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## ***Making Meaning of May 4*** **K-12 Teaching Plan**

**Name of Educator: Kim Moore**

**Educator's Teaching Plan Number & Title: Project 6, "Clue: What/Who was the domestic enemy on May 4th?"**

**Level of Students for Educator's Teaching Plan: 9-12 grades**

**Subject Area for Educator's Teaching Plan: Modern World History, African American History**

**Educator's State: Ohio**

**Description of Educator's Teaching Plan: Employs SCIM-C for historical interpretation and Frayer model to define *domestic enemy*. Students consider how past movements shine light on resolving issues in today's movements and take community action.**

This educational teaching plan was developed during Kent State University's Summer 2021 workshop titled Making Meaning of May 4: The 1970 Kent State Shootings in US History. The workshop was supported by Kent State and the National Endowment for the Humanities (NEH) grant program titled *Landmarks of American History and Culture: Workshops for School Teachers*.

This teaching plan is shared to promote understanding of the Kent State shootings on May 4, 1970; enhance humanities education across the disciplines; and illustrate the meaning of May 4 for today.

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## Lesson Plan - Clue: What/Who was the domestic enemy on May 4th?

### Daily Activities: Essential Question: What/Who is a domestic enemy?

#### Day 1: Intro

- Frayer Model for "domestic enemy"
- Show students video: ***Four Dead In Ohio*** <https://youtu.be/TdCpl2qdsd8> (0:58 - 1:41)
- Use *4 corners activity* to express students' initial point of view: **Who do you think is the domestic enemy?**
- **Review SCIM-C: Keep in mind when examining sources**
  - [link removed]  
(*SCIM-C. Pdf*, Doreen Bergman, Oct. 27, 2015, v.1)
- Divide students up into groups to represent participants: (draw out of a hat)
  - Left wing groups (Weathermen & Black Panthers)
  - KSU students and social organizations (BUS, SDS)
  - KSU President and Admin- Robert White
  - Federal & State Gov't Officials and National Guard- President Nixon, Governor Rhodes
- Make Day 1 Announcement

#### Day 2: Music Activity (in groups or independently)

- [link removed - see worksheet]
- Make Day 2 Announcement

#### Day 3 - 5: Background Information & students begin working in groups

##### **Climate of society:** Vietnam War

- **FEATURE:** Letters From Home From Vietnam
  - Teacher will model how to use graphic organizer
    - [https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer\\_fill.pdf](https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer_fill.pdf)
- Make Day 3 - 5 Announcement
  - Show the film w/ Day 5 Announcement: *Allison, Bill, Sandy, and Jeff* film

#### Day 6: Drawing Conclusions

Students will produce Clue Cards specific for their group (or create post in Fb group)

- Template
  - [link removed - see document]
- Do a Gallery walk w/ student response sheets (or comment on FB profile)
  - [link removed - see document]

### **DAY 7 - 8: Discuss BLM Movement and Equity:**

- **Players/Roles**
- **Climate of Society**
- **Identify need(s) for the Movement**
- **Consider the answers to these questions:**
  - How can youth today walk the fine line of peaceful protest and by any means necessary? How will they decide when either is required?
  - What new laws exist or could be put into place to reduce the government's excessive use of law and order?
  - How can local government officials open the lines of communication so it can better hear the voices of our youth?
  - Will implementing the 3 solutions above reduce the forming or involvement of left wing groups?
- **BLM Music Activity:**  
[link removed - see document]

### **DAY 9 - 10: Evaluate Conclusions and take action**

**\*\*Participate in fishbowl discussion with community stakeholders**

**OR**

**\*\*Create a private facebook group:** Invite community stakeholders into a conversation via posts and/or a live event

### **Use the questions from Day 8-9:**

- How can we learn from our past and come together to solve the issues raised in BLM protests and move toward Equity?
  - How can youth today walk the fine line of peaceful protest and by any means necessary? How will they decide when either is required?
  - What new laws exist or could be put into place to reduce the government's excessive use of law and order?
  - How can local government officials open the lines of communication so it can better hear the voices of our youth?
  - Will implementing the 3 solutions above reduce the forming or involvement of left wing groups?

## **ASSIGN GROUPS**

### **Group #1 Black United Students**

**Climate of society: Civil Rights Movement**

- **FEATURE:**

- BUS/Black Panther activity/SNCC
- <https://snccdigital.org/inside-sncc/the-story-of-sncc/>
- News paper articles featuring BUS
- **Eyes on the Prize (Season 1 available on Amazon Prime, also check your local library)**
  - Ain't Scared of Your Jails (Season 1 E.3)
  - No Easy Walk (Season 1 E.4)
  - Bridge to Freedom (Season 1 E.6)
  - A Nation of Law? (Season 2 E.6)
- Documentary: Four Dead in Ohio <https://youtu.be/TdCpl2qdsd8>
- Graphic organizer: [https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer\\_fill.pdf](https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer_fill.pdf)

### **Group #2 Students/SDS and Weathermen**

**Climate of society: Anti war protests**

- President decides to invade Cambodia
- **FEATURE:** SDS/Weathermen activity on KSU Campus and Admin responses
  - News paper articles featuring SDS
  - The Weathermen: <https://www.fbi.gov/history/famous-cases/weather-underground-bombings>
  - Students threatened to **napalm** a dog  
<https://dks.library.kent.edu/?a=d&d=dks19700423-01.2.2>
  - Documentary: Four Dead in Ohio <https://youtu.be/TdCpl2qdsd8>
  - Graphic organizer: [https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer\\_fill.pdf](https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer_fill.pdf)

