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

Name of Educator: Bridget Newbury

Educator's Teaching Plan Number & Title: Project 43, "NEH Workshop Lesson Plan"

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

Subject Area for Educator's Teaching Plan: History

Educator's State: Ohio

Description of Educator's Teaching Plan: Created for a school of the arts history class, and contextualizing May 4 within the Cold War and Vietnam War, this plan encourages students to explore subjects tied to their interest, such as poetry of Yusef Komunyakaa; protest songs/album covers, posters, photographs, music. Study concludes with May 4 as a First Amendment story.

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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NEH Lesson Plan

I. Introduction/overview/unit rationale

I teach World History, American History, AP U.S. history and AP European History. I teach in ----- Public Schools at a magnet school [for the arts]. The school has eight magnet areas: visual arts, orchestra, choir, theatre, piano, creative writing, dance, and band. In addition, three CTE courses have expanded the magnets and include photography, film and theatre tech. My district has 100% free breakfast and lunch.

This unit is a portion of the unit in the Vietnam War.

II. Unit Goals

- Use the [C3] framework to teach the mini unit
- Showcase Kent State University (map and college opportunities)
- Use of inquiry method for the students to discover what occurred on May 4
- Understanding the evolution of the First Amendment
- Integration of the arts and humanities in discovering what happened on May 4 and its aftermath

Students will:

- Describe how U.S. involvement in Vietnam changed during the Kennedy and Johnson administrations.
- Explain why 1968 was considered the most turbulent year of the 1960s.
- Identify why Americans disagreed about the war
- Identify the policies President Nixon employed to end the war.
- Contrast the political and cultural aftermath of the Vietnam War with that of previous international conflicts.

III. Connection to State Standards (Ohio)

Note - there is no specific standard in Ohio tied to the Kent State shooting

Topic - The Cold War (1945 -1991)

The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States

The Vietnam War divided the country and sparked massive protests. Spending for the war came at the expense of the domestic programs launched by President Johnson. This led to urban unrest in the 1960s. The Vietnam War was a dominant issue in the

presidential campaigns of 1968 and 1972. The difficulties and eventual withdrawal from Vietnam led to concerted efforts on part of the U.S. to find allies in future conflicts.

Ohio Standards

23. The United States followed a policy of containment during the Cold War in response to the spread of communism.

24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.

25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

----- Public Schools Pacing Guide and learning statements

Ohio Standard #23-

- I can analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.
 - I can identify conflicts the U.S. military engaged in following containment policy.
 - I can use a map to locate and describe actions based on Cold War containment policy.
 - I can analyze the relationship between U.S. involvement in Korea and containment policy.
 - **I can analyze the relationship between U.S. involvement in Vietnam and containment policy.**

Standard #24-

- I can explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.
 - **I can explain the U.S. reaction to the spread of communism in Europe and Asia.**
 - I can explain why the actions of the Soviet Union in Eastern Europe sparked fears in the United States.

Standard #25-

- I can analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.
 - I can analyze the relationship between the Korean War and U.S. domestic policy.
 - **I can analyze the relationship between the Vietnam War and U.S. domestic policy.**

- I can create a multi-tier timeline describing the relationship between international events and domestic politics during the Cold War.

IV. Detailed description of what will happen each day.

Note- This mini unit is a part of the unit in the Cold War and the Vietnam War. Students will

Day 1 - Theme - May 4 and the Long Sixties

1. Entrance slip - What do you know about May 4?
2. Introduction to the unit; Explain how May 4 fits into the overall unit on Vietnam.
3. Review the events of 1968. (place on board). What is happening to the atmosphere of the American public's view of the Vietnam War?
4. Review the election of Nixon. What did he promise?
5. Lecture on the changing direction of the war, including the invasion of Cambodia, known as Operation Menu.
6. Set the scene for Kent State by explaining the connection to Cambodia (the visit of Sihanouk in 1960)

<https://dks.library.kent.edu/?a=d&d=dks19601004-01.2.6>

7. Exit slip - How do you think the invasion of Cambodia will affect the homefront? Soldiers in the war? Civilians with draft cards?

