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HUMANITIES



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

Name of Educator: Jeremy Garver-Hughes

Educator's Teaching Plan Number & Title: Project 30, "Making Meaning NEH May 4"

Level of Students for Educator's Teaching Plan: 8th grade

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

Educator's State: Ohio

Description of Educator's Teaching Plan: Inquiry questions incl.: ***Why do historians and people tell different stories about the same event? Which accounts of the past get the most attention? How are facts different than opinions?*** To reach understanding, students look at detailed evidence for both *Kent the City* and *Kent the University* to argue which sources were most credible; who was most responsible for the shootings; and why people describe the same events differently.

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 NEH MAY 4

Intro and Background:

As an 8th grade U.S. history teacher in Ohio, the 1960s and 1970s are almost 100 years after my final bit of curriculum. That being stated, ... I have always been committed to presenting at least a mini lesson (video, reading, discussion) on the KSU May 4 shooting.

Each year, my students ask to spend more time learning and discussing the complex topic of KSU and May 4 *and* I feel guilty (almost disrespectful) for only spending one or two days on such a meaningful piece of history.

I have decided to include key contextual events of the 1960s and the events of April 30th through May 4th as well as the national and local response after the shooting and the trial of the KSU 25 in an introductory unit I always do related to the work of social scientists.

It takes time for me to make connections and I often need silence and space for reflection. I have been walking at breaks and after the final session almost every day. Just to work through the strange mixture of deep sadness and powerful hope. I have been inspired by the students who sacrificed so much in their fight for peace and justice in May of 1970, but as a teacher I am more encouraged by those who refuse to give up in their struggle and commitment to make sure the truth is known and told. Someone earlier this week said that the people who are effective at making change often pay the ultimate price. It is clear that the four students who were murdered paid such a price, but I am humbled by the work of the survivors and the Task Force to seek the truth and make it known to all.

OHIO NEW LEARNING STANDARDS

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

- Examine materials for *perspective* and *point of view*.
Use *sources* or *evidence* to *determine why different people have different accounts of the same event(s)*.
- *Primary sources* provide *first-hand information* about historical events.
Secondary sources provide interpretations of events by people who were not present at the events they discuss.
- Historians must recognize the difference between fact and opinion
- Historians use evidence from sources to construct arguments and support a position.
- Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.

Dimension 1: Developing Questions and Planning Inquiries

Unit Inquiry Questions

- Can historians and citizens *really* know what happened in the past?
- Why do historians and people tell different stories about the same event(s)?
- Which accounts of the past get the most attention? Why?
- What do historians do to uncover the truth?
- What obstacles do historians and citizens face in uncovering the past and telling an accurate story of the past?
- What happened at Kent State in the first week of May of 1970? Can we really know?
- Why are there so many conflicted reports about what happened?
- How are facts different than opinions?

Dimension 2: Applying Disciplinary Tools and Concepts

- Historical Thinking
- Historical Inquiry

Change, Continuity, and Context

- Understanding and evaluating change and continuity over time.
- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

Perspectives

- History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs.
- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

Historical Sources and Evidence

- Historical inquiry is based on historical sources or primary sources, including written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, or even materials contained within the human body, such as DNA.
- These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date.
- D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Causation and Argumentation

- No historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.
- D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.
- D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.
- D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.

Dimension 3: Evaluating Sources and Using Evidence
Gathering and Evaluating Sources

- Whether students are constructing opinions, explanation, or arguments, they will gather information from a variety of sources and evaluate the relevance of that information
 - D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

Developing Claims and Using Evidence

- This subsection focuses on argumentation. In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims
 - D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
 - D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

Student Research Teams (2-3 students)

Research Folders based on Date

FOLDER 1—APRIL 30-MAY 1, 1970

FOLDER 2—MAY 2—MAY 3, 1970

FOLDER 3—MAY 4, 1970

FOLDER 4—THE AFTERMATH of MAY 4th

Dimension 4: Communicating Conclusions and Taking Informed Action

Communicating and Critiquing Conclusions

- Students formalize their arguments and explanations through the development of products such as essays, reports, and multimedia presentations. Such communication formats offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences.
 - D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
 - D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Taking Informed Action

- Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups.
 - D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
 - D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
 - D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

MATERIALS AND SOURCES

SOCIAL SCIENTISTS and THE WORK THEY DO?

