- **P3.4** comprehend and analyse sources for their usefulness and reliability

Key Questions:

- Why did the students protest? What did they ask for?
- What happened to the government officials involved in the demonstrations?
- What happened to the students/intellectuals and protesters after the demonstrations?
- What were the two main factions of the government/military group?
- Was the government justified in declaring Martial Law?

Resources:

- Poniatowska, Elena. *La noche de Tlatelolco*. Mexico, D.F., 1998.
- <https://www.youtube.com/watch?v=dk0aXPZeLn0> - Short film narrating the events of October 2nd and testimonies of survivors as well as the State of the Union address made by Diaz Ordaz justifying his military actions.
- BBC News - June 4, 1989, Tiananmen Square Massacre
<https://www.youtube.com/watch?v=XJBnHMpHGRY>
- USC US-China Institute. "Assignment: China - Tiananmen Square"
<http://china.usc.edu/assignment-china-tiananmen-square>

Introduction of Lesson:

Tell and show students how the student movements have change the history of different countries (China, Mexico, Argentina, Chile, Nicaragua) by simply asking for their rights to be respected and how the government reacted to these petitions.

Lesson Instruction:

The teacher will begin using detailed lecture notes and will have a PowerPoint presentation for

students to follow along. The PowerPoint slide will have YouTube clips, and images to start creating a visual them followed by a documentary.

Organization:

Students will analyze a series of events that led to the massacres on both countries. They will identify problems in the country such as corruption, disapproval of government actions, need for reformations and violation of human rights.

Tiananmen Square:

- April 15, 1989: the death of Hu Yaopang and consequences
- April 27: 100 000 students and other demonstrators call for liberal reforms – press freedom, government accountability and crackdown on corruption
- May 4th Rally
- May 13: beginning of the Tiananmen square Protests
- May 19: Zhao Ziyang visits the demonstrators
- May 20: Martial Law declared – protests continue
- June 4th: Violence and murder
- Casualties estimates

Tlatelolco Plaza de las Tres Culturas:

- July 29, 1968 “El Bazookazo”
- August 1st: First march of the movement.
- August 27th: The student-led National Strike Council (CNH) stages the largest protest of the movement.
- Sept 13th: *La Marcha del Silencio*
- Sept 18th: Martial Law declared
- Sept 24th: National Polytechnic Institute killings.
- Oct 2nd: Tlatelolco’s Massacre
- Oct 12th: Summer Olympics Inauguration

Indicators of Learning for this lesson:

- Identify and explain the significance of key individuals and their ideals.
- Identify and explain the importance of freedom of speech during the protest in Tiananmen Square and Tlatelolco’s Plaza de las Tres Culturas.
- Understand the significance of Martial Law and how it’s manifestation transformed the demonstrations in both countries.

Assessment:

- Identify the key individuals in the Tiananmen Square and Tlatelolco Massacre and explain their significance.
- Recognize the motivations of the student and the positive outcomes they thought will be a result of their civilized demonstrations.
- Identify and discuss the final event that unleashed the rage of the government.

HOMEWORK: After analyzing all the material and conducting discussions students are to write an essay on the violation of human rights and present it to class.