Making Meaning of May 4
K-12 Teaching Plan

Name of Educator: Trina Poole
Educator’s Teaching Plan Number & Title: Project 16, “Is Dissent a Crime?”
Level of Students for Educator’s Teaching Plan: 11-12 grades
Subject Area for Educator’s Teaching Plan: AP US Government and Politics
Educator’s State: Ohio
Description of Educator’s Teaching Plan: Is dissent a crime? Students respond via blackout poetry from documents including Letter from a Birmingham Jail; US Supreme Court decisions on student free speech rights; quantified costs; cultural artifacts; current events; and evidence of the May 4 site & its educational installations.

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.

You have permission to use this project for educational purposes. Commercial use is prohibited.

Acknowledge use of this teaching plan with the following citation:


Terms of Use

By using the web site www.kent.edu/ehhs/making-meaning-may-4 (the Site), the user agrees to accept the ‘Terms of Use’ stated here. Any copyrighted content in the Site is made available for personal use only. For any commercial purpose, users are responsible for obtaining the copyright holder’s permission.

The digital content contained in the Site is not available for re-sale, re-use, incorporation, or copying into any databases or commercial product without express, written permission from Kent State University [www.kent.edu/ehhs/making-meaning-may-4/About] and when applicable the copyright holder. No unauthorized mass downloading or scraping into any format is permitted from this website.

Kent State University requests that citation be provided for use of all material on this Site.
Is Dissent a Crime?

[Photo - Alan Canfora with protest flag, May 4, 1970]

Essential Questions from the AP Framework:
1. To what extent does the US Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
2. How have US Supreme Court rulings defined civil liberties and civil rights?

Strand Covered Liberty and Order with Learning Standards:
1. The Supreme Court has held that symbolic speech is protected by the First Amendment.
2. Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment including limits on speech and bolstering freedom of the press.

Vocabulary:
Federalism  Participatory Democracy  Political Efficacy
Individualism  Activism  Contest/Challenge
Rule of Law  Factions  Others?
Linkage Institution  Advocacy

In our quest to answer the question of ‘Is Dissent a Crime’ please use the following as a framework as you look to answer ‘Is Dissent a Crime?’.
**Foundational Documents:**

- Required Docs: *Declaration of Independence, Brutus I, Letter from a Birmingham Jail*
- Where do we see dissent? Take an excerpt of one required document and create a piece of black out poetry that demonstrates dissent in our documents.
- Is Dissent a Crime? Do you have an answer or path to an answer?

**Supreme Court Cases:**

- Required Case: *Tinker v Des Moines*
- Suggestions: *WVa v Barnett, Bethel v Fraser, Morse v Frederick, Hazelwood v Kuhlmeier*
- Do a compare and contrast of the required case to a case of your choice. How is the constitution applied? Same? Different?
- Does the time period affect the ruling? How was dissent defined/interpreted? How did things change?
- Are there any powerful photos from the cases?
Quantitative Analysis:

- Is there a cost of dissent? Can we quantify and analyze dissent in some way?
- Find something that demonstrates in a quantitative way why people challenge laws/government/policy.
- Is Dissent a Crime? Do you have an answer or path to an answer?

Perspective:

- How do we see dissent? Find a cartoon, a piece of art, music clips, movie example, poetry, quotes that shows different perspectives of dissent.
- How can perspective influence our personal truth? How do the arts show us our history?
- Is Dissent a Crime? Do you have an answer or path to an answer?
Dissent in the Media:

- Watch the news cycle for 24 hours. Find examples of dissent. What are the issues? Is it concentrated in one area? Protests, activists, riots? What is the news reporting?
- Thinking of current examples of activism and dissent, how it has affected America, government, public policy and private lives of citizens?
- Is Dissent a Crime? Do you have an answer or path to an answer?

Field Trip to KSU

- Guided Walking Tour
- May 4 Memorial
- May 4 Museum

Is Dissent a Crime? Do you have an answer or path to an answer?

Final Assessment

In a 3-5 page analysis, answer the original question: Is dissent a crime? What have you learned on this path to try to answer that question.

Using all of the work you have done, construct an analysis of what you have learned through this process. As supporting evidence, you are to use information gathered from vocabulary, foundational documents, Supreme Court case, quantitative analysis, perspective, media and field trip parts of this journey.
Resources:

Special Collections and Archives. Omeka RSS. (n.d.). https://omeka.library.kent.edu/special-collections/solr-search?q=dissent&facet=113_s%3A%22Campus%2BStrike%2Bpapers%22%2BAND%2B142_s%3A%22Student%2Bstrikes%22&sort=title&order=asc.

