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

**Name of Educator:** Brian Milliron

**Educator's Teaching Plan Number & Title:** Project 62, "Vietnam, Nixon, and the Protests Movement DBQ"

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

**Subject Area for Educator's Teaching Plan:** United States History & Government

**Educator's State:** Michigan

**Description of Educator's Teaching Plan:** A DBQ-type project with sources illustrating long sixties sociopolitical divides (incl. Kent & Jackson State); document analysis; student reflection on what they would have done.

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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# Vietnam, Nixon, and the Protests Movement DBQ

## Michigan Standards Connected to the Content

8.1.2 Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including: U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.

8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.

8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including: • the impact of World War II and the Cold War. • Responses to Supreme Court decisions and governmental actions. • the Civil Rights Act (1964). • protest movements. • rights. • organizations. • civil actions.

-This DBQ Project will be shown at our department meetings in August to be used for the other US History Teachers in the department.

## Outline

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**Day 1** – Discussion/Lecture on the Tet Offensive, LBJ dropping out, 1968 election, Nixon's platform for victory in 1968, MLK's speech on Vietnam "*Beyond Vietnam*", April 4, 1967.

### HOMEWORK:

**Read:** President Nixon's "*Silent Majority*" Speech Excerpt, November 3, 1969

<https://chnm.gmu.edu/hardhats/silent.html>

**View:** 1968 Democratic Convention, August 19, 1968 (11:30)

<https://www.c-span.org/video/?74510-1/1968-democratic-convention>

**Write:** Graphic organizer on the main candidates involved in the 1968 election (Nixon, Kennedy, Humphrey, Wallace, McCarthy)

**Day 2** – Discussion/Lecture on Nixon's Cambodia Speech, Kent State reaction, Jackson State reaction, Protest Movement throughout the Vietnam War, doves vs. hawks and the Draft Lottery.

### HOMEWORK:

**Read:** DBQ Documents

**View:** Nixon's Cambodia Incursion Address, April 30, 1970

**Write:** (Connect to Today): On the Google Classroom site, state what you would protest for. What would cause you to go into the streets with signs, and put yourself in a position to be arrested for? Explain your reasoning.

**Day 3** – Discuss yesterday's Google Classroom responses on protests and the rights of protestors. Connect that with what we watched from the 1968 Democratic Convention and from what we saw in Portland and Minneapolis, etc. recently.

Get into the assigned small groups and complete DBQ Gallery Walk A (3 Docs). Be sure to discuss the document, and complete one portion of the HIPP Document Analysis on the paper with the marker provided.

### HOMEWORK:

**Read:** The responses from DBQ Gallery Walk A posted on the Google Classroom (I will take pictures of what people wrote that day & post them to the Google Classroom)

**View:** *National Geographic: Kent State 1*

**Write:** Google Classroom Response: If you were a freshman at Kent State University in May, 1970, what would you have been doing? Would you have been involved in the protests, would you have stayed in

your dorms, would you have volunteered to go into the military, would you have gone home? Explain your answer.

**Day 4** – Discussion on Kent State Video and Google Classroom responses. DBQ Gallery Walk B (3 Documents)

**Read:** The responses from DBQ Gallery Walk B posted on the Google Classroom (I will take pictures of what people wrote that day & post them to the Google Classroom)

**View:** *National Geographic: Kent State 2*

**Write:** Google Classroom Response: What happened on May 4, 1970 at Kent State? Be specific. Who is to “blame” for what happened (Governor Rhodes, President Nixon, war hawks, the national guard, the students, Kent State Administration, etc.)?

**Day 5** – Discussion on Kent State Video and Google Classroom responses. DBQ Gallery Walk C (3 Documents).  
HOMEWORK:

**Read:** The responses from DBQ Gallery Walk C & Jackson State, NBC News, May 15, 2021

<https://www.nbcnews.com/news/us-news/sins-our-past-leaders-apologize-1970-jackson-state-shootings-n1267511>

**View:** *May 15, 1970: Gibbs/Green Tragedy at Jackson State University*

<https://www.youtube.com/watch?v=-TwjxRvA7Xk>

**Write:** Work on DBQ

#### DBQ Calendar

Day 1	Day 2	Day 3	Day 4	Day 5
Receive DBQ & review DBQ rubric	Read DBQ Documents	DBQ Gallery Walk A	DBQ Gallery Walk B	DBQ Gallery Walk C
Day 6				
Write DBQ in Class (No Notes)				

**DBQ Rubric:** <https://apcentral.collegeboard.org/pdf/ap-history-rubric-2020-dbq.pdf>

## Gallery Walk Document Example

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

In small groups (2-3), have students write something that connects the document, video, illustration, or graph to the HIPPO theme you have been assigned. See full instructions at the end.

