

2003

# 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.

*The Americans*. Danzer, Klor de Alva, Wilson, Woloch. Mc Dougal Littell. Evenston, IL, 1999.

#### 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