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

Name of Educator: Ian Weissman

Educator's Teaching Plan Number & Title: Project 46, "Pushing Their Buttons"

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

Subject Area for Educator's Teaching Plan: Social Studies

Educator's State: New York

Description of Educator's Teaching Plan: Students understand May 4 in the context of the Vietnam antiwar movement as displayed on protest buttons. Background and *close readings* of a succession of buttons reveal stakeholders, progression of the movement, persuasion techniques, and impact on the homefront. Students connect to today through design of a button for a cause each believes in.

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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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Pushing Their Buttons

Introduction/Overview/Unit Rationale

This unit will be used to introduce students to the competing ideologies of the Vietnam War era. Through the use of iconic protest buttons of the time, students will piece together a greater understanding of the anti-war movement's evolution and major stakeholders. Analyzing protest buttons, such as those used during the Vietnam era, are a powerful tool for helping students towards understanding the goals of the movement, rhetorical devices, the use of imagery in propaganda, and the skill of distilling one's views into a simple main idea via catchy slogans. At the conclusion of the unit, students will design a protest button related to a cause they feel passionately about.

Unit Goals

Students will be able to:

- Identify the major stakeholders of the Vietnam War protest movement
- Determine the role of propaganda in movement building
- Understand the ways in which the Vietnam War shaped the American homefront

Connection to State Standards

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Detailed Description of What Will Happen Each Day

Day 1: Give Peace a Chance

On Day 1, students will learn about the early days of the anti-war movement. The lesson begins with asking students the warm-up question "What is something you would fight for?" Following a class discussion, students will read the first three sections of [this article](#) outlining the early peaceful beginning of the anti-war movement. As they read, students will be asked to annotate the text and answer a few short comprehension questions. After reading the article, students will be handed the button analysis sheet. Students will analyze the buttons, making note of the colors, symbols/images, words, and other design elements used, while making connections back to the reading.

Day 2: Days of Rage

Day 2 will focus on the most intense days of the anti-war movement, when groups, such as the Weathermen, took the movement in a more radical and sometimes violent direction. Students will begin by answering and discussing the warm-up question "Are there any situations where violence is justified?" Following the discussion, students will view clips from the 1970 National Education Program film [Communists on Campus](#) and the documentary [Student Rioters: Who Were the Weather Underground?](#). As they watch the film clips, students will answer the guiding questions. Following the film, students will engage in the second round of button analysis, making note of the more radical tone the anti-war movement took.

Day 3: Bring the Brothers Home

On Day 3 of the investigation, students look into the experience of Black Americans, who were simultaneously engaging in both the anti-war movement and the Civil Rights Movement. The lesson begins with the warm-up question “What were the main goals of the Civil Rights Movement?” After a whole class discussion, students will read [this article](#), which contains excerpts from Martin Luther King, Jr.’s famous 1967 speech at Riverside Church in New York City. As they read, students will complete the guiding questions. After completing the questions, students will move into the third round of button analysis, this time making connections with their knowledge of the Civil Rights and Black Power movements.

Day 4: Honor the Warrior, Not the War

Day 4 of the investigation draws attention to the experience of Vietnam veterans who returned from duty to oppose the war. The warm-up question for this day should be “What is credibility? How do we know someone is credible?” This question should lead into a discussion of how many veterans, who saw the horrors of the war firsthand, returned home to add a new level of credibility to the anti-war movement. Students will then read excerpts from John Kerry’s 1971 [testimony](#) before Congress on the horrors of the war and answer the guiding questions. Students will then move into another round of button analysis, this time focusing on buttons produced by Vietnam Veterans Against the War (VVAW).

Day 5: America - Love It Or Leave It

In the Day 5 activities, students will focus on the large and vocal pro-war movement. As a warm-up, students will answer the question “What does it mean to be patriotic?” After a brief discussion, students will read the short [Gallup article](#) on hawks vs. doves during the Vietnam War. After reading, students will complete the guiding questions. Once the questions have been answered, students will analyze today’s buttons focusing on the messages of the pro-war movement.

Day 6: Tin Soldiers & Nixon’s Coming

Day 6 will bring everything students have learned together, using the events of May 1-4 at Kent State as a microcosm for the divisions in American society at the time. As a warm-up, students will be asked to state their agreement or disagreement with the statement “dissent is not a crime”. Students will then view clips from the film *Fire in the Heartland*, which outlines the infamous events of May 1970. While watching the video, students will complete the guiding question. Following a review of the questions, students will complete the final day of button analysis, this time looking at buttons connecting Kent State to the larger anti-war movement and the connected shooting at Jackson State.

Day 7: Turn On, Tune In

On the final day of this mini-unit, students will be tasked with synthesizing all they have learned and creating their own protest button for a cause they feel passionately about. Students will be asked to consider the images, slogans, colors, and other graphic design elements they saw throughout the previous lessons in creating a button that communicates their stance on an issue in a simple, yet effective way.

Use of Both Informal and Formal Assessments

Throughout the unit, students are assessed in a variety of ways. Each day's warm-up questions and discussions serve as an informal check of student understanding and serve as a point of entry for the day's lesson. The source guiding questions and button analysis activities will also serve as a way to assess understanding of content and connections students are able to make. The final button design assignment will ask students to connect their design to the content learned throughout the lesson.

Technological Needs

- Projector or student devices for viewing videos

Materials Needed to Complete the Unit

- Article: [An Overview of the Vietnam War Protests](#)
- Video: [Communists on Campus \(1970\)](#)
- Video: [Student Rioters - Who Where the Weather Underground?](#)
- Article: [Black Opposition to Vietnam](#)
- Primary Source: [John Kerry Senate Testimony \(1971\)](#)
- Article: [Hawks vs. Doves on Vietnam](#)
- Button Analysis Sheets (Days 1-6)
- Design Your Own Button Mini-Project (Day 7)

Day 1: Give Peace a Chance

Directions: Today we will begin our investigation of the Vietnam War protest movement by looking at the early days of the movement. Read the first three sections of the article "[An Overview of the Vietnam War Protests](#)" and answer the questions below.

1. What words would you use to describe the early anti-war movement? Why?

2. How did the views of Americans towards the war change in the period following Kennedy's death?

3. What connections can be drawn between the Civil Rights Movement and the early anti-war movement?

4. How would you, as a student, have responded upon hearing the Supreme Court's decision in *Tinker v. Des Moines*? Why?

5. What questions do you have about the early anti-war movement?

Day 2: Days of Rage

Directions: As the war intensified, so did the pushback from participants in the anti-war movement. Today we will investigate the more radical days of the movement. View the 1970 film [Communists on Campus](#) and [Student Rioters: Who Were the Weather Underground?](#) (**NOTE FOR TEACHERS: Teachers should choose clips from *Student Rioters* that are appropriate for their classes)

1. What words would you use to describe the radical days of the movement? Why?

2. How did Americans outside of the anti-war movement view SDS and the Weathermen? Why?

3. What tactics did the Weathermen use in their attempt to end the war in Vietnam?

4. Do you think the violence used by the Weathermen was justified? Why?

5. What questions do you have about SDS and the Weathermen?

Day 3: Bring the Brothers Home

Directions: The 1960's were turbulent times both in the US and abroad. While the war raged in Vietnam, another battle for racial equality was being fought at home. Today we will focus on the Black soldiers who found themselves caught in the middle. Read the article [Black Opposition to Vietnam](#) and answer the questions below.

1. What words would you use to describe the response of many Black Americans to the Vietnam War? Why?

2. How did SNCC tie the war in Vietnam to the experiences of Black Americans at home?

3. What was the importance of leaders, like Malcolm X and Martin Luther King, Jr., speaking out against the war?

4. How did the assassination of MLK impact the antiwar movement?

5. What questions do you have about the experience of Black Americans during the Vietnam War era?

Day 4: Honor the Warrior, Not the War

Directions: For many deployed to Vietnam, the horrors they witnessed had lifelong impacts. In 1967, veterans opposed to the continuation of the war united to form the Vietnam Veterans Against the War (VVAW). In 1971, future Secretary of State - then VVAW Spokesperson John Kerry, testified before the Senate. Read [John Kerry's testimony](#) and answer the questions below.

