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

Name of Educator: Toni Simovski

Educator's Teaching Plan Number & Title: Project 22, "Kent State Shooting Unit: May 4th 1970"

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

Subject Area for Educator's Teaching Plan: US History

Educator's State: Michigan

Description of Educator's Teaching Plan: Origins of the student protest movement, the draft, 1968, and Cambodia bring students to May 4. In evidence-based argumentative essays, students address whether the Ohio National Guard should have been on the Kent State campus. Responses tallied and discussed afterward, at which time students make connections to protests today.

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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Kent State Shooting Unit

May 4th, 1970

Subject: US History

Introduction/Rationale: This lesson gives students an opportunity to examine the complex issues that lead to mass student protests across the United States in the 1960's that lead to the tragedy of the Kent State University shooting in 1970. Students will examine digital artifacts and read primary source accounts and decide what constitutes a peaceful protest and what constitutes a riot.

Unit Objectives:

1. Students will learn about what lead to the student protests in the United States.
2. Students will learn about the tragic events that lead to the Kent State University shooting and its aftermath.
3. Students will decide if the use of force by the National Guard was appropriate and did it violate their 1st Amendment Rights.

Formal Assessment: Argumentative Essay

Materials: [May 4 video documentary]

Google Earth
Kent State artifact and sources packet
"Ohio" song from Crosby, Stills, Nash and Young
Optional: <https://www.youtube.com/watch?v=1goFFv3VaOk>
Governor Rhodes speech about Kent State

Duration: 1 week (4-5 class periods)

MI History Benchmark:

8.2 Domestic Policies

MI HS History 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. Examples may include but are not limited to: Kent State....

Content: Day 1(follows PowerPoint Presentation & videos)

1. Start by explaining the origins of the US protest movement with Norman Morrison
2. Then explain the difference between Doves (against the war in Vietnam) and Hawks (supported the war).
3. Then talk about how the war sparks campus protests by the students which really takes off in 1968 and how those protests are a major theme in the 1968 election. Also explain the draft along with showing the students a picture of the draft board from Kent State University as an example.
4. Discuss the 1968 election and George Wallace's impact. Explain the aftermath and Nixon's victory.
5. Then move on to Nixon's escalation of the war in Vietnam by invading Cambodia and how that reignites the student protest movement.
6. Then move on to the Kent State incident. Begin by explaining the events with the protests on campus and the burning of the ROTC building that draws in the National Guard.
7. Then explain the shooting and show the campus highlighting the area where the shooting took place at Kent State.
8. After that, show [a documentary clip recounting the chronology of the Kent State shootings on May 4, 1970]. Highlight the lyrics [to the song Ohio by Crosby, Stills, Nash, and Young] after and emphasize the comments by David Crosby and the inspiration of the song with the picture of Mary Vecchio on the cover of Life magazine.
9. Explain the aftermath of the incident that they attempted to suspend 25 students for the shooting and then charges were dropped and setup discussing about the apology letter that will be in the packet for day 2.
10. Answer any questions along the way and at the end. Explain that they will be starting an argumentative essay the next with material related to the Kent State University (computer lab or Chromebooks).

Day 2

1. Begin by handing out the packet with the primary source documents and explain the essay project to the students.
2. Have the students read every source and examine the pictures within the packet.
3. Explain each picture and source with a general overview. The before and after ROTC pictures. Governor Rhodes statement about violence campus that he gave to the media. The personal accounts of Captain Snyder and student Arthur Koushel about the ROTC building. Make sure to highlight the final set of items- the National Guard apology and Tom Grace's statement about their apology.
4. After going through the artifacts, walk students through the rubric and objective to write an argumentative essay about whether the Ohio National Guard should have been called in to campus or not.
5. Allow the students the rest of the hour to go through the packet and start brainstorming for their essay.

Days 3 and 4

1. Students can spend the day in the computer lab or in the classroom using Chromebooks working on their research argumentative essay. Assist students who need help with content or structure of the essay.
2. Students can submit their essay in print or share it when completed.

Day 5, Closure:

Finish by asking the students the Polleverywhere question that they can answer with their laptops or phones- Should the Ohio National Guard have been deployed to the campus of Kent State University? They can answer either yes, no, or still unsure. Once all the students voted discuss as to why they believe they should or should not have been there. Focus on was there so much violence that soldiers with live ammunition had to be deployed? After discussing it, ask students how the Kent State incident relates to protests of today and specifically 2020. Bring up the Washington DC protest where they cleared protesters out of the way for President Trump's photo in front of St. John's Church and how it was similar or different from Kent State. Similar in heavy handed approach to removing peaceful protests and different in that there no casualties. Bring it back to Kent State and ask did the protest constitute a riot and was force necessary? Answer any remaining questions or comments before moving on to the next topic.

