We're Finally on our Own: May 4, 1970. Lesson Plan for Grades 9 and 10

John Bowers

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Lesson Plans

We're Finally on our Own: May 4, 1970

Author: John Bowers

Grade(s): 9, 10

Suggested Time: 40 minutes

Materials

10 copies of Kent State photos
40 copies of *What Is It & What Does It Do* handout.


Core Instruction

The students will have read Chapter 22, Section 3, _A Nation Divided_ (pp. 735-740) and completed the Section 3 Assessment. Classes will be divided into group of 4 or 5 and be instructed to study the eight photos from the Kent State collection. The groups will have 5 to 10 minutes to discuss the photos and decide what they represent. After their discussions, they will be given the _What is it and What Does it Mean_ worksheet and, as a group, they will answer the questions in sentence form.

Assessment

*Extended Response Questions:*

1) List and explain how social protest or political action helped achieve government action in the 1970s.

- Grape growers signed contracts with UFWOC after boycotts were successful.
- La Raza Unida wins political seats in several states after politically organizing Latinos.
- AIM’s demonstrations at Alcatraz Island and Wounded Knee, South Dakota, eventually led to the passage of the Indian Education Act and the Indian Self-Determination and Education Assistance Act.
- NOW influences Congress to include gender protection in the Higher Education Act
- The Supreme Court supports women’s right to choose in _Roe v. Wade_.
- Student protests eventually get support of politicians which leads to the U.S. pulling out of Vietnam.

*Short Answer Questions:*

1) Two Ohio institutions of higher learning were involved in student unrest in the spring of 1970. What were the two catalysts that caused that unrest to erupt?

- At Kent State, it was the invasion of Cambodia by U.S. troops.
- The unrest at The Ohio State University was sparked by the deaths of four students as a result of the demonstrations at Kent State.
Standards

*Citizenship Rights and Responsibilities 9-10, Benchmark A:* Analyze ways people achieve governmental change, including political action, social protest and revolution.

- *Indicator:* Grade 10, GLI 2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: c. Student protests during the Vietnam War