The National Endowment for the Humanities and Kent State University together: Exploring the human endeavor





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

Name of Educator: Christopher M. Belch

Educator's Teaching Plan Number & Title: Project 19, "Kent State Lesson Plan"

Level of Students for Educator's Teaching Plan: 10-12 grade

Subject Area for Educator's Teaching Plan: US History, Civics, European History

Educator's State: Michigan

Description of Educator's Teaching Plan: US Supreme Court decisions affecting pre-college student rights; one most important to each student. May 4: Doug Wrentmore interview; why didn't students leave area?; who was responsible? May 4 meaning for citizens & dissenters today. Activities incl. creating late night talk show and a debate.

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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## **Kent State**

Lesson Plan

#### Themes

- Driving Questions:
  - Why didn't the students disperse when confronted by the National Guard?
  - Who was most responsible for the attack the National Guard or students?
  - How can the lessons we learned during the Kent State protests apply to student protest today?

# Day 1: First Amendment

First Amendment Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of specific or of the or the right of the people peaceably to assemble, one of the Government f RER CASSO grievances.

1st Amendment

lave respecting an establishment of religion, or prohibiting the free

ech, or of the press; or the right of the people peaceably

#### Worksheet

First Amendment Landmark Cases Worksheet

#### Landmark Cases

Research the following cases: West Virginica State Board of Education vs. Barnette (1943) Tinker v. Des Moines (1969) Bethel School District v. Fraser (1985)Hazelwood v. Kuhlmeier (1988)

Morse v. Frederick (2007)

#### Worksheet

First Amendment Landmark Cases – Groupwork Analysis Worksheet

Class Discussion Which case does your group think is most relevant to your lives today? List the case and explain your rationale. Which case do you think is the

least important? List the case and you think is the least important?

## Class Discussion • Pick a case in which you disagree with the Supreme Court's decision. Explain what you think they got wrong and why.

 Which case do you think will have the greatest impact on society today? List the case and explain your rationale.

#### **Limits in Schools**

- Schools May Limit Free Speech IF:
   It creates a substantial disruption (Tinker)
  - It is vulgar or lewd (Fraser)
  - It advocates illegal drug use (Morse)
  - Their Censorship is viewpoint neutral and based on a reasonable educational justification (Hazelwood)

### Day 2: The Kent State Incident

#### War in Cambodia (1970)

# Nixon Announces Entering Cambodia

[<u>Time cover</u> – The New War: Will Nixon's Gamble Work?]

[Map - US Bombing of Cambodia: All 115,273 Targets – Oct. 4, 1965 to Aug. 15, 1973]

#### May 1<sup>st</sup>, 1970 Burying the Constitution Symbolized: Murder JU-146 of the Constitution

EURY THE CONSTITUTION OF THE UNITED STATES

President Nixon has flagrantly violated our constitutional rights by invading a sovereign mation without a declaration of war by Congress. Nixon has garnered all governmental power to the executive and committed us to a course of national barbarity; a orime that we will never be able to shed. He has been motivated only by his own personal whims. He has neither consulted Congress or the eitigens of the United States. In essence he has usurped power in a fashion not dissimilar to a coup d'stat. President Nixon has mardered the Constitution and made a mockery of his claims to represent law and order. In recognition of the deceased we will commit the Constitution to the earth at ....

#### 12:00 NOON TODAY

#### ON THE COMMONS IN FRONT OF THE VICTORY BELL

the second s

[Photo – Burial of the US Constitution, May 1, 1970]

World Historians Opposed to Racism and Exploitation

## May 1<sup>st</sup>, 1970

Riots in Downtown Kent

- Some Broken Windows
- Police Dispersed the Crowd
- Kent Mayor
  - Heard rumors of a radical plot
    - Declared a state of emergency
  - Telephoned the governor in Columbus for assistance.
  - A National Guard officer was immediately dispatched.
  - Bars were closed by local authorities

# May 2<sup>nd</sup>, 1970 Downtown Cleanup Newspaper Article?

#### May 3<sup>rd</sup>, 1970 Ohio Riot Act Crowd Asked to Disperse Tear gas Fired

(Amonded House Bill No. 1211)

#### AN ACT

To make an emergency appropriation for the biennium ending June 30, 1971.

(See Edition of "Appropriation Acts")

File No. 475.

Effective June 12, 1970.

(Amended Substitute House Bill No. 1219)

#### AN ACT

To enact sections 2923.61, and 3345.22, to 3345.26, inclusive, of the Revised Code to control campus disorder, and to provide for the immediate suspension or dismissal of atudents and faculty, under certain circumstances.