***Kent State University Shooting Essay Project- US History
Documents Packet (4+ Documents & Images)***

Name: _____

Date: _____ Period: _____

Can people view the same incident through different perspectives?

Document and Image Analysis: Kent State University digital artifacts and documents

Directions: Using the documents, you will be writing an essay that answers the question:

“According to the documents and images, should the Ohio National Guard have been called in to Kent State University in May of 1970?”

Documents A (Images Before and After)

[Photo removed - see description below]

The Kent State University Army ROTC Building Photograph in the Spring 1969

[Photo removed - see description below]

The smoldering remains of the ROTC building from same perspective, May 4, 1970

[Photo removed - see description below]

Side view of ROTC building, May 4, 1970

[Photo: View of the Kent State University Commons, looking toward the Victory Bell. The former site of the ROTC building would be about 20 feet behind a person looking at this view in 2021.]

Document B- Governor Rhodes Campus unrest speech, May 3, 1970

[Image: Facsimile of Governor Rhodes' speech, May 3, 1970]

Watch speech: <https://www.youtube.com/watch?v=1goFFv3VaOk>

Document C (Oral History Interviews)

[Photo: Capt. J. Ronald Snyder]

[Text excerpt from oral history by Capt. Ronald Snyder on why the Guard was called in to Kent State]

[Photo: Arthur Koushel]

[Text excerpt from Arthur Koushel (sophomore student at Kent State in 1970) interview about ROTC incident]

Document D (Signed Apology Letter from Ohio National Guard)

[Image: Facsimile of Ohio National Guard statement of regret,
January 1979]

[See Thomas M. Grace, Kent State: Death and Dissent in The Long Sixties (Amherst: University of Massachusetts Press, 2016), p. 271]

Persuasive Essay (24 points Summative)

You will take a stand on the following issue: **“Should the Ohio National Guard have been called in to Kent State in May of 1970?”** Use the following as a guide for your paper. 3-5 sentences per paragraph.

- I. Introduction paragraph: **Position statement at the end of the paragraph.**
 - a. Some suggestions for background information. You could explain what the situation on the campus was at Kent State University,
 - b. At the end of your paragraph, explain your claim/stance.
- II. Body paragraphs (2-3): Knowledge gained from this class or prior classes/outside learning and answering your stance in detail.
 - a. Why do you feel the National Guard should have or should have not been called in on Kent State University’s campus? Answer this question with the documents presented. Also, add things we learned about in class as well here or outside resources to enhance your argument.
 - b. Give a counterclaim to your position (explain it with evidence). What would people who disagree with you say?
- III. Conclusion paragraph:
 - a. Back up your claim/stance in a summary paragraph.

Use the rubric on the following page to use as a guide to your answer and format. 24 points total (1 point per box/column) Due: _____

	Claim	Evidence	Reasoning	Counterclaim	Organization	Conventions
4	Claim is specific and introduces the topic <ul style="list-style-type: none"> - Clearly stated - Focused - Insightful - Original 	Relevant, specific evidence and/or examples support the claim <ul style="list-style-type: none"> - Ample - Detailed - Thoroughly supports claim - Accurate 	A strong explanation why the evidence supports/connects to the claim <ul style="list-style-type: none"> - In-depth - Logical - Clear - Insightful 	Alternate and opposing argument(s) are clearly acknowledged or addressed <ul style="list-style-type: none"> - Thoroughly reasoned - Clearly acknowledged 	Ideas are very clear and logically organized. Connection of Ideas: <ul style="list-style-type: none"> - Strong - Helpful Flow: <ul style="list-style-type: none"> - Smooth transitions - Logical, easy to follow 	Meets grade level expectations and has no errors in conventions (spelling, grammar, punctuation, capitalization)
3	Claim is clearly stated but may not be specific <ul style="list-style-type: none"> - Focused - Clearly stated 	Evidence provides support for the claim <ul style="list-style-type: none"> - Generalized - Accurate - Sufficient 	An explanation of why the evidence supports the claim is present <ul style="list-style-type: none"> - Logical - Clear 	Alternate and opposing argument(s) are adequately acknowledged or addressed <ul style="list-style-type: none"> - Acknowledged - Simplistic support 	Ideas are reasonably clear and logically organized. Connection of Ideas: <ul style="list-style-type: none"> - Apparent Flow: <ul style="list-style-type: none"> - Logical, but simplistic 	Meets grade level expectations and/or has a few errors
2	Claim stated is weak <ul style="list-style-type: none"> - Unclear - Lacking focus - Superficial 	Evidence or examples provide minimal support for the claim <ul style="list-style-type: none"> - Vague/general - Unclear how it supports claim - Inaccurate/Irrelevant 	Explanation is present but weak <ul style="list-style-type: none"> - Lacking depth - Illogical - Unclear - Superficial/Obvious 	Alternate and opposing argument(s) may be confusing or not acknowledged <ul style="list-style-type: none"> - Not acknowledged - Confusing - Not reasoned 	Ideas are somewhat unclear and disorganized. Connection of Ideas: <ul style="list-style-type: none"> - Weak - Distracting Flow: <ul style="list-style-type: none"> - Choppy - Confusing, hard to follow 	Has several significant errors and/or is below grade level expectations
1	No claim	Evidence or examples are not provided to support the claim	No explanation given	Alternate and opposing argument(s) may not be acknowledged	Ideas are unclear and disorganized.	Has errors that affect meaning and/or is far below expectations