1. What words would you use to describe John Kerry's views towards the Vietnam War? Why?

2. What reasons did Kerry give for ending the war in Vietnam?

3. Why did Kerry feel like he and other veterans had to speak out against the war?

4. Choose one line from Kerry's testimony that you found impactful and explain why

5. What questions do you have about the experience of Black Americans during the Vietnam War era?

Day 5: America - Love It or Leave It

Directions: What the images of anti-war protestors have become iconic, many Americans have forgotten about the sizable pro-war movement. Hawks, or those who supported the war, demonstrated the generational divide growing in the country. Read the article [Hawks vs. Doves on Vietnam](#) and answer the questions below

1. What words would you use to describe war hawks? Why?

2. What reasons did hawks give for supporting the war?

3. How did support for the war change between 1965-1973? Why do you think that is?

4. What factors do you think would cause someone to become a hawk or a dove?

5. What questions do you have about the views of hawks during the Vietnam War?

Day 6: Tin Soldiers & Nixon's Coming

Directions: As clashes between hawks and doves intensified, the possibility of violent conflict became a fear. This fear became reality on May 4, 1970 at Kent State University, when the Ohio National Guard fired into a crowd of unarmed student protestors, killing 4 and injuring 9. Ten days later, the events repeated when Mississippi Highway Patrol officers discharged their weapons into a crowd of unarmed students at Jackson State University, killing 2 and injuring 12. Watch the clips from *Fire in the Heartland* (**film must be purchased**) and answer the questions below.

1. What words would you use to describe the shootings at Kent State and Jackson State? Why?

2. What factors do you think caused authorities to discharge their weapons at Kent State? Jackson State?

3. How do the events of Kent State and Jackson State relate to the quote “dissent is not a crime?”

4. How do the shootings of May 1970 demonstrate a coming together of the other factors discussed in this unit?

5. What questions do you have about the shootings of May 1970?

Button Analysis

Day 1: Give Peace a Chance

Directions: Using the images of the protest buttons below, complete each of the questions in the graphic organizer

Button #1:

The Student Peace Union (SPU), emerged in 1959 on college campuses across the country. The SPU was more liberal than radical. After the Joseph McCarthy inspired dissolution of Communist and Socialist organizations on campuses in the 1950s, the SPU became the only option remaining for nascent activists. This button was produced in 1965 for an Easter protest at the Washington Monument that year.

[Photo: Button featuring white peace symbol on red background, with text, "VIETNAM PROTEST - WASHINGTON EASTER 65 SPU"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the early days of the anti-war movement?		
What questions do you have about this button?		

Button #2:

As the anti-war movement grew, so did the desire to show where you stood. Buttons, like the one below, became a common way to make a statement on the war. This specific button was produced in 1966 and sold by a street vendor in Washington, DC.

[Photo: Button featuring white stylized dove on blue background, with text, "PEACE NOW!!"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the early days of the anti-war movement?		
What questions do you have about this button?		

Button #3:

For those in the anti-war movement, US involvement in Vietnam was seen as an unnecessary intrusion into a foreign country's problems. Many, especially those whose political leanings aligned closely with those of the Vietcong, expressed their solidarity with the Vietnamese people by wearing buttons such as the one below.

[Photo: Button, half red and half blue with yellow star in the middle, and text, "SOLIDARITY VIETNAM"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the early days of the anti-war movement?		
What questions do you have about this button?		

Button Analysis

Day 2: Days of Rage

Directions: Using the images of the protest buttons below, complete each of the questions in the graphic organizer

Button #1:

In the late 1960's, splits were beginning to form between factions within SDS. Some members wanted to continue nonviolent tactics, while others wanted the organization to move in a more radical and violent direction. At the 1969 SDS National Convention, a subset of members introduced a manifesto calling for SDS to be more forceful in combating US imperialism. This group, known later as the Weather Underground, would go on to carry out bombings across the United States.

[Photo: Button featuring black bomb on red background, and text, "BAN THE SDS BOMBERS"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the radical period of the anti-war movement?		
What questions do you have about this button?		

Button #2:

On October 15, 1969, more than 250,000 demonstrators descended on Washington, DC for the Moratorium to End the War in Vietnam. The Moratorium, one of the largest single gatherings of citizens in US history, signified that the anti-war movement had reached full-fledged mass movement.

[Photo: Button featuring red fist and broken rifle on black background and the word "MORATORIUM"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the radical period of the anti-war movement?		
What questions do you have about this button?		