# ***Evaluate the ability of the Nixon Administration to deal with the Vietnam War and the subsequent protests connected to the war.***

## **Document A**

*“Everywhere the American people seek not revenge but reconciliation. They seek both at home and abroad solutions of friendship, not force. They seek an end to the war in Vietnam, not through withdrawal or escalation, but through a negotiated settlement in which both sides put away the tools of violence and killing, and labor instead at the conference table for an honorable settlement.”*

**--Robert F. Kennedy, Democratic candidate for President, Speech at the University of Pennsylvania Palestra Building, April 2, 1968**

## **Document B**

*“Since I took office four months ago, nothing has taken so much of my time and energy as the search for a way to bring peace to Vietnam. I know that some believe that I should have ended the war immediately after the inauguration by simply ordering our forces home. This would have been the easy thing to do. It might have been a popular thing to do. But I would have betrayed my solemn responsibility as President of the United States if I had done so.... We want to end [this war] so that the younger brothers of our soldiers in Vietnam will not have to fight in the future in another Vietnam someplace else in the world.”*

**--President Nixon Address to the Nation, May 14, 1969**

## Document C

[Photo - President Nixon announcing Cambodia invasion, April 30, 1970]

## Document D

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

--Kent State Shootings, May 4, 1970

## **Document E**

Kent State Guardsmen, Ronald Snyder Interview (2:07)

<https://www.kentguardvoices1970.com/ronald-snyder.html>

## **Document E**

Reactions from the Kent State Shootings from the outside community

National Geographic: Kent State 1 – Begin 6:58, go to 9:17



## Document F

[Photo - President Nixon at Lincoln Memorial, May 9, 1970]

--President Nixon goes to the Lincoln Memorial to talk to protestors, May 9, 1970

## Document G

[Lyrics of "Ohio" by Neil Young]

--Ohio, Neil Young, Written May 21, 1970

## Document H

*A group of angry students. A burst of gunfire from authorities. Young lives cut short. It sounds a lot like the Kent State shootings on May 4, 1970, but it happened 10 days later at a predominantly black college in the South.*

*Police fired for about 30 seconds on a group of students at Jackson State in Mississippi, killing two and wounding 12 others.*

*The tragedy was the culmination of increasing friction among students, local youths and law enforcement. On the evening of May 14, African-American youths were reportedly pelting rocks at white motorists driving down the main road through campus -- frequently the site of confrontations between white and black Jackson residents.*

*Tensions rose higher when a rumor spread around campus that Charles Evers -- a local politician, civil rights leader and the brother of slain activist Medgar Evers -- and his wife had been killed, according to Lynch Street: The May 1970 Slayings at Jackson State College. The situation escalated when a non-Jackson State student set a dump truck on fire.*

*Police responded to the call. A group of students and non-students threw rocks and bricks at the officers. Police advanced to Alexander Hall, a large dorm for women.*

*According to a 1970 report from the President's Commission on Campus Unrest, police fired more than 150 rounds. And an FBI investigation revealed that about 400 bullets or pieces of buckshot had been fired into Alexander Hall. The shooters claimed that there was a sniper in the dorm, but investigators found "insufficient evidence" of that claim.*

*The two young men who were gunned down in the melee were Phillip L. Gibbs, a junior at Jackson State and the father of an 18-month-old; and James Earl Green, a high school senior.*

