

## Pages from the Past Curriculum Materials

### “Escalation of Vietnam War sparked month of campus unrest”

- Precursor to Kent State Information

#### Materials

- Article: “Escalation of Vietnam War sparked month of campus unrest”
- Supplemental Documents:
  - (photograph)
  - Many Colleges Closed But Protests Continue
  - 451 in New March at ISU: Protest Rallies on Campus
  - ‘Hard Hats’ hit Campus; Guard Standby Asked
  - Property Damage, 5 Arrests Spoil Quiet of ISU Campus
  - Riot Police Keep Peace at BHS
  - Faith in the System
- Anticipation Guide
- Extension essay prompt

#### Vocabulary List:

**Vietcong:** n., a Community-led army and guerrilla force in South Vietnam that fought its government and was supported by North Vietnam.

**Escalate:** v., to become worse or to make (something) worse or more severe; to become greater or higher or to make (something greater or higher. (Transitive verb: escalation).

**Defuse:** v., to make (something) less serious, difficult, or tense; to remove the part of (an explosive) that makes it explode.

**Quadrangle:** n., geometry: a flat shape that has four sides and four angles; an open square or rectangular area at a college, school, etc., that is surrounded by buildings on all four sides.

**Counterculture:** n., a culture with values and customs are very different from and usually opposed to those accepted by most of society; also, the people who make up a counterculture.

**Capitulate:** v., to stop fighting an enemy or opponent; to admit that an enemy or opponent has won; to stop trying to fight or resist something; to agree to do or accept something that you have been resisting or opposing; (Intransitive verb: capitulating)

**Consternation:** n., a strong feeling of surprise or sudden disappointment that causes confusion.

**Melee:** n., a confused struggle or fight involving many people.

**Buckle:** v., to cause to bend, give way, or crumple; to fasten with a buckle; to prepare with vigor; (Past tense verb, buckled).

**Vociferous:** adj., expressing feelings or opinions in a very loud or forceful way; expressed in a very loud or forceful way; (Adverb: vociferously).

**Cordon:** n., a line of people or objects that are placed around or in front of a person, place, or thing to keep people away.

## Procedure

- The famous “Kent State Photo” will be projected; without having any background on the situation; students are to predict what caused the boy’s death. What was going on that caused this situation? Make up a few sentence story as to what could have caused this woman’s grief and what was going on to be a catalyst for this?
- Students will be given the Anticipation Guide and are given approximately 5 minutes to read the questions, jot down quick ideas and be ready for a class discussion.
- Break students into groups (4-6 depending on class numbers). Have students read the articles with the following purposes:
  - *If I was living in B/N in 1970, what questions do I have about the situation at ISU? What are my predictions as to what was happening in the country that caused these tensions?*
- Have students (in groups) create a Twitter account for one of the following participants (ISU President, students, faculty, community, outsiders). Based upon the information in the articles, students should ‘tweet’ 10 “What’s On Your Mind” tweets from that person(s) perspective. (Discussion will center around social media and if a real protest is possible in today’s technological society?)
- On their own, have students read “Escalation of Vietnam War sparked month of campus unrest” Have students annotate for emotions that people may have at the time.
- Revisit Anticipation Guide. Discuss again using information that students have gathered.

Students will go through a unit on Kent State.

## Essay Prompt (To be given after Kent State Unit)

*From the same perspective as the person whose Twitter Account you created, write a response, using direct information from any textual material, supporting the idea that the ISU protest was/was not successful.*

## Standards

RSIT 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. provide a summary of the text.

RSIT 9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

WS 9-10.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

SL 9-10.1b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed