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

Name of Educator: Amy Scullane

Educator's Teaching Plan Number & Title: Project 65, "What's Your Perspective on May 4th?"

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

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

Educator's State: Massachusetts

Description of Educator's Teaching Plan: *What mistakes were made? What is worth remembering?*
Students keep these questions in mind while working hands on with/analyzing: a May 4 documentary, yearbook, headlines, audio, map, photos, quotes, Wiles' *Kent State*, the *statement of regret*, and the site itself.

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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What's Your Perspective on May 4th?

Watch, Read, Listen, Investigate, Measure

- ▶ We will be participating in a number of activities surrounding the events at Kent State University on May 4th, 1970. We will:
 - ▶ Watch a summary video.
 - ▶ Conduct a newspaper analysis.
 - ▶ Listen to the actual event itself.
 - ▶ Measure the distances of students in relation to the National Guard.
 - ▶ Think about and analyze quotes about that day.
 - ▶ Examine how a professor might have averted even more bloodshed.
- ▶ As we work, ask yourself what the central lessons of that day were. What mistakes were made? What is worth remembering?

The Four Victims of the Kent State Shooting



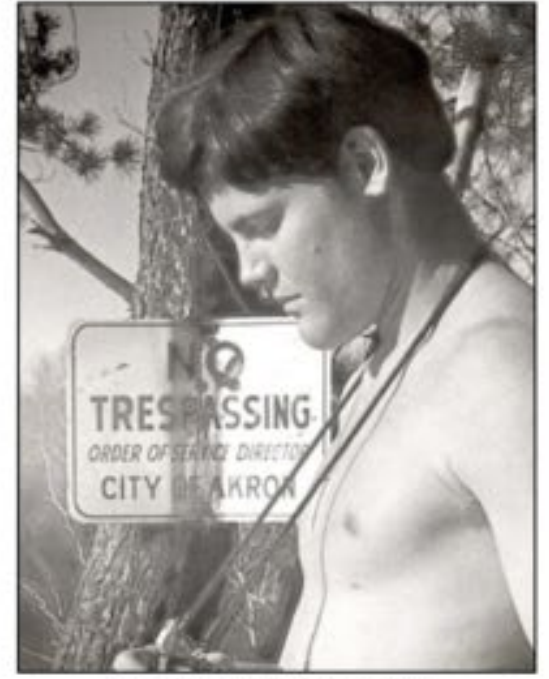
Jeffrey Miller



Allison Krause



Sandra Scheuer



William Schroeder

Kent State University: May 4, 1970


- ▶ Watch the following [video](#).
- ▶ As you watch, complete the worksheet.

[Photo: Alan Canfora waves black protest flag, May 4, 1970]


Newspaper Exercise:

- ▶ Using the [Document Analysis Worksheet](#) created by the National Archives, look at the following front pages about the Kent State shootings.
- ▶ What perspectives would you get/adopt from each presentation?


[Image: Three newspaper front pages with Kent State shootings headlines, May 5, 1970]



[Image: Front page of the New York Times with first-person account of the Kent State shootings by journalist John Kifner, May 5, 1970]



[Image: Akron Beacon Journal headline with tally of casualties in Kent State shootings. (Note: 9 were wounded, rather than 11.)]



[Image: Cleveland Plain Dealer front page coverage of the Kent State shootings, May 5, 1970. (Note: 9 were wounded, rather than 10.)]




[Image: Parkersburg News headline of the Kent State shootings]

Activity: 13 Seconds

- ▶ Terry Strubbe's tape recorder, running on the windowsill of his room in **Johnson Hall** on May 4, 1970, captured the only known uninterrupted recording of all 67 shots fired by the Ohio National Guardsmen. This tape recorder is housed in the Kent State University May 4 Visitors Center.
- ▶ Listen to Terry Strubbe's recording of the shooting at Kent State.

[Graphic: Map illustrating movement of Ohio National Guard and locations where Allison Krause, Jeffrey Miller, Sandra Scheuer, and William Schroeder were fatally shot, May 4, 1970]



[Photo: Students running or diving for cover as members of the Ohio National Guard fire their weapons, May 4, 1970.


- ▶ Then, we will go outside and measure the distances between the National Guard and those who were injured and killed.

- ▶ Jeffrey Miller 270 ft
- ▶ Allison Krause 330 ft
- ▶ Sandra Scheuer 390 ft
- ▶ William Schroeder 390 ft

- ▶ Closest injured: Joseph Lewis 60 ft
- ▶ Furthest injured: D. Scott MacKenzie 750 ft


Voices from the Kent State Massacre:

- ▶ Read the following quotes about the shootings at Kent State.
- ▶ Choose two.
- ▶ Paraphrase the quote. That means put it in different words to express the meaning (two to four sentences.)
- ▶ Explain what this quote tells you about this event and era in American History. What kind of person would say these things? Why would they say it? What would they have to know, or be thinking about, to say it? (five to ten sentences)



“No one told me that meetings were prohibited. But if someone had, I would have gone anyway, because in my heart I would have believed it to be a violation of my constitutional rights.”

- Roseann (Chic) Canfora, Kent State student protester




“Have you read about these kids who were killed at Kent State?...I couldn’t sleep, couldn’t stop crying. The notion of singing three-minute songs about the moon and June didn’t interest me.”

- Musician Marvin Gaye



“This is for the brothers and sisters at Kent.”

- An anonymous Vietnam soldier as he solemnly tossed a handful of medals toward the U.S. Capitol steps on April 23, 1971



“Violence and hatred for the President, of an order probably never before seen in this country, exploded on campuses after this outrage...(Kent State) marked a turning point for Nixon, a beginning of his downward slide toward Watergate.”

- H.R. Haldeman, Nixon's Chief of Staff



“Flowers are better than bullets.”

*- Allison Krause, Kent State student,
May 3, 1970*

Professor Glenn Frank

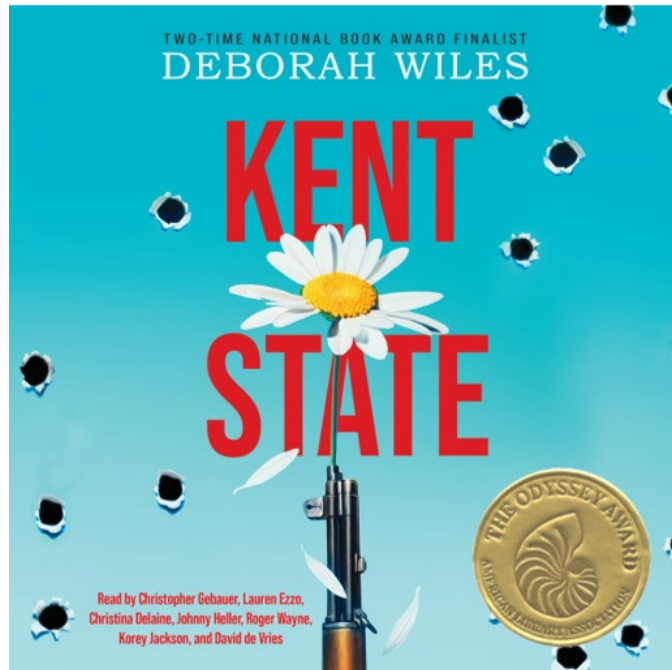
Frank was a faculty marshal at the student protest on that day. He managed to persuade students to disperse after the National Guard had fired on the crowd. Immediately after the shootings, many angry students were ready to launch an all-out attack on the National Guard. Faculty members led by Frank pleaded with the students to leave the campus Commons and not to give in to violent escalation (starts at around 23:45):

“I don't care whether you've never listened to anyone before in your lives. I am begging you right now. If you don't disperse right now, they're going to move in, and it can only be a slaughter. Would you please listen to me? Jesus Christ, I don't want to be a part of this ... !”

