MAY 4TH 1970 KENT STATE

A Tragedy

Dimension 1

Lesson Questions

- Could the may 4th shootings been prevented?
- What caused the shootings to take place?
- Who is to blame for the clash between the students and the national guard?

NCSS Standards

-People, Places, and Environment
Power, Authority, and Government
-Civic Ideals and Practices

Dimension 2

Lesson Objectives

`-SWBAT debate whether the cause of the may 4th shooting can be laid at one groups feet and will be able to analyze the causes and effects that were responsible for the tragedy.

OED Standards

-Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Dimension 3

In-Class Activity

- In class we would watch a video on the may 4th shooting. Then we would discuss some of the causes and outcomes due to the incident.
-During this time the class as a whole would discuss the topic as it is a heavy subject.

Dimension 4

Assessment

-Students will writ a letter to the school, the governor of Ohio, the President of the United States, or to the president of Kent State explaining their perspective on the event and deciding who is to blame for the shooting.
- This will give me an ability to see the students reasoning and assess their grasp of the material.

Two doors will be set up just inside the classroom, one labeled Strong the other average. Past these doors will be another two doors, one labeled Smart the other Average. A final set of doors will follow, one labeled Extraordinary and the other Average. One at a time, students will be asked to walk through the doors of their choosing and record their choices on a piece of paper, turn it in, and return to the hall. After all the students have turned in their papers, the results will be announced ambiguously, so they can see the total of how many men vs. women chose which sets. Following this activity, the class will discuss the results, why statistics state that more men will have taken the first doors while more women will have taken the second doors, and what gender norms over time have led to such a difference in self-confidence between men and women.	Students will each be given a piece of paper and markers, and asked to design a poster. At the top, students will depict everything they believe has been said or promoted in societies throughout history to make women feel lesser. On the bottom, students will depict what they believe has been said or done to help banish the gender norm of putting women down. On the back of the poster, students will write a slogan of their own choosing, which they believe could inspire change both in our society and around the world.

<u>Lesson 5: 4 "*Bums*" killed at Kent.</u>

Lesson Questions:	Lesson Objectives:
• What happened both and Kent and across the United States that led to the May 4th shooting? • Why did some support the war while others supported the protesters? • Could the shooting have been avoided? If so, who had the power to prevent it?	Students will conclude their exploration of Protests by learning about a more resent example: the protests in Kent, Ohio, which resulted in the death of four students. From this study, students will be able to: Identify how technology assisted in the growth of protests, how these protests were similar and different from previous protests, and how the differing sides views the protests. To do this, Students will be given these materials to help them with their understanding: - A YouTube video entitled: On this day: *Four killed in Kent State shooting* - An image of a newspaper entitled: *4 "Bums" Killed at Kent.* - A Constitution Daily article entitled: *The campus and the Vietnam War: protest and tragedy* - A YouTube video entitled: Sound Smart: Vietnam War Protests | History - A Time article entitled: *'WHO IS THE ENEMY HERE?' THE VIETNAM WAR*

	PICTURES THAT MOVED THEM MOST
NCSS Standards:	ODE Standards:
• Scient, Technology, and Society • Time, Continuity, and Change	• History • Geography • Government
In-Class Activity:	Assessment:
Students will be divided into five roles: Soldiers, Protestors, Neutral, Authority Figures, and Students (K-12). Once in their roles, the students will receive information about what the people who lived their roles at the time of the shooting did. Next, the students will be directed through the stages of the May 4th shooting, so as to gain a personal sense of how it must have felt to be there that day. Next, in a whole-class discussion, students will describe how it felt to be in their individual position, what they learned from it, and how they feel about the events that took place.	At the end of class, students will be asked to write a short paper explaining what difference they believe there is between how various groups view the same event, and how these views can change the way the event is remembered. Students will be asked to use examples from any of the previous lessons to help explain their understanding of controversial issues, why people turn to protests, their effects, and what can be done to further the progression of change for the better both at home and around the world.