Anthropology

Known as the 'science of humanity', anthropology covers a broad range of topics – from human behavior to cultural relations, and how the evolution of humanity has influenced society's structure. It's often described as being both scientific and humanistic, meaning it's well-suited for anyone looking to indulge passions for both of these kinds of subject – and, whilst focusing on history to an extent, there's plenty of chance to apply it in modern contexts too!

Archaeology

Whilst many people think of archaeologists as being like Indiana Jones, the truth is very different – though no less interesting. Similar to anthropology in that archaeology is the study of humanity, it relies much more on the material evidence left behind by cultures. There is excavation work, analysis and surveying to be done. Europe's rich history – with the Roman Empire, the Vikings, and much more – means it is a perfect place to study this.

Economics

Economics looks at the production, distribution and consumption of goods and services. You can choose to take a close view or a broad one, but in general, it comes down to looking at how the economic systems of the world work. This knowledge can be applied both theoretically and practically, meaning the subject is well suited for anyone interested in the current economic world.

Geography

Though many of us may remember geography as the subject at school that involved maps, it goes beyond that – analyzing population, the land itself, the relationship between the two and often linking to the earth sciences (such as geology). At postgraduate level, you'll be able to specialize in a particular branch – such as oceanology, environmental management or tourism geography.

History

History is a broad subject, encompassing large areas and time periods of the worlds. Whilst postgraduate level study gives you a chance to specialize, you'll still be using similar skills – interpreting sources, looking at current theories of the past, and assessing ideas against the available evidence. With Europe's long, well-documented history, there's the chance to get to look at the places you're studying firsthand.

Law

Studying law will give you the opportunity to look at a variety of legal systems, and to focus on a particular area – contract law, international law or criminal law, to name but a few. Doing further study in law is especially useful if intending to go into it as a career, although it is possible to study it solely for academic reasons.

Linguistics

Linguistics is the study of language – looking at its form, context, or meaning. Rather than learning to speak a particular language, it's more about how language itself works. Within linguistics, there is a broad range of study, from looking at grammar, to language acquisition or the evolution of language. With the EU having 23 official languages, and Europe itself having more than 60 indigenous regional and minority languages, what better place to study linguistics?

Political Science

Politics affect every part of life, so it's no wonder it makes such a fascinating area of study. Often broken up into Political Philosophy, Comparative Politics and International Relations, this subject allows for studying both historical and current events. Again, this is a degree perfect for both those aiming for a career in the area, or looking at it academically, and with the EU containing so many differing systems, it's a fantastic place to study it.

Psychology

Both theoretical and experimental, psychology makes use of studying both social behavior and neurobiological processes. With such a broad area of study – the human mind – you'll specialize in particular areas, perhaps child development, interpersonal relationships or social psychology. Europe has a long history with psychology, thanks to Germany's involvement in its development, so in studying here you'll be joining a long line of innovative scholars.

Sociology

Sociology is the study of society, both on the individual and structural level. Covering topics such as class, religion and social mobility, there's a broad range to choose to specialize in. Some sociologists work solely for theoretical purposes, whilst others intend to use their findings in policies or welfare. In such a multicultural continent as Europe, with its large variety of societies, you'll find plenty to study, and with the number of changes that have taken place in the past century, there'll definitely be an area to interest you.

