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

Name of Educator: Alison Rund

Educator's Teaching Plan Number & Title: Project 32, "Making Meaning of May 4th: The 1970 Kent State Shootings in US History"

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

Subject Area for Educator's Teaching Plan: American Government

Educator's State: Arizona

Description of Educator's Teaching Plan: Students examine and construct arguments on May 4 in the context of the First Amendment & US Supreme Court interpretations of their free speech rights and perspectives they learn on the National Guard.

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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Making Meaning of May 4th: The 1970 Kent State Shootings in US History

Arizona Civics Standards:	<ul style="list-style-type: none">• Civic virtues and democratic principles are key components of the American political system.• Citizens have individual rights, roles, and responsibilities.• An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.• Process, rules, and laws direct how individuals are governed and how society addresses problems.
Related Course Considerations for Civics & Government:	<ul style="list-style-type: none">• American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality• Civil Liberties and Civil Rights
Historical Skills Focus:	<ul style="list-style-type: none">• Change and continuity• Multiple perspectives• Using inquiry to create argument with claim, evidence, and reasoning
Supporting Questions:	<ul style="list-style-type: none">• How effective are the various methods of political participation in shaping public policies?• How have citizen movements and social movements brought about political and social change?• How has government action changed the interpretation of rights over time?• How have people's varying perspectives been an impetus for societal change?
Additional Resources:	<ul style="list-style-type: none">• Mapping Map 4th - Kent.edu• May 4th Archive• Documentary: "Our Place in History" - Kent State• Kent State (TV movie), dir. James Goldstone, 1981.

	May 4 Lesson	Assignment / Assessment
Day 1	First Amendment: Assembly and Petition Notes <ul style="list-style-type: none"> What are the origins of the First Amendment rights of assembly and petition? How have these rights supported Americans' ability to affect political and social change? What are the limits on free expression? In your opinion, should free expression have limits? Oliver Wendell Holmes said, "The right to swing my fist ends where the other man's nose begins." How does that idea apply to freedom of speech? How does the First Amendment relate to civil and political rights? 	<ul style="list-style-type: none"> Watch: First Amendment Assembly and Petition Read & Answer: First Amendment Assembly and Petition First Amendment Supreme Court Case Analysis assignment
Day 2 & 3	Review & Discuss HW: First Amendment Supreme Court Case Analysis Begin: Student Rights & Responsibilities Notes & Discussion Notes: The right to Protest and Student Movements throughout History	<ul style="list-style-type: none"> Class Discussion
Day 3	Kent State Notes & Discussion as it relates to Student Rights & Responsibilities & the First Amendment Notes: Brief History of the National Guard	Homework: Kent State Photo Analysis Need corresponding worksheet/assignment
Day 5	Assembly, Petition and Protest Writing Prompts <ul style="list-style-type: none"> Students select one of the writing prompts related to assembly, petition and protest Students (individually or in a small group) compose a 2.5 page essay or ~4 minute speech to present to the class Students must take a clear position, support their stance with sound reasoning and evidence (Constitutional citations, Supreme Court decisions, historical examples, current events, philosophical underpinnings) In the style of the We the People congressional hearing format, after presenting their prepared testimony, students will answer six minutes of follow up questions related to their chosen prompt. 	Performative Assessment - 60 Points We the People Scoring Rubric

Case Analysis: First Amendment Cases

Your Task : Research one of the following First Amendment Supreme Court cases. Your notes should include the date, 3 - 4 details related to the background of the case, the Constitutional question, the court’s decision and majority opinion.

Case	Date	Background	Constitutional Question	Decision	Opinion of the Court

Possible Class Discussion Questions

- What should be the role of students in speaking out against the government?
- What rights does the First Amendment give to students and others?
- How is it possible to call the government to account for actions taken without public or Congressional approval?
- Where should the line be drawn between appropriate governmental action in time of war and action that oversteps the bounds of American beliefs and values?
- How can students petition their government before they are able to legally vote at age 18?
- How should a government decide which group is granted the right of assembly and which do not?
- Regarding the right to petition: Do lobbyists have too much influence and access to our government? What should be done?
- In Arizona, how has a person's right to petition the government brought about change?
- Are the protections provided in the First Amendment more important than the right to vote?
- How has assembly been used to keep government accountable?
- How has petition been used to keep government accountable?
- How does free association promote enlightened self-interest?

Supplemental Information on Resources Used for Project Content & Activities

Day 1—Assignment/Assessment-Read & Answer

- Title: First Amendment Assembly & Petition (second item)
- Content: John Inazu & Burt Neuborne, “Right to Assemble and Petition”

Day 2 & 3—Lesson-Notes

- Title: When the War Came Home: Protest Movements
- Content: 23 ppt slides with photos, graphics, and text on excessive use of force in US history; limits of free speech; and US Supreme Court decisions on student free speech rights

Day 3—Lesson

- Title: Brief History of the National Guard
- Content: 24 ppt slides with photos, graphics, and text with National Guard history, 1916–2020
- Discussion Questions
 - How does the National Guard relate to federalism?
 - Do you think it’s appropriate for the president to **federalize** the national guard of a state?
 - Why is the national guard necessary in addition to local police forces?
 - Consider the perspective of national guardsmen, how much control do they have over the role they play in keeping the peace?
 - For more in-depth discussion related to Martial Law: Joseph Nunn, “Martial Law in the United States: Its Meaning, Its History, and Why the President Can’t Declare It”

Day 3—Homework

- Title: Kent State Photo Analysis
- Content: 109 ppt slides with photos, graphics, and text illustrating scenes from the Kent State shootings and their aftermath and protests elsewhere. Slides 64–108 recount the chronology of the Kent State shootings, May 1–4, 1970.