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

Name of Educator: Alicia Marie Mattias

Educator's Teaching Plan Number & Title: Project 57, "Turbulent Times of the 1960s-1970s: Anti-Vietnam War Focus"

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

Subject Area for Educator's Teaching Plan: Social studies

Educator's State: Texas

Description of Educator's Teaching Plan: Look in this plan for engaging techniques—and the theme of voice sounded throughout: strengthening one's voice; Nick Saban's voice commenting on May 4; the draft negating one's voice; perception changing how one's voice is heard; was the voice of the hawk or the dove stronger?; is one's voice heard more loudly through music and art? Included is an artwork created by Sandy Scheuer and Jeff Miller shortly before they were killed on May 4—swirls of deep colors, with the embedded message "Who Is To Say?"

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 of May 4

[Photo: Joe Lewis in mid-ground gesturing toward Guardsmen, far right, May 4, 1970]

Turbulent Times of the 1960s-1970s- Anti Vietnam War Focus

Essential Question: How can students strengthen their voice?



Allison
Krause

William
Schroeder

Sandy
Scheuer

Jeffrey
Miller

State Standards (North Carolina)

Multiple indicators addressed to include:

- **Inquiry:** gathering and evaluating sources, using evidence, constructing ideas, taking informed action, critiquing multiple perspectives
- **Civics and Government:** Development of political thought based on views of freedom, critiquing various levels of governments use of power to expand or restrict freedom and equality of American people, how groups strategized, organized, advocated, and protested to expand or restrict freedom and equality.
- **History:** Causes and effects of various domestic conflicts in terms of race, gender, political, economic, and social factors; causes and effects of various international conflicts/wars, use historical empathy and contextualization to deconstruct multiple perspectives of individual and groups within various turning points.

By the end of the unit, Students will be able to:

- Compare and contrast the views of “Doves” and “Hawks” during Vietnam era.
- Analyze graphs of the changes of American sentiment during the Vietnam war and articulate the reason for the changes.
- Interpret or discuss various manners of art and music during the era.
- Explain how perception can change how one’s voice is heard.

Day 1-Protesting the Vietnam War

[Photo: Minnesota Committee to End the War in Vietnam protest]

- Students will listen to “*Ohio*” By Crosby, Stills, and Nash
- Students will listen a 2nd time while reading the lyrics
- Students will mark the text with questions, info they know, or if anything that sounds familiar. Discussion with guided questions
- Students will read handout, “4 Kent State Students Killed by Troops” [Handout includes photos of Jeffrey Miller after being killed; Alan Canfora waving a black flag on May 4, 1970; and John Kifner's first-person account of the shootings]
- Students will look at Gallup Poll image: “Did US Make a Mistake Sending Troops into Vietnam?” (discuss) then look at same poll with explanations (discuss in groups)
- Students will answer analysis questions about graphs as exit ticket.

Day 2- The Draft

- As students enter the room they will be handed a card with a number of it.
- At the start of class, teacher will randomly draw numbers from a bowl. The students called will be given a candy bar.
 - (Displeasure expected. Discussion with guided questions of the opposite- a “punishment” for your number being called)
 - Interactive Draft picker:
[Would your number have been called?](#)
- Copy of lottery draft numbers will be displaced. Students will find the number that coincides with their birthdate.
- Students will watch the Draft Lottery Video with discussion questions to follow
(<https://www.youtube.com/watch?v=OkJH6sapQMA>)
- Students will read and annotate short article about burning draft cards and 1st Amendment rights
(<https://www.mtsu.edu/first-amendment/article/1076/draft-card-mutilation-act-of-1965>)

[Three photos: Two Selective Service System cards, and front page of The Agitator illustrating draft resistance]

Day 3- continuation of Day 2

- Students will take focused notes on Hawks vs. Doves
- Students will participate in a gallery walk of images around draft resisters, Hawks vs. Doves
- Students will complete exit ticket with question, “Do you think the voice of the Hawk or the Dove was heard more loudly and why?”

[Four images: Two representations of “Hawks & Doves,” photo of draft resisters, photo of hippies with hippy bus]

Day 3- continuation of Day 2

AWESOME WORDS

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- Students will participate in a gallery walk of images around draft resisters, Hawks vs. Doves
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[Four images: Two representations of “Hawks & Doves,” photo of draft resisters, photo of hippies with hippy bus]

Day 4- Your Voice

- **Students will participate in “Lunchroom Fight” activity:**
<https://sheg.stanford.edu/history-lessons/lunchroom-fight-i>
- **Students will watch the following videos to gain various perspectives:**
 - Nick Saban: <https://www.youtube.com/watch?v=sfdx19y8u6w>
 - Dan Rather: https://www.youtube.com/watch?v=BpMO282id_4
 - Frank Barnes: <https://omeka.library.kent.edu/special-collections/items/show/1652>
 - Sandra Cadena: <https://omeka.library.kent.edu/special-collections/items/show/7971> (HS Student on campus for Protest on May 4)
- **Discussion about perspective. Questions will include why it is important to hear everyone’s side and how one can be heard**
- **Students will be introduced to Oral History Project option for project choice board**

Day 5- Is one's voice heard more loudly through music and art?

- Students will view art by [Jeff] Miller and Sandy Scheuer, "Who is to Say?"
Guided Questions
- Students will view [excerpt from documentary recounting what happened during the Kent State Shootings on May 4, 1970]
- Students will hear various protest songs from 1960s and 1970s. Lyrics will be displayed with each one. Discussions about the tone, beat, and other notables.
- Students will look at an example of Vietnam Era Black out Poetry
- Discussion of Guiding question, "Is one's voice heard more loudly through music and art?"
- Students will complete exit ticket with question, "What questions, ideas, and feelings did this lesson raise for you?"

[Photo: Boy with strong expression in front of a mid-twentieth-century microphone]

Day 5 and beyond- Choice Board

- Students will be introduced to the project and will choose an item from the choice board to complete.
- Time will be devoted for research, discussion, and individual conferences to ensure students are on the right track.

May 4 Choice Board

Choose 1 activity to complete during our unit on protests and developing your voice.

ANTI-VIETNAM MOVEMENT

Research and create a timeline of anti-war protests on college campuses during the 1960s-1970s. Include location, reason for protest, and results. You must include 15 events/dates.	Create a story board/comic depicting 15 events of the anti-Vietnam War era.	Create a video walking tour of a university in North Carolina explaining the historical significance of various locations and the anti-Vietnam War Movement. This could occur at NCSU, NCCU, UNC-CH, Duke, or Shaw University. This video option would need to be done in person on the campus.	Hawks vs. Doves- Create a button that supports Hawks or Doves. Accompany this with a 2 paragraph reflection of how this answers the essential question.
Create a journal with at least 10 entries (2 paragraphs each) from the perspective of an <u>anti-War protester</u> during the late 1960's- early 1970's.	Conduct an Oral History of someone born before 1952. You will include a transcript of your interview.	Create a playlist of protest music. The playlist needs to contain at least 15 songs. They can be from any era. Choose 2 of the songs (from different time periods) to explain the history of the time period and your interpretation of what the artist was trying to communicate.	Do you have another idea? Come see me and we will discuss it!