### **Group #3 Federal & State Govt. Officials - President Nixon & Governor Rhodes**

#### **Climate of Society: Law and Order**

- **FEATURE:** Actions and Reactions by gov't officials and the National Guard
  - Counter Intelligence collected by FBI <https://vault.fbi.gov/cointel-pro>
  - Governor warned they would eradicate such people  
<https://omeka.library.kent.edu/special-collections/items/show/6410>
  - Documentary: Four Dead in Ohio <https://youtu.be/TdCpl2qdsd8>
  - News Report on Curfew enforced by Mayor of Kent
    - <https://omeka.library.kent.edu/special-collections/items/show/3272>
  - **President's Commission on Campus Unrest**
    - <https://files.eric.ed.gov/fulltext/ED083899.pdf>
    - Read pgs. 10-15 (stop at *Crisis of Violence*)
  - Graphic organizer: [https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer\\_fill.pdf](https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer_fill.pdf)

### **Group #4: Kent State President (Robert White) and Admin**

- Documentary: Four Dead in Ohio <https://youtu.be/TdCpl2qdsd8>
- Graphic organizer: [https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer\\_fill.pdf](https://history.idaho.gov/wp-content/uploads/NHD-Historical-Context-Graphic-Organizer_fill.pdf)
- Audio recording of President White's statement about disorders
  - <https://omeka.library.kent.edu/special-collections/items/show/2332>

## **ANNOUNCEMENTS**

Make daily to everyone when there's 10-15mins left in class. Students will use the May 4th Archives to look up info to decide how their group would respond and complete an exit ticket.

- **Kent State Digital Archives**
  - <https://www.library.kent.edu/special-collections-and-archives/kent-state-shootings-may-4-collection>
- **Exit ticket google form:** [link removed]

**DAY 1: Men ages 18 - 26 yrs.old are being drafted**

- **Use a 1969 Draft Lottery chart**

**DAY 2: President Nixon has decided to invade Cambodia**

**DAY 3: Black United Students warn African American students to stay away from Monday's protest because there would be trouble.**

**DAY 4: Students have been accused of setting ROTC Building on fire and Governor Rhodes calls in the National Guard**

**DAY 5: The National Guard kills 4 students and wounds 9**

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## Songs of the Vietnam Era Close Reading Questions

**Directions:** Listen and read the lyrics to each song, then complete the questions.

**1. Fortunate Son (1969)**

What does it mean to be a fortunate son?

**2. *Draft Morning* (1968)**

Compare and contrast the first 2 verses. What changes have occurred?

**3. *War* (1970)**

Compare/contrast the views of parents in *War* and other songs above.

**4. *Ohio* (1970)**

What does “getting down to it” mean?

**5. *What’s Going On* (1971)**

If this song had been written 10 years earlier, how would it have been different?

**6. *I Should Be Proud* (1970)**

What made the letter she received so “cold and heartless?”

**7. *Blowin in the Wind* (1962)**

How many different kinds of conflict can be identified in the first stanza?

**8. *Turn, Turn, Turn* (1965)**

The song is based on Ecclesiastes 3:1-8. In what ways is it like Ecclesiastes?

In what ways does it differ significantly from the message of Ecclesiastes?

**9. *For What It’s Worth* (1966)**

How and why does the song make use of popular language (slang)?

**10. *Stop the War* (1971)**

What 3 things does a mom get in return for the son she’s lost?

## CLUE CARD TEMPLATE

**Create a Clue Card based on your group assignment. Include a picture on the left.**

<b>Suspect</b>	<b>Suspect Description:</b>
<b>INSERT PICTURE HERE</b>	<b>Involvement:</b>
	<b>Questionable Acts:</b>



## Gallery Walk: WHO IS THE DOMESTIC ENEMY?

SUSPECTS	Y	N	M	REASON
Black United Students, SNCC, Black Panthers				
SDS and Weathermen				
Fed. & State Gov't Officials and the National Guard				
Kent State President and Admin.				

**Your Final Answer: Who is the domestic enemy?**

**Did your view change from previous days?**



## BLM MUSIC ACTIVITY



1. Song title:
2. Artist:
3. Copy and paste lyrics here:
4. About what issue(s) is the artist enlightening me?
5. Is the issue in the song: Political Social Economical?  
(Circle all that apply)
6. What innovation can be put into place in order to solve this issue or make a change?
7. What individual or institution may resist the change?

## ILUMINACIÓN ACTIVIDAD MUSICAL

NOMBRE \_\_\_\_\_ PD\_\_\_\_ FECHA\_\_\_\_\_

Nombre de la cancion:

\_\_\_\_\_  
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Nombre del artista:

\_\_\_\_\_

Escriba o copie y pegue las letras aquí.

¿Sobre qué tema (s) me está iluminando el artista?

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¿Es el tema de la canción: Político Social Económico?

(Un círculo)

¿Qué nueva idea o acción se puede tomar para resolver este problema o hacer un cambio?

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¿Quién o qué vieja idea sería desafiada por su nueva idea o acción?

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