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

Name of Educator: Stephen Wright

Educator's Teaching Plan Number & Title: Project 60, "Vietnam Inquiry"

Level of Students for Educator's Teaching Plan: 11-12 grade

Subject Area for Educator's Teaching Plan: American History 1877- present

Educator's State: North Carolina

Description of Educator's Teaching Plan: Stances on the Vietnam War—including MLK's and Muhammad Ali's—and the war's impact on Americans, illustrated by draft lottery, *The Things They Carried*, the cost in lives, iconic war photos spurring protest, and May 4. Students reflect on how they would have responded.

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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Compelling Questions -

1. What was life like for various groups of Americans during the Vietnam Era?

2. How would you have responded to the War?

Introduction: This Unit is designed to expose students to the various groups that were impacted by the war.

Unit Rationale: This Unit is designed to have students use inquiry through reading, video, photos, and music.

State Standards: North Carolina - AH2.H.7.3 Explain the impact of wars on American society and culture since Reconstruction- AH2.H.6.2 Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs

Daily Lessons: The unit is designed to introduce students to one or two groups each day, or to enable students to select groups they are interested in and share with other students.

Summative/Formative Assessment: The Students will produce written responses and submit photographic evidence for their answers.

Supporting Questions

The Hawk --- Why did people and the government support the war in Vietnam.

The Draftee --How were young men drafted and what did some do to avoid service in Vietnam?

Military Member - What were the challenges for those that did fight in Vietnam?

African American men -what were specific challenges for African American men with concern to the Vietnam War?

The War Protestor - As the war grew on, what reasons caused many to begin protesting the war?

The College Protestor - What role did college students play in protesting and ultimately challenging the war?

The Hawk

<div>Hawks vs Doves</div> <div>Pro-warAnti War</div>	
If South Vietnam falls to communism, all of Southeast Asia will follow like a row of dominoes.	Vietnam is engaged in a widely supported revolutionary movement to reunite the nation and has the right to determine its own future.
America must dominate unstable areas to be safe itself.	Vietnam is not a menace to the U.S.
War effort needs more troops, bombs, funding.	Massive U.S. technology against small rural nations is immoral.
The U.S. is protecting South Vietnam's freedom.	The U.S. needs to address freedom and racial equality at home.
The U.S. must protect its status as strongest nation in the world.	The U.S. is perpetuating the military-industrial complex and degrading the quality of everyday American life through massive military spending.

Vietnam Inquiry

The U.S. is preserving democracy in South Vietnam.	The U.S. supports a corrupt and dictatorial South Vietnamese government.
The U.S. president has the right to make major decisions about the war.	The war is unconstitutional and conducted without sufficient involvement of the U.S. Congress.
The U.S. can win the war through military means.	The war is not winnable, and the U.S. should negotiate peace.

Questions: Summarize the reasons that the American government and American citizens supported fighting a war in Vietnam.

What would you do? Based on reasons you summarized, as the war began do you believe you would have been a hawk or a dove? What reasons must convince you to choose your side?

The Draftee (Potential Draftee)

Question: At the start of the war, what were some ways you could avoid going to Vietnam?

Background: Eventually a draft lottery was introduced. Each day on the calendar was placed on a ping-pong ball and the numbers were pulled. In 1969, 366 dates were used to determine the order of young men being drafted. Eventually the first 195 men would be called. Men whose birthdays were pulled after this number would not have to go. They repeated the process the next year for men born one year later.

Questions: 1. What do you think was the purpose of going to a lottery based draft system?

2. Do you think this is a fair way to draft people for war?

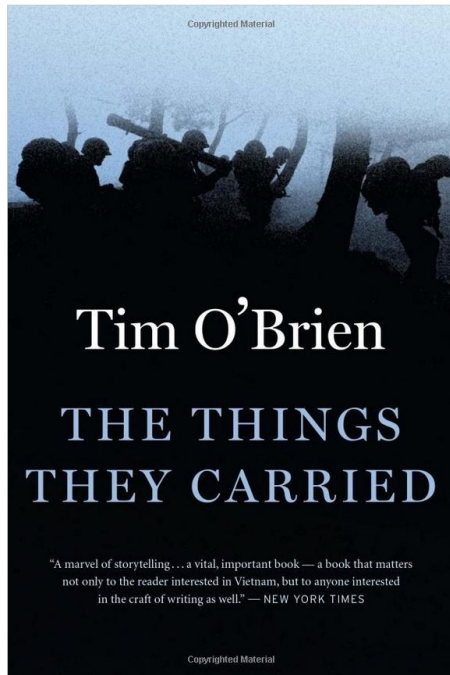
3. Use the draft selector - <https://www.usatoday.com/vietnam-war/draft-picker/> --- What was your birthday and would you have had to go? (number above or below 195)

4. **Find your own sources:** Select either President Joe Biden or Donald Trump. What were their experiences during the Vietnam war era and how did they avoid service in the war?