Button #3:

The Days of Rage demonstrations were a series of violent actions taken over a course of three days in October 1969 in Chicago, organized by the Weatherman faction of SDS. The group planned the October 8–11 event as a "National Action" built around the popular slogan "bring the war home", which grew out of a resolution introduced at the October 1968 SDS National Council meeting in Boulder, Colorado. The resolution read, "The Elections Don't Mean S**t—Vote Where the Power Is—Our Power Is In The Street".

[Photo: Button featuring red fist on white background, and text, "BRING THE WAR HOME! CHICAGO OCT 8-11 SDS"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the radical period of the anti-war movement?		
What questions do you have about this button?		

Button Analysis

Day 3: Bring the Brothers Home

Directions: Using the images of the protest buttons below, complete each of the questions in the graphic organizer

Button #1:

Black Americans were more likely to be drafted than White Americans. At the time, the Vietnam War saw the highest proportion of African-Americans soldiers. Though comprising 11% of the US population in 1967, African Americans were 16.3% of all draftees. The majority of African Americans who were drafted were not conscripted, with 70% of Black draftees rejected from the Army. In 1967, only 29% of African American subjects were eligible for conscription, compared to 63% of white subjects. That same year the armed services drafted 64% of the eligible African American subjects in comparison to the 31% of eligible white subjects drafted.

[Photo: Button with text, "BLACK PEOPLE: 10% IN U.S. 22% IN VIETNAM WHY?"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about Black opposition to the war?		
What questions do you have about this button?		

Button #2:

When the Vietnam War escalated and was wholeheartedly backed by the White House, President Johnson failed to realise the racial nightmare that American involvement in Vietnam would create. Vietnam coincided with the protests of the Civil Rights Movement and the rise of Black Power during 1960s America. Whilst African-Americans were discriminated at home but also within the U.S. armed forces, the effects of black power, the impact of the Civil Rights struggle and “the resurgence of black sub-cultural style, expressed through dress, language and gesture”, had been transferred to the war zone.

[Photo: Button featuring map outline of the United States, a Black soldier, and text, "BLACKS FIGHT NO ONE ELSE'S WAR NO MORE - OUR WAR IS HERE! Black Vets for Social Justice"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about Black opposition to the war?		
What questions do you have about this button?		

Button #3:

On November 6, 1971, a massive demonstration was held in New York City by the Committee for Non-Violent Action. The CNVA was a diverse coalition that believed the struggles of Black Americans at home were directly tied with the war in Vietnam. A subgroup within the CNVA, the Black Task Force to End the War, led a contingent of Black protestors at the November 6 march.

[Photo: Red, black, and green button with text, "NOV. 6 - Bring the Brothers HOME NOW! Black Task Force to End the War"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about Black opposition to the war?		
What questions do you have about this button?		

Button Analysis

Day 4: Honor the Warrior, Not the War

Directions: Using the images of the protest buttons below, complete each of the questions in the graphic organizer

Button #1:

Agent Orange is one of the several herbicides, often known as “rainbow herbicides,” that was used by the United States during the Vietnam War era. The United States military used Agent Orange and other herbicides to deforest large areas of land in Vietnam. As such, many veterans who served during the Vietnam War era were in direct contact with Agent Orange. Exposure to Agent Orange is associated with many diseases. It can lead to diabetes, Parkinson’s disease, and several forms of cancer.

[Photo: Orange button with drawing of devil holding a human figure and text, "VIETNAM VETERANS ARE STILL DYING OF AGENT ORANGE - VVAW"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about VVAW’s role in the movement?		
What questions do you have about this button?		

Button #2:

During the Vietnam War, hundreds of thousands of American men evaded the draft by fleeing the country or failing to register with their local draft board. President Gerald Ford signed a proclamation in 1974 that granted conditional amnesty to members of the armed forces who had deserted, provided they work in a public service job for up to two years. Those who had evaded the draft were not eligible for a conditional pardon. Up to 90% of evaders had fled to Canada, with up to 50,000 settling there permanently

[Photo: Orange button with text, "universal unconditional AMNESTY - VVAW-WSO"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about VVAW's role in the movement?		
What questions do you have about this button?		

Button #3:

Vietnam Veterans Against the War was founded in 1967 and, at the height of its effectiveness in the late 1960s, claimed over 40,000 members. VVAW participated in and organized antiwar demonstrations, public education efforts, militant actions, and public hearings.