The Work of Social Scientists Notes

- I. Social Scientists Collect information and data
 - A. Collect involves the gathering basic information without opinion or interpretation
 - B. Observe and Gather
 - a. Read, Watch and Listen
 - C. Types of Sources
 - a. Primary Sources
 - i. Artifacts
 - ii. Letters
 - iii. Eyewitness Accounts
 - iv. Interviews
 - v. Oral Histories
 - vi. Press Conferences
 - vii. Court Hearings and Documents
 - viii. Photographs
 - ix. Journals/Diaries
 - b. Secondary Sources
 - i. Books
 - ii. Documentaries
 - iii. Podcasts
 - iv. Social Media
 - v. Newspapers and Magazines
 - vi. Maps
 - D. Define Terms/Understanding Terms
 - a. Summarize Information
 - i. Define
 - ii. Describe
 - iii. Outline
 - iv. Explain
 - v. Clarify-Terms/Vocabulary
- II. Summarize
 - A. To give a brief statement of the main ideas of a topic or event.
 - a. Recap
 - b. Abridge
 - c. Rehash
- III. Social Scientists Consider/Evaluate and analyze their data and information
 - A. Consider involves analyzing, interpreting and connecting the basic information:

- a. Who is the author?
- b. What is the author's purpose?
- c. What does this evidence show?
- d. Is the evidence consistent with other forms of evidence?
- e. Is there corroborating evidence?
- f. Does their story make sense? Are there missing pieces?

A. Understanding Purpose and Making Connections

- a. Fact and Opinion
- b. Bias
 - i. of sources
 - ii. of self (researcher)
- c. Relationships-Cause and Effect

IV. Social Scientists Communicate-Communicate involves logically sharing information with others:

A. Common Questions to prepare for communicating data and information

- a. How can I effectively share my findings and analysis?
- b. What is the best method to share this information?
- c. Am I trying to inform or persuade? What is my purpose?
- d. What evidence do I have that my position is true?
- e. What questions/criticism can I anticipate?

B. Forms of Communication

- a. Writing
- b. Speaking-Lectures/Presentations and discussions
- c. Podcasts
- d. Social media
- e. Gallery-Art and Poetry

INTRODUCTION& CONTEXT DIRECT INSTRUCTION & STUDENT DISCUSSION/RESPONSE

- Kent the City and Kent the University Intro
- The Sixties PBS and Fire in the Heartland (First Part-History of Kent/Kent State Student Movement)

RESEARCH FOLDER 1. Thursday April 30th to Friday May 1st

- Nixon's Cambodia Speech Video and Text
- Photos of Constitution Burial and Burial Memo
- Photos of May 1st Commons Protest
- Photos Downtown Kent Friday Night
- Draft Simulator

RESEARCH FOLDER 2 May 2nd and 3rd

- Mayor of Kent's official Declaration of Civil Emergency
- ROTC building photos
- Differing accounts of ROTC fire-
 - Video and Text
- Rhodes Press Conference-Video and Text
- Statement of "Concerned Faculty"
- VP Flyers on State of Emergency
- May 3 Commons
- Snyder's FBI Statement

RESEARCH FOLDER 3--May 4th

- Map of Guard movement
- Video of May 4
 - Fire in the Heartland (May 4 section)
 - AL Jazeera (May 4 clips)
 - National Geog (May 4 clips)
- Photos of protest & shooting
- Tear Gas Pictures and videos

RESEARCH FOLDER 4. FOLLOWING MAY 4, THE AFTERMATH

- Record Courier Reporting
 - 2 guardsman dead
 - female sniper fired first

- Scranton Presidential Commission excerpts
- Hate Mail/harassment/injured
- Snyder's 1975 Deposition
- The Indicted-Select Testimony
- Kent Community Responses—Confrontation at Kent State/Richard Myers

DAY 1

- What is SOCIAL STUDIES?
- The work of Social Scientists
- WHAT IS HISTORICAL THINKING & INQUIRY

DAY 2

- Introduce Inquiry Questions
- Start the Intro and Context Lesson **THE SIXTIES**
- May 4 1970 does not make sense without a broader context in the decade and movement(s) that preceded it.