5. How do you think the Draft Lottery impacted those that were not selected? As protests escalated, Do you think the government may have had more motivations than just making the draft more fair?

1970 RANDOM SELECTION SEQUENCE, BY MONTH AND DAY											
JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1	305	086	108	032	230	249	093	111	225	019	129
2	199	144	029	271	298	228	350	045	161	125	024
3	251	297	267	083	040	301	113	261	049	244	248
4	215	210	275	081	276	020	279	145	232	202	266
5	101	214	292	269	364	028	188	054	082	024	310
6	224	347	139	253	156	110	327	114	006	087	076
7	306	091	122	147	035	085	050	168	008	234	051
8	199	181	213	312	321	366	013	048	184	283	097
9	194	338	317	219	197	335	277	106	263	342	080
10	325	216	323	218	065	206	284	021	071	220	282
11	329	150	116	014	037	134	248	324	158	237	046
12	221	068	300	346	133	272	015	142	242	072	066
13	318	152	259	124	295	069	042	307	175	138	126
14	238	004	354	231	178	356	331	198	001	294	127
15	017	089	149	272	130	180	322	102	113	171	121
16	121	212	146	148	055	274	120	044	207	254	107
17	235	189	023	260	112	073	098	154	355	288	143
18	140	292	132	090	278	341	190	141	246	005	146
19	058	025	200	336	075	104	227	311	177	241	203
20	280	302	239	345	183	360	187	344	063	192	185
21	186	363	334	062	250	060	027	291	204	243	156
22	337	290	265	316	326	247	153	339	160	117	009
23	118	057	256	252	319	109	172	116	119	201	182
24	059	236	258	002	031	358	023	036	195	196	230
25	052	179	343	351	361	137	067	286	149	176	132
26	092	365	170	340	357	022	303	245	018	007	309
27	355	205	268	074	296	064	289	352	233	264	047
28	077	299	223	262	308	222	088	167	257	094	281
29	349	285	362	191	226	353	270	061	151	229	099
30	164	---	217	208	103	209	287	333	315	038	174
31	211	---	020	---	313	---	193	011	---	079	---

Assignment: Read the selection - “On the Rainy River” --- The Things They Carried - Tim O’Brien



Overview --- This selection is about a young man that is drafted. The chapter is about his decision making process and his decision whether to go to Vietnam or “dodge” the draft by escaping to Canada.

Questions:

What did O’Brien think about the war while he was a college student?

Why is O’Brien hesitant to flee to Canada?

What role does Elroy Berdahl play in the story?

What is O’Brien’s ultimate decision about going to the war or going to Canada?

Why did he make his decision?

Summary Questions: What did you think about O’Brien’s decision? What do you think you would have done?

Military Member

[Photo - US soldier during the Vietnam War]

Assignment: Watch the Forrest Gump Video Clip (15 minutes)

Based on the video, answer the following questions.

- | |
|---|
| 1. What were some of the challenges for soldiers during Search & Destroy Missions? |
| 2. What were some of the challenges when fighting an enemy that used a guerilla style of warfare? |

[Image - Virtual Wall]

<https://www.virtualwall.org/>

58,000 Americans died in the Vietnam War. Most were killed by the enemy, but others died from heart attacks & car wrecks. If you died in the country, you are on the wall.

The Virtual Wall often provides photos, hometown, age, time in the country, and cause of death.

Assignment: Go to the Virtual Wall website. Click on By State/City. Click on Your Home State. Scroll through the deaths from your state (alphabetized by city) Find people from your town or a nearby town and then click "See Full Profile" to find and fill out the details below.

Vietnam Inquiry

Soldier Name 1	Age	Cause of Death	Time in Country
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Soldier Name 2	Age	Cause of Death	Time in Country
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Soldier Name 3	Age	Cause of Death	Time in Country
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African American Men

[Photo - US soldiers during the Vietnam War]

[Photo - Martin Luther King, Jr.]

Martin Luther King Jr.'s "Beyond Vietnam" was a powerful and angry speech that raged against the war. At the time, civil rights leaders publicly condemned him for it.

Summary Discussion of MLK's "Beyond Vietnam" Speech.