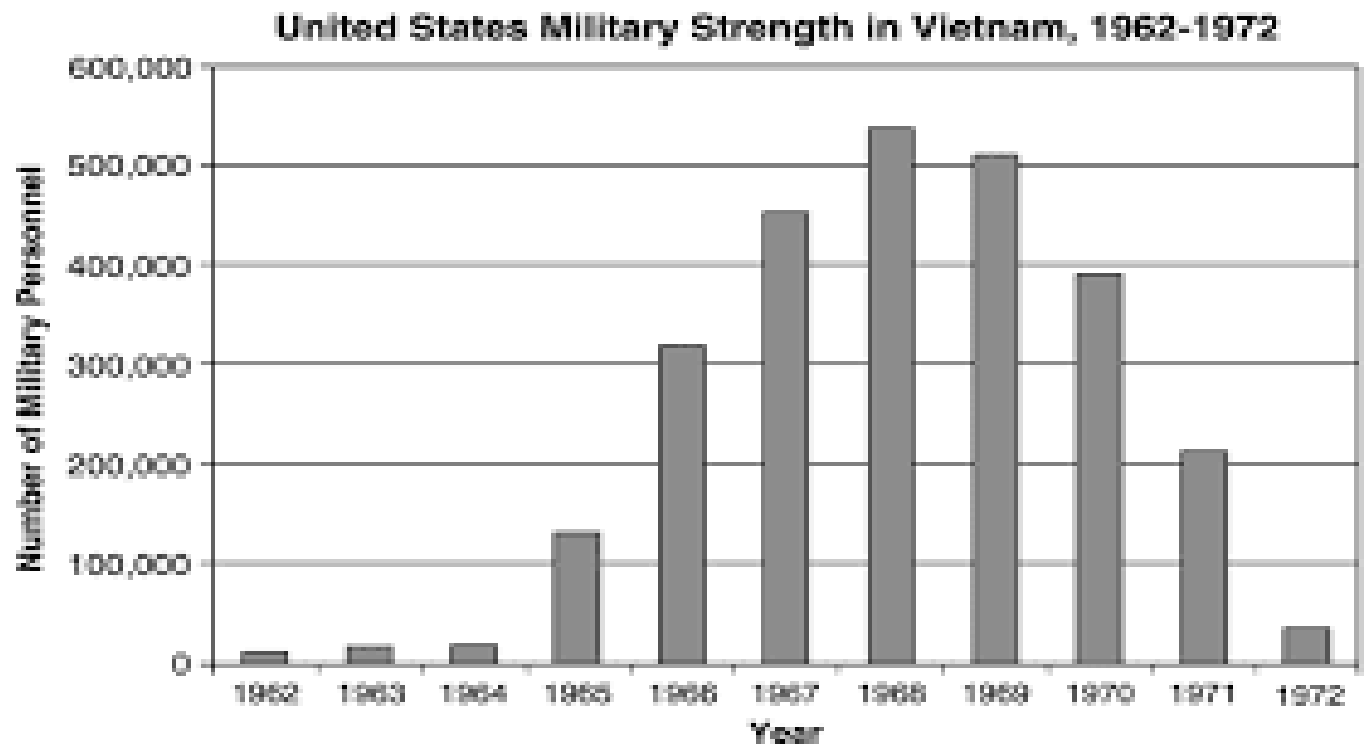
--Jackson State: A Tragedy Widely Forgotten, May 3, 2010 – NPR  
<https://www.npr.org/templates/story/story.php?storyId=126426361>

## Document I

**Vice President Spiro Agnew Speech at Fundraising Event, May 24, 1970 (2:48)**

<https://www.youtube.com/watch?v=NWhiH8FapLQ>

## Document J



Source: Office of the Secretary of Defense

--Office of the Secretary of Defense

## **Document K**

[Text of speech by President Gerald R. Ford]

--President Gerald R. Ford, Speech at Tulane University, April 23, 1975

## **DBQ Gallery Walk**

1. In your group, read the document or view the video posted on the large paper.
2. Read what other people have written.
3. Discuss in your group what it is saying & how you can add to it.
4. Have ONE person from your group write on the large white paper the answer to the part of the HIPPO you have been assigned.

# HIPPO Document Analysis



**H** – Historical Context: What was going on when the document was written? How does this affect the message of the author? How does this help the better understand the document?

**I** – Intended Audience: Identify the person or group the author expects to inform or influence. How does this impact the author's authors' message?

**P** – Point of View: Who is the author? How did the author's background (gender, race, socioeconomic status, position, experience, etc.) impact their written perspective?

**P** – Purpose: Why did the author create this source? What was happening when he/she wrote the document?

**O** – Outside Information: What specific outside information can you connect to this document? How does this help you better understand the document?