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

Name of Educator: Valerie Johnson

Educator's Teaching Plan Number & Title: Project 54, "Students in the Anti-War Movement and the Long Sixties"

Level of Students for Educator's Teaching Plan: 9th, 11th, and 12th grades

Subject Area for Educator's Teaching Plan: Advanced Placement Government and Politics, American Government, Honors United States History

Educator's State: Maryland

Description of Educator's Teaching Plan: Primary documents from the long sixties ground students' charting of the costs and benefits of student activism. Breakout groups develop action plans and defend their view of the most effective form of student activism.

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 Kent State Lesson Plan	
Topic: Students in the Anti-War Movement and the 'Long Sixties'	
Compelling Question:	What is the most effective way to challenge the status quo?
Supporting Question(s):	What are the costs and benefits of challenging the status quo?
C3 Framework	<p>D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level</p> <p>D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues</p> <p>D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place</p> <p>D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning</p>

For a Google Slides starter for this mini-unit, visit: [Students in the Anti-War Movement](#) [link removed]

Opener/ Warm-Up Suggestions :	Show students this magazine cover from Esquire from September 1967 (from KSU digital collections). Introduce students to the idea that people their age were actively involved in, and in some cases leading, the anti-War movement as many students felt especially impacted by the draft. Ask them to think about how students are involved in movements for change today. <i>Note: Students should already have historical context about Vietnam</i>	
Lesson - Day 1	Procedure	Sources
	Step 1- To expand on the warm-up, ask students to look at Would You Have Been Drafted? Draft simulator. Have students determine their number and whether or not they would have been drafted. Ask each drafted student to stand up to illustrate how many young people were impacted by the draft. Ask students to react. Then, show Public Opinion data on the war in Vietnam from 1969 segmented by US adults and college students	Would You Have Been Drafted? From USA Today Gallup Vault: 1969 College Students' Resistance to Vietnam from Gallup.com

	and then again by region. Ask students to explain possible differences in public opinion between adults and college students. Ask them to compare regional differences in public policy to what they see today.	
	Step 2- Introduce student demonstrations as the first tool of student activism. Give a brief overview of campus protests.	
	Step 3- Introduce Kent State. Ask students to read the timeline of events at Kent State and/or watch “Four Dead in Ohio” from Aljazeera. While they read and watch, ask them to record the goals of students at Kent State and summarize the events.	Timeline of Events at Kent State (pg. 44-46 of Jerry Lewis’ Manual for Teaching May 4) from Kent State University library “Four Dead in Ohio” from Aljazeera
	Step 4- Introduce students to the ‘costs and benefits’ chart. For each day of this mini-unit, students will record potential costs and benefits of each tool of student activism.	Costs and Benefits chart (attached)
Lesson - Day 2	Step 1- Review prior lesson on Kent State and introduce Jackson State College where Black students were killed in a demonstration. Begin by showing the interview with Dr. Gene Young who was present at the protests and killings at Jackson State.	Democracy Now! interview with Dr. Gene Young (includes clips from Fire in the Heartland) from Zinn Education Project
	Step 2- Discuss the differences in experiences of white and black students. Inform students that in total, 16 college students were killed during campus protests, 9 of whom were African-American (Tom Grace’s prepared remarks 6/24/2021). Discuss similarities and differences in media portrayal of the events and how that impacts their audience and goals. <i>*This can be expanded into an extension lesson</i>	
	Step 3- Have students brainstorm other ways that context may affect what form of activism is most effective in different situations. Record responses.	
	Step 4- Revisit the ‘costs and benefits’ chart. In groups, students should record potential costs and benefits of each tool of student activism. Pay particular attention in the different audiences for the Kent State and Jackson State College demonstrations.	Costs and Benefits chart (attached)

Lesson - Day 3	Step 1- Introduce the next tool of activism: Strikes and Walk Outs. Explain the basic ideas of this form of activism.	
	<p>Step 2- Organize a jigsaw activity for students to examine student walk outs and strikes. In the first group, students look at one source together and record what they learned about their given source.</p> <ul style="list-style-type: none"> Group 1: Black Student Walk Out in 1968 at Kent State University Group 2: Kent Strike Paper discussing student perspectives and goals from May 18, 1970 Group 3: Poster: The Struggle Has Just Begun from Cambridge, May 1970 	<p>Black Student Walk Out by Jerry Lewis, from Kent State University Library</p> <p>Kent Strike Paper (includes section on Orangeburg)</p> <p>Poster: The Struggle Has Just Begun from Cambridge, found in Kent State University Library</p>
	Step 3- Reshuffle groups to complete jigsaw. One student from each group should form new group, so students can share what they learned about their source and listen to their peers reflect on the other sources.	
	Step 4- Revisit the 'costs and benefits' chart. In groups, students should record potential costs and benefits of student strikes and walkouts.	
Lesson - Day 4	Step 1- Begin class by asking students how they express themselves on a daily basis. Record responses. Introduce students to the idea of using creative means, such as arts and music, to express themselves.	
	<p>Step 2- Play a variety of anti-war songs. Play the audio and display the lyrics. For each song, ask students what the message is for that artist.</p> <p>Possible Songs Include:</p> <ul style="list-style-type: none"> Buffalo Springfield - For What It's Worth CCR - Fortunate Son Edwin Starr - War Crosby, Stills, Nash, Young - Ohio 	[Article on 20 best songs protesting the Vietnam War]
	Step 3- After playing a wide variety of anti-Vietnam protest songs, ask students in partners to identify themes among songs.	
	Step 4- Revisit the 'costs and benefits' chart. In groups, students should record potential costs and benefits of art and music in changing public opinion.	

Lesson - Day 5	Step 1 - As a class, brainstorm one pressing local or national issue today in need of reform. Then, have students look at their costs and benefits chart and independently select which tool of activism is most effective for that issue.	Costs and Benefits chart
	Step 2 - Allow students to group up with classmates that agree on the most effective form of activism. Together, they should plan to present an action proposal to the rest of the class defending their tool as the most effective form of student activism.	
	Step 3 - Allow each group to make their case. Make room for students to discuss combination of strategies or possibilities that different groups may pursue different strategies.	
	Step 4 - Ask students to independently reflect on what they learned throughout this mini unit and how it impacts their role as an American citizen.	

Extension	<ul style="list-style-type: none"> - Add a day on Students for a Democratic Society <ul style="list-style-type: none"> - Original Draft of the Port Huron Statement from University of Michigan - Published Version of Port Huron Statement - Excerpts From Port Huron Statement with Guiding Questions from Bill of Rights Institute - What Was the Protest Group Students for a Democratic Society? Five Questions Answered from Smithsonian Magazine - Add a day on challenging the law in court (Tinker v. Des Moines, Cohen v. California *Caution: adult language in Cohen v. California) - Add a day on civil disobedience and draft resistance (Catonsville Nine, burning draft cards)
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My district is revamping our US history curriculum. I will share this with our social studies supervisor. I believe she will allow me to present to other US history teachers in an August training date.

Form of Student Activism	Audience	Intended Goal	Costs of this form of Activism	Benefits of this form of Activism	Effectiveness?
Kent State Demonstration					
Jackson State College					
Walk Outs and Strikes					
Art and Music					
Other (optional)					