[Photo: Button featuring a shield-shaped logo crossed by the word "Anti-Imperialist" and the text, "VIETNAM VETERANS AGAINST THE WAR"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about VVAW's role in the movement?		
What questions do you have about this button?		

Button Analysis

Day 5: America - Love It or Leave It

Directions: Using the images of the protest buttons below, complete each of the questions in the graphic organizer

Button #1:

The American public was largely divided into two camps: people who wanted to end the war, or “doves,” and people who supported America remaining in the war, or “hawks.” Hawks, who were more likely to be older, and Republican or Southern Democratic, wanted President Johnson to use all of America’s manpower and firepower to win the war. The hawks felt that the US needed to be involved in the Vietnam War in order to defeat communism and protect the US and its way of life.

[Photo: Black button featuring white peace symbol configured to look like a fighter plane, and text, "DROP IT"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the views of pro-war hawks?		
What questions do you have about this button?		

Button #2:

The massive Baby Boomers Generation was born between 1946 and 1964, consisting of nearly 78 million people. The Baby Boomers were coming of age in the 1960's, and held different cultural values than the Greatest Generation. The Greatest Generation lived in a time of self-denial, while the Baby Boomers were always seeking immediate gratification. However, the Baby Boomers were more divided amongst themselves. Not all of them were considered hippies and protesters. In fact, people under the age of 28 supported the Vietnam War in greater numbers than their parents. These divisions continue to play out today.

[Photo: Button with text, "Contaminate HANOI DROP HIPPIES"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the views of pro-war hawks?		
What questions do you have about this button?		

Button #3:

The policy of containment was a United States foreign policy aimed at stopping the spread of communism and keeping it isolated within the borders of the Soviet Union. In keeping with the policy of containment, the United States engaged in a series of proxy wars across the globe aimed at stopping the further spread of communism.

[Photo: Red, white and blue button with text, "I'M FOR VICTORY IN VIETNAM - NO TRADE WITH SOVIETS"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the views of pro-war hawks?		
What questions do you have about this button?		

Button Analysis

Day 6: Four Dead in Ohio

Directions: Using the images of the protest buttons below, complete each of the questions in the graphic organizer

Button #1:

On May 4, 1970, the Ohio National Guard fired on Kent State University students during an anti-war protest, killing four students and wounding nine others. But Kent State was not the only tragedy of the era. Eleven days later, (white) employees of the Jackson, Miss., police and the Mississippi Highway Patrol opened fire on a protest outside a women's dormitory at historically black Jackson State College (now University). Two were killed, and 12 were injured.

[Photo: Black button with text, "KENT AUGUSTA JACKSON S.E.ASIA - MORATORIUM MAY 5 OUT NOW! SMC"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the reaction to the shootings of May 1970?		
What questions do you have about this button?		

Button #2:

The Kent 25 refers to the 25 students and faculty indicted by a grand jury on criminal charges for a total of 43 crimes in conjunction with the events of early May, 1970. Of the 25, one was convicted for interfering with a fireman, two pleaded guilty, one was acquitted, and the others had their charges dismissed for lack of evidence.

[Photo: Button featuring crosshairs, target, and a bellbottomed silhouette with a hole through it, with the text, "KENT 25"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the reaction to the shootings of May 1970?		
What questions do you have about this button?		

Button #3:

For many, the violence at Kent State, Jackson State, and Augusta was linked with the war in Vietnam. The three shootings opened the eyes of Americans to the violence Vietnamese people and American soldiers were experiencing everyday overseas, as well as forced people to question the actions of their government.

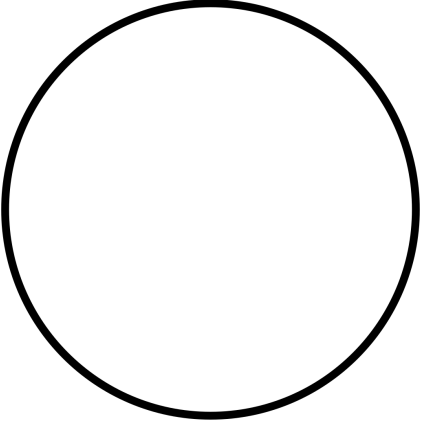
[Photo: Yellow button with text, "STOP KILLING YOUTH - KENT-JACKSON AUGUSTA INDO-CHINA"]	What images or symbols do you observe?	
	What colors do you observe?	
	What words or slogans do you observe?	
What does this button tell you about the reaction to the shootings of May 1970?		
What questions do you have about this button?		