DAY 3 (THIS MAY BE MORE THAN ONE DAY)

- Read the Chronology of Events from April 30-May 4, 1970
- Discuss the timeline and list student observations and questions
- Have students find partners or groups of three
- Review Sources-Primary and Secondary
- Review Perspective, Point of View and Bias
- Discuss HISTORICAL THINKING CHART
- Teacher Modeling Reading/Thinking Like a Historian with Nixon's Cambodia Speech
 - **Strategies and Graphic Organizers**
 - THINKING LIKE A HISTORIAN CHECK LIST

DAY 4—Research Folder 1

- **Strategies and Graphic Organizers**
 - Library of Congress **IMAGE ANALYSIS FORM**
 - Discuss Research Folder 1 Observations, findings and questions

DAY 5—Research Folder 2

- **Strategies and Graphic Organizers**
- SOURCING STRATEGY TEXT, CONTEXT AND, SUBTEXT
- IMAGE ANALYSIS FORM
- VIDEO ANALYSIS FORM
- FACING HISTORY: NEWS ARTICLE ANALYSIS

DAY 6 —Research Folder 3

- **Strategies and Graphic Organizers**
- SOURCING STRATEGY MAP ANALYSIS
- IMAGE ANALYSIS FORM

- VIDEO ANALYSIS FORM

DAY 7 & 8—Research Folder 4

- **Strategies and Graphic Organizers**
 - FACING HISTORY: NEWS ARTICLE ANALYSIS
 - SOURCING STRATEGY TEXT, CONTEXT AND, SUBTEXT
 - VIDEO ANALYSIS FORM

DAY 9-???

- Organizing Information and Preparing to Communicate
- Students will use evidence gathered from sources to answer the following questions:
 - Based on your research and analysis of the sources explain what caused the shooting on May 4th. Who do you believe was most responsible?
 - What sources did you find most reliable and credible? Why?
 - After researching with your group, why do you think people describe the same event(s) differently?
 - Create a Google Slide Presentation of your findings
 - Student Research Team Presentations

Chronology of Events, April 30- May 4, 1970

April 30-President Nixon's Speech on Cambodia, April 30, 1970

On prime-time TV, President Richard Nixon defends his decision to use American forces against the North Vietnamese in Cambodia. Cambodia was an agreed-upon neutral state but the North Vietnamese forces violated the agreement and threatened the security of American forces and the people of South Vietnam. President Nixon upholds his pledge to bring forces home but emphasizes the need for American intervention in Cambodia.

May 1

On Friday, May 1, students organized a demonstration to protest the invasion of Cambodia. A copy of the Constitution was buried to symbolize its "murder." A second meeting was called for noon, Monday, May 4.

On Friday evening, warm weather, drinking and indignation over the invasion of Cambodia resulted in a crowd which moved toward the center of town breaking some windows. Police met and dispersed the crowd at the intersection of Main and Water streets. The Kent city mayor viewed the scene, heard rumors of a radical plot, declared a state of emergency and telephoned the governor in Columbus for assistance. A National Guard officer was immediately dispatched. Bars were closed by local authorities and hundreds of people were forced into the streets and herded toward the campus with tear gas from riot-gear police. The town was quiet by 2:30 a.m.

May 2

On Saturday, students assisted with the downtown cleanup. Rumors concerning radical activities were widespread and threats to merchants confirmed the fears of some townspeople. University officials obtained an injunction prohibiting damage to buildings on campus. Notice of this injunction appeared in leaflets distributed by the Office of Student Affairs.

Shortly after 8:00 p.m., over one thousand persons surrounded the barracks housing the Army Reserve Officer Training Corps on campus and a few managed to set the building afire. Firemen left the scene after hoses were punctured and cut open, unable to extinguish the blaze. By midnight, the National Guard cleared the campus, forcing students and non-students into dormitories, where many spent the night.