Day 2 - Theme - What Happened on May 4

1. Introduction - show a campus map of Kent State. Short overview of the university (college talk for potential students) - 3 minutes
2. Display a timeline of the events of May 4
3. Gallery walk - Students will work in pairs to view various images, maps, photographs of the day. Images to include map of where the students were and the guardsmen; Pulitzer Prize photograph; photo of Alan waving his black flag, chart of the distances of the injured and slain students; and photograph of Professor Glen Frank. Students will have specific questions to answer at each site of the gallery walk. I post images in the classroom and outside in the hallway in order to help facilitate the traffic flow. - 20 minutes
4. Discuss the images with the students. What conclusions can be made? Put the images into the timeline.
5. I will conclude the lesson by showing the first half of the NHD [National History Day] documentary by Rachel Allen - 5 minutes
6. Exit slip - what was the most disturbing evidence/information that you learned today? Why?
7. HW: Ask your parents/guardians what they know about May 4

Day 3 - Theme - Archives of History; Using Inquiry Pedagogy

1. Review the lesson from yesterday. Answer any questions that the students have.
2. Explain the magnet assessment for the students. Students are to research/explore the archives at Kent State targeting material that can be associated/tied to their personal magnet / interest.
3. NOTE: This is a choice board activity. My school has eight magnets and three CTE electives. Many students have double magnets. The choice board will allow the students to explore subject areas that are tied to their interest. I will provide guidance by giving suggestions (i.e. poetry of Yusef Komunyakaa; protest songs/album covers, posters, photographs, music)
4. Handout for the students (choice board).
5. Answer questions about the assignment and reflection
6. HW: Reading on Jackson State

Day 4 - Theme - Student, Veterans and a Widow perspective

1. Answer questions about the homework.
2. Review the importance of oral histories. I use many oral histories in my classroom. Students will have heard veterans speak about WWII and Korea, slave narratives from the Federal Writers' Project along with interviews from the Vietnamese during the Vietnam War.
3. Show newspaper headlines from May 5. Ask students how a newspaper headline is different from an actual personal reaction.
4. Distribute a worksheet with headings for the six different perspectives. Students will write down their thoughts and feelings about each one.
5. Introduce the six clips:
 - Video clip of "Dear America: Letters from Vietnam" about the Kent State shootings
 - Ellen Mann - oral history about the day of the shooting

<https://omeka.library.kent.edu/special-collections/items/show/1556>

- Terry - Marine, 3 purple hearts; discharged in 1969; tried to enroll in college but was told "his type wasn't wanted here"
 - Michael - Army; graduated from college in 1970 (ceremonies were cancelled due to May 4 but was drafted; refused to go to officer school; stayed state side until his brother (medic, Silver Star) returned and then was send to Vietnam;
 - Robert - Marine; spent one tour in Japan and was going to reenlist until the Sergeant, noting Robert was from Ohio, made an awful remark; left the Marines
 - Cindy - husband was killed in Vietnam in 1969;
6. Answer questions from the students
 7. Exit slip - reflection of oral histories

Day 5 - Theme - Continuing Struggles for Social Justice

1. Answer questions from the students about their assessment project.
2. NHD documentary - what were changes/effects of May 4? Students will list the

changes from the documentary (War Powers Act, changes to National Guard, 26th amendment)

3. Introduce and review the First Amendment and free speech.
4. Distribute the flyer about censorship
5. Using materials from the NEH [workshop], lecture on the rights of students at school.
6. Discussion
7. Conclusion - Meaning of May 4 for today
8. Assessment due

V. Formal and informal assessment

Entrance slips, exit slips, reflections, and magnet assessment

VI. Technological needs

Computer/internet access

<http://www.library.kent.edu/may4>

www.loc.gov/vets

VII. Material needed to complete the unit/ Other sources to consider

Zinn Project

<https://www.zinnedproject.org/news/tdih/kent-state-massacre/>

Censorship Flyer about 1st amendment

Life Magazine (CNN of the times); remember there were only three networks of news

Newspapers

Nixon's speech after the shootings