Day 7: Turn on, Tune In

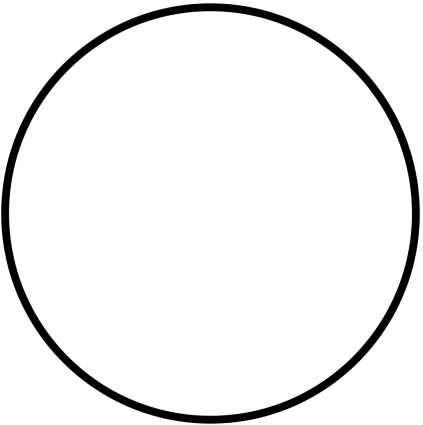
Directions: Over the past few days, you have learned about the growth of the Vietnam War protest movement. Today you will create your own buttons: one to support or oppose the Vietnam War and one for a cause you care about personally. Your buttons must include at least:

- One slogan/phrase
- One image/symbol
- Two colors

Vietnam War Button

	Explain the images/symbols used	
	Explain the colors you used	
	Explain the words/slogans you used	
Explain the meaning of your button		

Other Cause Button

	Explain the images/symbols used	
	Explain the colors you used	
	Explain the words/slogans you used	
Explain the meaning of your button		

Pushing Their Buttons

[Background images of protest buttons removed on this and following slides]

Introduction

In this unit, students will examine the evolution of the Vietnam War protest movement through the iconic political buttons of the time. Through their analysis of a variety of sources and buttons, students will gain an understanding of the major stakeholders in the anti-war movement, the views of pro-war hawks, and how these forces came together in tragedy on May 4, 1970.

Unit Rationale

1. Value to Students:

- Recognize and evaluate propaganda techniques**
- Identify the major stakeholders in the Vietnam protest movement**
- Understand the ways in which the Vietnam War shaped the American homefront**
- Learn to distill their views into a main idea**

1. Inspired by Jeffrey Miller exhibit at the May 4th Visitors Center

1. Personal interest

Structure

The unit is broken into 7 days

Each Lesson on Days 1-6 has:

- Warm-up Question**
- Background Source & Guiding Questions**
- Button Analysis**

On Day 7, students will design their own buttons relating to the Vietnam War and a cause they care about personally

Day 1: Give Peace a Chance

Focus: Early Anti-War Movement

[Images: See Button Analysis document]

Warm-Up: What is something you would fight for?

Source (s): An Overview of Vietnam War Protests

Day 2: Days of Rage

Focus: SDS split & Weather Underground

Warm-Up: Are there any situations in which violence is justified?

Source(s): Clips from *Communists on Campus & Student Rioters: Who Were the Weather Underground?*

[Images: See Button Analysis document]

Day 3: Bring the Brothers Home

Focus: Black opposition to Vietnam

Warm-Up: What were the main goals of the Civil Rights Movement?

Source(s): Black Opposition to Vietnam

[Images: See Button Analysis document]

Day 4: Honor the Warrior, Not the War

Focus: Vietnam Veterans Against the War (VVAW)

**Warm-Up: What is credibility?
How do we know someone is credible?**

Source(s): John Kerry Senate Testimony (1971)

[Images: See Button Analysis document]

Day 5: America - Love It or Leave It

Focus: Pro-war hawks

Warm-Up: What does it mean to be patriotic?

Source(s): Hawks vs. Doves on Vietnam

[Images: See Button Analysis document]

Day 6: Tin Soldiers & Nixon's Coming

Focus: Kent State & Jackson State

Warm-Up: Do you agree with the statement “dissent is not a crime?” Why?

Source(s): Fire in the Heartland

[Images: See Button Analysis document]

Day 7: Turn On, Tune In

On the final day of the unit, students will design their own protest buttons relating to the Vietnam War and promoting a cause they care about.

Their final design should include rationale for the images, words, colors, and other design elements used, while referencing the example they saw throughout the unit.