Lesson Questions: Is Activism helpful or hurtful to a cause? Did the Anti-War Protest Surrounding the Vietnam war help to end it? What happened at Kent State? Who ordered the National Guard to be there? **NCSS Strands:** **6:** Power, Authority, & Governance **5:** Individuals Groups and Institutions **1:** Culture **4:** Individual development and Identity	**Lesson Objectives: SWBAT +** - Identify reasons for antiwar and pro-war activism during the Vietnam war in the U.S. - Assess what events unfolded in Kent, Ohio leading up to the May 4th Shootings, as well as, the shooting themselves using primary sources. - Investigate multiple perspectives on these protests and determine whether they were helpful or hurtful to these movements. **ODE Standards:** **Individuals and groups have the capacity to engage with others to impact global issues.** **20. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.** **16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.**
In Class Activity: Students will be placed in a group of four that are randomly selected (at the teachers discretion) to investigate what happened at the May 4th Shootings in Kent state. Students will be given a side to stand on, whether that be the protesters, the National Guard, or the citizens of the city and around the country watching at home. Students will then utilize a multitude of primary sources from the Kent State Police Department, Eyewitness accounts, News clippings, Books, and video sources to establish a good base of knowledge. They will	**Assessments:** The class will hold a socratic seminar. This seminar will have students placed into two groups, those for Antiwar protest and those for the ProWar movements. The teacher will divide these groups up at random. Students will then have the opportunity to argue their case for why their movement should have existed and how it helped end the war. Student will utilize primary sources to bolster their arguments,as well as, acknowledge the dissenting side. Grading will be based off of student

have to write on a piece of large note paper what main reasons they had for being there, why it was justified, and whether or not the actions taken were needed or not.	participation in discussion and a submission of an exit ticket answering the following prompt. - Did the Anti-War Protest Surrounding the Vietnam war help to end it, Why or Why not? What is one thing you would be an activist for?

Taking Informed Action: Students will now be able to understand that there is a right time to take informed action on something. (Ex: Improper treatment at lunchtime or improper funding for extracurriculars)

TOPIC 3 MAY 4TH RIGHT OF ASSEMBLY

Dimension 1

Developing questions and planning inquiry

Lesson questions

Where does the right to protest (1st Amendment) become grey?

What are the limits of the first amendment right to protest and speech?

How were first amendment rights taken from Kent State students during the May 4th protest?

Why is it important to know your first amendment right?

NCSS Strands

5. Individuals Groups, and Institutions: the study of interactions among individuals, groups, and institutions.

10. Civic ideals and Practices: the study of the ideals, principles, and practices of citizenship in a democratic republic.

Dimension 2

Applying disciplinary concepts and tools

Lesson Objectives

Students will be able to assess their constitutional rights through reading the first amendment and it's limitations

Students will be able to determine when constitution rights can be revoked.

Students will be able to evaluate why the U.S. was at war in Vietnam and why there were many protests.

Students will be able to explain what happened on May 4th and the background of the protest.

ODE standards

Topic- Civic Involvement

1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.

Topic- Basic Principles of the U.S. Constitution

5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

Topic- Public Policy

Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

Topic- Civic Participation and Skills

5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues. 6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken. 7. Individuals can participate through non-governmental organizations to help address humanitarian needs.

Dimension 3

Evaluating sources, using evidence and applying skills

In-Class activity

Students will begin by being handed a KWL chart with three pages of the same chart. On each page there will be a new topic (first, Intro to Vietnam War, two, Kent State Shooting, three, 1st Amendment rights). Students will be prompted that throughout class they will be completing the chart.

Students will begin by filling in the K part of KWL by writing what they know about the topic. They will then move onto the W part writing what they want to know about the subject. The teacher will model examples for each column on the board before having students so this. Then students will be told that as a way to take notes, they will write in the L part of the page when they learn something about the subject. Students will begin by starting with this link, it will be printed (https://www.history.com/topics/vietnam-war/vietnam-war-protests). Students may choose to read on their own or with a partner. Students will be given 10 min. Then the class will come together to watch this video (https://www.youtube.com/watch?v=9Pwro3vCUdU). Students will continue to take notes. The class will then be given time to ask questions about what they have learned or give comments on their view 5 min. Students will then be handed this article (https://civilrights.findlaw.com/enforcing-your-civil-rights/is-there-a-right-to-peaceful-protest.html) . Students will read individually or with a partner and take notes. When all students are done the class will come together to discuss what they learned about May 4th. The teacher will ask questions like "Has the right to protest been limited for other groups of people in the world? Why do you think the Ohio National Guard came if it was a peaceful protest? Have we learned anything about human rights from May 4th? Do you think you would protest for something you believe in?"

Dimension 4

Communicating conclusions and taking informed action

Assessments

Topic- "Imagine you were a student at Kent State on May 4th, write a letter to the Ohio National Guard either supporting their acts or explain why you do not agree with the how the situation ended. Please include in this answer a tie to your first amendment right." Second, "Imagine you were one of the protesters at Kent on May 4th, describe by writing a letter home why you were involved in it and what happened at Kent. Please include in this answer a tie to your first amendment right."