The Anti-War Protests at home

- **Nov. 2 1965**-Norman Morrison set himself on fire at the Pentagon parking lot, with his kid by his side.
- The first incident of the anti-war movement

Division at home in the US build...

- **Doves**

- People that opposed the war
- Mostly made up of students and young people. Why?
- Drafted to go to war and opposed it morally

- **Hawks**

- Supported the military and the war
- Supported by many middle and upper class Americans. Why?
- Staunch anti-Communists and made money on the war

Anti-War Protests

- Protests erupted on college campuses and in major cities at first, but by 1968 every corner of the country seemed to have felt the war's impact.
- As the deaths mounted and Americans continued to leave for Southeast Asia, the Johnson administration was met with the full weight of American anti-war sentiments. **Johnson does not run again in the 1968 election...**

The Draft

- 25 percent were excused for health reasons; 30 percent received deferments- postponements of service.
- College students were deferred, so men from higher-income families were less likely to serve. (explain)
- A high percentage of combat soldiers were African Americans.
- A draft lottery began in 1969; the draft ended in 1973.
- 3 percent of eligible men escaped the draft by either refusing to register or by leaving the United States. Conscientious Objector- opposing the war and refusing to fight for moral reasons.

Draft Number Board (At Kent State)

[Image of 1969 Draft Lottery
chart]

- The lower the number, the more likely you were going
- Leads to 26th
Amendment- 18 yrs.
Can vote- “Old enough to die, old enough to vote!”

1968 Election

- Richard Nixon v. Hubert Humphries in a close election. Nixon promises “withdraw with honor” and “Vietnamization”
- This strategy brought American troops home while increasing the air war over North Vietnam and relying more on the South Vietnamese army for ground attacks.
- “Silent Majority”- Americans for the War but not protesting