[Photo: Professor Glenn Frank and students in Prentice Hall parking lot after the Ohio National Guard has killed 4 Kent State students and wounded 9, May 4, 1970]

For further reading, representing all sides:

“...Each of the deceased students is described in detail, including how they came to be in the line of fire. Readers hear from a guardsman and a town resident as well as students, their voices showing how perspectives differed depending on individuals' roles...”



WHAT ABOUT THE TOWN?
YOU THINK WE WEREN'T HORRIFIED?

my grandpa sat at home
with a rifle across his knees
for three solid days,
maybe more.

But most of you are white.
You don't understand your position.
Or ours.

We want to.

Aren't you exhausted?

We cannot afford
to be exhausted.

YOU ARE NEVER GOING TO
CHANGE OUR MINDS.

hush.
we don't all think like you,
and we lived in town, too.
it was a tragedy, all of it.

It's STILL a tragedy.

Can an apology be made???? Is one warranted?

► [Antiques Roadshow clip](#)

[Photo: In formation, Ohio National Guardsmen leave the practice football field and march back in the direction of the Pagoda, prior to the shooting, May 4, 1970.]



For further exploration...

The Chestnut Burr, 1971

KENT STATE YEARBOOK

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Resources

- ▶ The Day the 60's Died. (2021, January 12). *The Day the 60's Died*. PBS LearningMedia. <https://mass.pbslearningmedia.org/resource/35840006-71b6-4d45-a728-e7d6a924453b/the-day-the-60s-died/>.
- ▶ *Digital Chestnut Burr*. Digital Chestnut Burr | Kent State University Libraries. (1971). <https://www.library.kent.edu/burr>.
- ▶ [Reference removed]
- ▶ *The May 4 Shootings at Kent State University: The Search for*. Kent State University. (n.d.). <https://www.kent.edu/may-4-historical-accuracy>.
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- ▶ Public Broadcasting Service. (2017, July 10). *Antiques Roadshow*. PBS. <https://www.pbs.org/video/appraisal-1979-kent-state-shooting-apology-eqempi/>.
- ▶ Public Broadcasting Service. (n.d.). *Kent State Shootings*. PBS. <https://www.pbs.org/kenburns/unum/playlist/kent-state-shootings>.
- ▶ Uhl, K. (2021, July 21). The Day the 60s Died Video Questions.
- ▶ Wikimedia Foundation. (2021, March 25). *Glenn W. Frank*. Wikipedia. https://en.wikipedia.org/wiki/Glenn_W._Frank.
- ▶ Wiles, D. (2021). *Kent State*. Thorndike Press, a part of Gale, a Cengage Company.
- ▶ YouTube. (2017, November 7). "Strubbe Tape" w/ enhanced edit (Kent State Recording 4 May 1970). YouTube. <https://www.youtube.com/watch?v=AubtNn4H61s>.

Name: _____ Date: _____ Per: _____

"The Day the 60s Died" video Questions

Directions: Answer the following questions using information from the video.

1. What did Laura Davis say was part of her family's "evening experience?"
2. Why did President Nixon want to invade Cambodia?
3. How did the adults ("townies") view the Kent State students?
4. What did the students do to the Reserve Officers' Training Corps (ROTC) building?
5. What does Governor Rhodes mean when he says he wants to "eradicate the problem?"
6. Who tried to persuade the students to disperse after the shooting?
7. What was the reaction of the soldiers in Vietnam to the Kent State shooting?

8. According to the Gallup poll, what percent of Americans believed the students deserved to die?

9. How did Laura Davis' father react to her participation in the protest?

10. After the Kent State shootings, how did college campuses across the country react?

11. Why did President Nixon go to the Lincoln Memorial?

12. Why did students begin backing away from protesting?

13. What was the ruling of the Ohio grand jury regarding the Kent State shooting?

14. What other movements came from the anti-war movement?