May 3

On Sunday there was a deceptively calm city and campus, occupied by National Guardsmen. Meetings produced a number of conflicting perceptions, resulting in misunderstandings among state, local and University officials. A deluge of sightseers added to the problems. Near dusk, a crowd gathered on the Commons at the Victory Bell (a bell ordinarily rung after athletic victories). The crowd failed to disperse. At 9:00 p.m., the Ohio Riot Act was read and tear gas was fired.

The demonstrators reassembled at the intersection of East Main and Lincoln streets, blocking traffic. They believed that officials would speak to them, but no one arrived. The crowd became hostile and at 11:00 p.m. the Riot Act was read again, tear gas was used and a number of people -- guardsmen and demonstrators -- were injured in the confusion.

The confrontation of Sunday night caused antagonism and resentment among all parties. Classes resumed on Monday. Demonstrators were determined to hold the rally at noon, even if prohibited. The National Guard resolved to disperse any assembly.

May 4

By noon May 4, two thousand people had gathered in the vicinity of the Commons. Many knew that the rally had been banned. Others, especially commuters, did not know of this prohibition. Chants, curses and rocks answered an order to disperse. Shortly after noon, tear gas canisters were fired. The gas, blowing in the wind, had little effect. The guard moved forward with fixed bayonets, forcing demonstrators to retreat. Reaching the crest of the hill by Taylor Hall, the guard moved the demonstrators even farther to a nearby athletic practice field. Once on the practice field, the guard recognized that the crowd had not dispersed and that the field was fenced on three sides. Tear gas was traded for more rocks and verbal abuse.

The guardsmen then retraced their line of march. Some demonstrators followed as close as 20 yards, but most were between 60 and 75 yards behind the guard. Near the crest of Blanket Hill, the guard turned and 28 guardsmen fired between 61 and 67 shots in 13 seconds toward the parking lot. Four persons lay dying and nine wounded. The closest casualty was 20 yards and the farthest was almost 250 yards away. All 13 were students at Kent State University. The four students who were killed were Jeffrey Miller, Allison Krause, William Schroeder and Sandra Scheuer. The nine wounded students were Joseph Lewis, John Cleary, Thomas Grace, Alan Canfora, Dean Kahler, Douglas Wrentmore, James Russell, Robert Stamps, and Donald MacKenzie. Dean Kahler was permanently paralyzed from his injury.

Disbelief, fright and attempts at first aid gave way quickly to anger. A group of two hundred to three hundred demonstrators gathered on a slope nearby and were ordered to move. Faculty members were able to convince the group to disperse.

A University ambulance moved through the campus making the following announcement over a public address system: "By order of President White, the University is closed. Students should pack their things and leave the campus as quickly as possible." Late that afternoon, the county prosecutor obtained an injunction closing the University indefinitely. Normal campus activities did not resume until the summer session.

Some Links and References

THIS IS REALLY ROUGH AND WILL BE BEEFED UP SIGNIFICANLY

PBS THE SIXTIES LESSON

https://www-tc.pbs.org/opb/thesixties/educator/for_teachers.pdf

Sourcing Strategy: Text, Context and Subtext Adapted from Bruch Lesh, "Why Won't You Just Tell Us the Answer?" Teaching Historical Thinking in Grades 7-12 (Portland ME, 2011), p. 30 Figure 1.2

SOURCING STRATEGY: TEXT, CONTEXT, AND SUBTEXT Adapted from Bruce Lesh, *"Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7 - 12* (Portland, ME, 2011), p. 20, Figure 1.2

Library of Congress—Teaching with Primary Sources

Historical Thinking Chart and Checklist

May 4 Archives

Fire in the Heartland

Confrontation at Kent State/Richard Myers

DAILY MAY 4 SOURCE REFLECTIONS

1. The most important or interesting thing I learned today was....
2. Are there any connections you can make to what is happening today?
3. I need help with.....
4. I have questions about.....