<https://www.npr.org/templates/story/story.php?storyId=125355148#:~:text=AFP%2FGetty%20Images-,Martin%20Luther%20King%20Jr.'s%20%22Beyond%20Vietnam%22%20was,that%20raged%20against%20the%20war.&text=After%20King%20delivered%20the%20speech,King%20to%20the%20White%20House.>

[Photo - Muhammad Ali refusing service in the Vietnam War]

Boxing Champion Muhammad Ali was convicted for Refusing to serve in Vietnam.

<https://www.zinnedproject.org/news/tdih/-muhammad-ali-convicted-refusing-vietnam-draft>

Select either the article on Muhammad Ali or links for Martin Luther King's Speech.

Questions: What were the arguments that Ali or King made against the Vietnam War? (specifically pertaining to African Americans)

What are your thoughts on the anti-war arguments from King or Ali?

The War Protestor

[Iconic photos of the Vietnam War -

1. Children burned by napalm
2. Street execution in South Vietnam
3. Vietnamese boy soldier during Vietnam War
4. Anguished Vietnamese during Vietnam War]

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[Iconic photo - My Lai Massacre]

As the war progressed many people in the US began to protest the war. Several of these images illustrate reasons that people wanted Americans out of Vietnam. Use these images to express some reasons why people may have protested the War.

Reasons for Protesting the War (based on the photos):

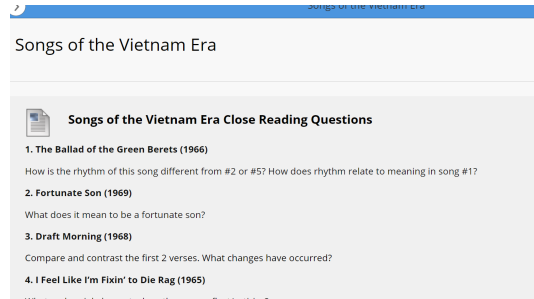
Your Answers:

Use the chart at the beginning of this packet (Hawks) What were some of the Dove's reasons that stood out to you.

Your Answers:

Vietnam Inquiry

Use the [Music of the War](#) to find 5 more reasons that people protested the war. Click the Link below to access the music of the war.



Songs Used:	Reasons for Protest:
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Americans protested in a variety of ways.

In what ways did citizens protest the war? **Insert 3 pictures of Vietnam Protest below:**

Insert Photo Here	Insert Photo Here	Insert Photo Here
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Based on the images, songs, dove beliefs, and photos of protest, Do you believe that you would have protested the war? Explain

The College Protestor

Much of the Vietnam War protest was centered on college campuses. An Organization, Students for a Democratic Society (SDS), is widely known for protesting during the conflict.

SDS students at Kent State announced they would be using Napalm on a dog!

Watch this 6 minute Video about this incident.

<https://youtu.be/eaE8m1A5N1k>

Questions

What happened?

What was the point of the announcement that a dog would be killed with napalm?

How does this event illustrate problems the SDS had with the war in Vietnam?

Check out this article on the SDS

<https://mtsu.edu/first-amendment/article/1201/students-for-a-democratic-society>

The Article talks about the use of the 1st Amendment Rights by students to advocate their Anti-War views.

Questions

What role do you think dissent plays in American society?

How do you think you would have expressed your opinion if you were against the war?

Have you ever participated in a protest? If so, how and what did you protest?

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Watch the 5 minute Video on the Kent State Student Protest that ended in 4 students being killed by the Ohio National Guard.

<https://youtu.be/9Pwro3vCUdU>

Read this Article : <https://www.history.com/topics/vietnam-war/kent-state-shooting>

[Photo - Alan Canfora with black protest flag, May 4, 1970]

Questions:

What are your initial thoughts about the events that took place at Kent State?

How did announcements about Cambodia spur some of the largest student protests of the era?

[Photo - Ohio National Guard advancing on May 4, 1970]

Photograph by Kent State University News Service.

Vietnam Inquiry

The Tragic Shootings at Kent State Left 4 Dead and 9 injured. Not all of the casualties were involved in the protests.

Please look at this site about the four that died in Ohio.

<https://www.rememberingmay4.org/>

Questions

Which of the 4 victims do you most relate to?

Describe the Life and Artifacts included for the Victim you picked above:

Kent State was called the “Day the War Came Home.” Why do you think it has that nickname?

[Photo - Jeff Miller after being killed, May 4, 1970]

Conclusion Questions

The Vietnam War was a pivotal event in American History. Based on the Presentation, Why do you believe it plays such an important role in American history?

How do you think you would have interacted with the events of the war?

What lessons from Vietnam can you use as you progress through school and into adulthood?

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This project will be shared with teachers in my school and county via Professional Learning Teams (PLTs) and other staff development.