Be it enacted by the General Assembly of the State of Ohio:

Dimenting endeds conduct of a college on university

SECTION 1. That sections 2923.61, 3345.22, 3345.23, 3345.24, 3345.25, and 3345.26 of the Revised Code be enacted to read as follows: COLLEGE OR UNIVERSITY, SHALL WILLFULLY OR KNOW-INGLY DO ANY OF THE FOLLOWING:

(1) ENTER OR REMAIN UPON THE LAND OR PREM-ISES OF A COLLEGE OR UNIVERSITY, OR ANY SEPARATE ROOM, BUILDING, FACILITY, ENCLOSURE, OR AREA THEREOF, WITHOUT PRIVILEGE TO DO SO, OR, BEING ON OR IN ANY SUCH LAND, PREMISES, ROOM, BUILDING, FACILITY, ENCLOSURE, OR AREA, FAIL OR REFUSE TO LEAVE UPON REQUEST OF PROPER AUTHORITY, AND WITHOUT REASONABLE JUSTIFICATION OR EXCUSE FOR SUCH FAILURE OR REFUSAL;

(2) VIOLATE A RESTRICTION ON ACCESS, CURFEW, OR RESTRICTION ON ASSEMBLY IMPOSED PURSUANT TO SECTION 3345.26 OF THE REVISED CODE;

(3) ENGAGE IN CONDUCT WHICH URGES, INCITES, OR ENCOURAGES ANOTHER TO VIOLATE THIS SECTION, WHEN SUCH CONDUCT TAKES PLACE IN CIRCUMSTANCES WHICH CREATE A CLEAR AND PRESENT DANGER OF SUCH VIOLATION.

(B) NO PERSON SHALL WILLFULLY OR KNOWINGLY:

 WITH FORCE OR VIOLENCE, DISRUPT THE OR-DERLY CONDUCT OF LAWFUL ACTIVITIES AT A COLLEGE OR UNIVERSITY;

(2) ENGAGE IN CONDUCT WHICH THREATENS OR INVOLVES SERIOUS INJURY TO PERSONS OR PROPERTY AT A COLLEGE OR UNIVERSITY.

(C) WHOEVER VIOLATES THIS SECTION IS GUILTY OF DISRUPTION, AND SHALL BE FINED NOT MORE THAN ONE HUNDRED DOLLARS OR IMPRISONED NOT MORE THAN THIRTY DAYS, OR BOTH, FOR A FIRST OFFENSE, FOR EACH SUBSEQUENT OFFENSE, SUCH PERSON SHALL BE FINED NOT MORE THAN FIVE HUNDRED DOLLARS OR IMPRISONED NOT MORE THAN SIX MONTHS, OR BOTH.

College student or staff member arrested for certain offenses to be afforded a hearing; suspension; appeal.

Sec. 3345.22. (A) A STUDENT, FACULTY OR STAFF MEMBER, OR EMPLOYEE OF A COLLEGE OR UNIVERSITY WHICH RECEIVES ANY STATE FUNDS IN SUPPORT THERE. OF, ARRESTED FOR ANY OFFENSE COUNDED BY DURING

## Burning of ROTC Building

[Two photos – Burned ROTC Building, May 1970] May 4<sup>th</sup>, 1970 • Resumption of Classes • Gathering on the Commons • Guard Enters with Fixed Bayonets

> [Photo – Two students standing near where tear gas canisters landed]

## Video

#### Clips from:

- [Documentary showing what was happening on May 4, 1970, on the site]
- May 4<sup>th</sup> Augumented Reality https://may4thxr.kent.edu/index.html
- Order to Fire https://archive.wksu.org/news/story/20800
- Photos https://www.beaconjournal.com/photogaller y/OH/20200501/NEWS/501009998/PH/1
- https://www.washingtonpost.com/ magazine /2021/04/19/girl-kent-state-photolifelong-burden-being-national-symbol/

#### **Kent State Protests**

[Photo – KSU protest]

#### Video

Student Interview

<u>https://www.youtube.com/watch</u> <u>?v=pVCoNEJCokE</u>

**Kent State Protests** Results 4 Dead 9 Wounded

[Three images –

1. Jeff Miller after being killed, May 4, 1970

(1970)

- 2. <u>LIFE</u> cover, May 1970
- 3. Student strike photo following Kent State Shootings, Louisiana State University]

## Day 3: Social Movements Today

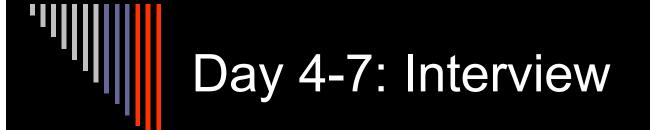
#### **Class Discussion**

Black Lives MattersPride Movement

#### Article

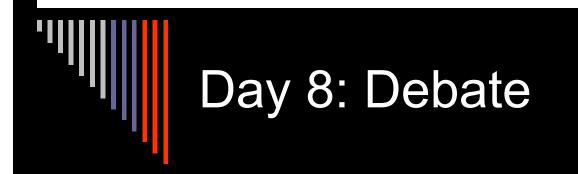
"What Black Lives Matter Demonstrators Can Learn from Civil Rights Protests of the Past"

https://newsela.com/read/lib-blmcivil-rights-protesthistory/id/2001018483/



#### Activity

## May 4<sup>th</sup> Late Night Talk Show Presentation



#### **Topics to Consider**

- Could the shootings on the campus of Kent State been prevented?
- Who was most responsible for the events of May 4<sup>th</sup>?

 Is May 4<sup>th</sup> relevant today? (Hint: Think about current protest movements and explain what we can learn from May 4<sup>th</sup>.)

#### Worksheet

## **Kent State Briefing Notes**