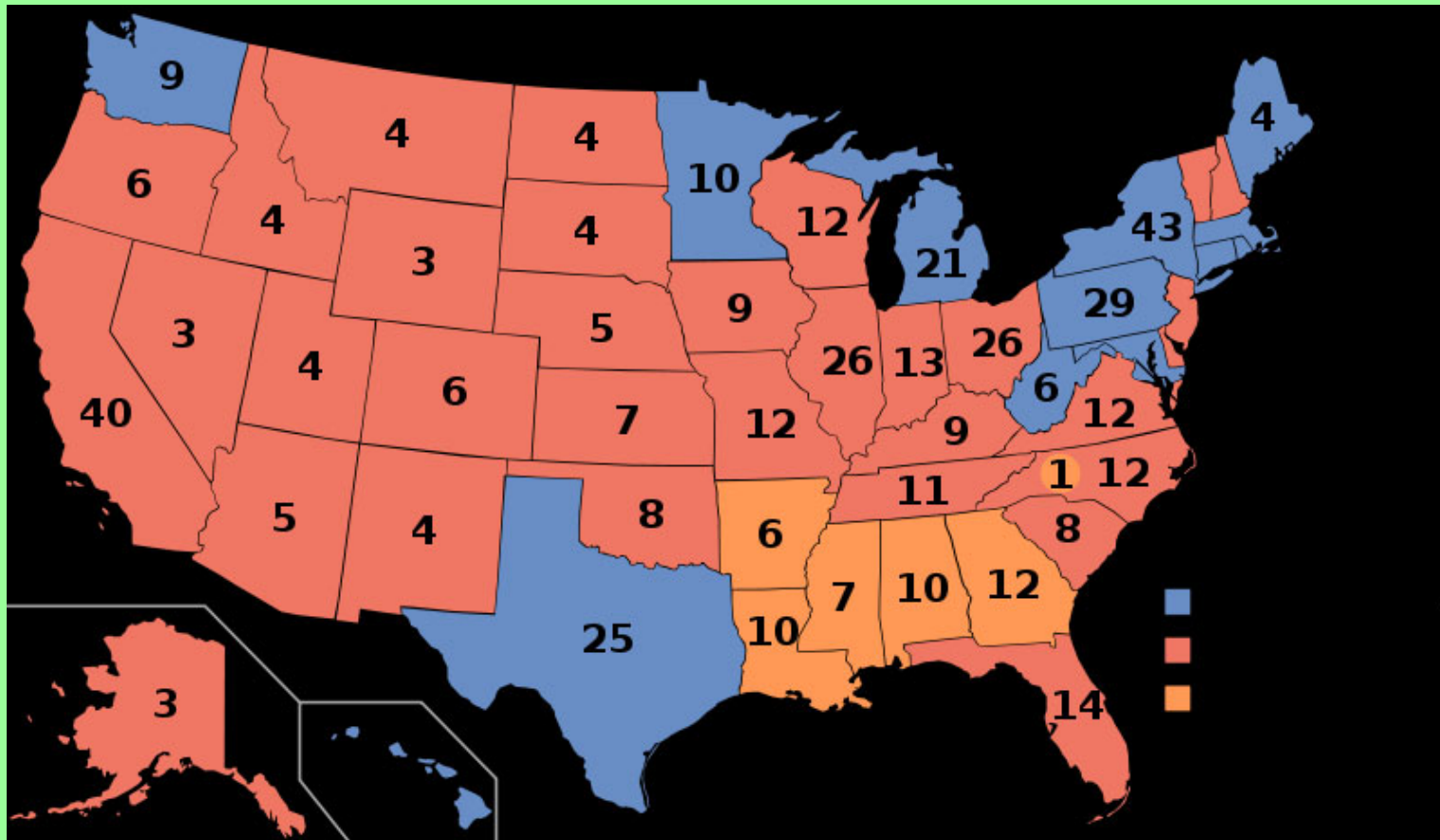
George Wallace

- Pro-segregation Governor of Alabama (yes, the guy from Forrest Gump) also runs
- Dispute about who he really affected in the election more but wins several Southern States with his platform of fighting against Civil Rights

1968 Democratic Convention

- One of the most famous incidents in the anti-war movement was the police riot in Chicago during the 1968 Democratic National Convention captured on TV.
- Hundreds of thousands of people came to Chicago in August 1968 to protest American intervention in Vietnam and the leaders of the Democratic Party who continued to prosecute the war.

1968 Election



Nixon	301	56 %	pop. 31,785,480	43.4 %
Humphrey	191	36 %	pop. 31,275,166	42.7 %
Wallace	45	8	pop. 9,906,473	13.5 %

***Map from Wikipedia**

Kent State Shooting

- Nixon promises to take out the troops, but then starts to bomb Cambodia in 1970 to take out the Ho Chi Minh Trail (04/30/70)
- Student demonstrations increase and peak with the shooting of four students at Kent State University in Ohio

[Iconic photo - Jeffrey Miller after being killed by a guardsman on May 4, 1970]



Ohio- Crosby, Stills, Nash & Young

[Photo - Guard advancing across Commons]

[Iconic photo - Jeffrey Miller
after being killed by a
guardsman on May 4, 1970]

[Two photos – Markers in
parking lot indicate where one
of the four students was
killed]

[Photo – *Newsweek*
cover featuring iconic
photo of Jeffrey
Miller]

[Photo – Door of the May 4
Visitors Center]



[Photo - Demonstration featuring
symbolic burial of the US
Constitution]





“Ohio”-by Crosby, Stills, Nash & Neil Young

Lyrics:

Tin soldiers and Nixon coming,
We're finally on our own.
This summer I hear the drumming,
Four dead in Ohio.

[Iconic photo - Jeffrey Miller
after being killed by a
guardsman on May 4, 1970]

Gotta get down to it
Soldiers are cutting us down
Should have been done long ago.
What if you knew her
And found her dead on the ground
How can you run when you know?

Ohio- Crosby, Stills,
Nash & Young

