Making Meaning of May 4
K-12 Teaching Plan

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Educator’s Teaching Plan Number & Title:  Project 19, “Kent State Lesson Plan”

Level of Students for Educator’s Teaching Plan:  10-12 grade

Subject Area for Educator’s Teaching Plan:  US History, Civics, European History

Educator’s State:  Michigan

Description of Educator’s Teaching Plan:  US Supreme Court decisions affecting pre-college student rights; one most important to each student. May 4: Doug Wrentmore interview; why didn’t students leave area?; who was responsible? May 4 meaning for citizens & dissenters today. Activities incl. creating late night talk show and a debate.

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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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Kent State

Lesson Plan
Themes

Driving Questions:

- Why didn’t the students disperse when confronted by the National Guard?
- Who was most responsible for the attack – the National Guard or students?
- How can the lessons we learned during the Kent State protests apply to student protest today?
Day 1: First Amendment
First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
Worksheet

First Amendment Landmark Cases Worksheet
Landmark Cases

- Research the following cases:
  - West Virginica State Board of Education vs. Barnette (1943)
  - Tinker v. Des Moines (1969)
  - Bethel School District v. Fraser (1985)
  - Morse v. Frederick (2007)
First Amendment Landmark Cases – Groupwork Analysis Worksheet
Class Discussion

- Which case does your group think is most relevant to your lives today? List the case and explain your rationale.

- Which case do you think is the least important? List the case and explain your rationale.
Class Discussion

• **Pick a case in which you disagree with the Supreme Court’s decision.** Explain what you think they got wrong and why.

• **Which case do you think will have the greatest impact on society today?** List the case and explain your rationale.
Limits in Schools

Schools May Limit Free Speech IF:

- It creates a substantial disruption (Tinker)
- It is vulgar or lewd (Fraser)
- It advocates illegal drug use (Morse)
- Their Censorship is viewpoint neutral and based on a reasonable educational justification (Hazelwood)
Day 2: The Kent State Incident
War in Cambodia (1970)

- Nixon Announces Entering Cambodia

[Time cover – The New War: Will Nixon’s Gamble Work?]

May 1\textsuperscript{st}, 1970

- Burying the Constitution

Symbolized: Murder of the Constitution

[Photo – Burial of the US Constitution, May 1, 1970]

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President Nixon has flagrantly violated our constitutional rights by invading a sovereign nation without a declaration of war by Congress. Nixon has garnered all governmental power to the executive and committed us to a course of national barbarity; a crime that we will never be able to shed. He has been motivated only by his own personal whims. He has neither consulted Congress or the citizens of the United States. In essence he has usurped power in a fashion not dissimilar to a coup d'état. President Nixon has murdered the Constitution and made a mockery of his claims to represent law and order. In recognition of the deceased we will commit the Constitution to the earth at . . .

12:00 NOON TODAY

ON THE COMMONS IN FRONT OF THE VICTORY HILL

World Historians Opposed to Racism and Exploitation
May 1st, 1970

- Riots in Downtown Kent
  - Some Broken Windows
  - Police Dispersed the Crowd
  - Kent Mayor
    - Heard rumors of a radical plot
    - Declared a state of emergency
    - Telephoned the governor in Columbus for assistance.
  - A National Guard officer was immediately dispatched.
  - Bars were closed by local authorities
May 2nd, 1970

- Downtown Cleanup
- Newspaper Article?
May 3rd, 1970

- Ohio Riot Act
- Crowd Asked to Disperse
- Tear gas Fired

(Amended House Bill No. 1311)

AN ACT
To make an emergency appropriation for the biennium ending June 30, 1971.

(See Edition of "Appropriation Acts")


(Amended Substitute House Bill No. 1249)

AN ACT
To enact sections 2923.81, and 3345.22, to 3345.26, inclusive, of the Revised Code to control campus disorder, and to provide for the immediate suspension or dismissal of students and faculty, under certain circumstances.

Be it enacted by the General Assembly of the State of Ohio:

Section 1. That sections 2923.81, 3345.22, 3345.23, 3345.24, 3345.25, and 3345.26 of the Revised Code be enacted to read as follows:

(Permit) College or university, shall willfully or knowingly do any of the following:

(1) Enter or remain upon the land or premises of a college or university, or any separate room, building, facility, enclosure, or area thereof, without privilege to do so, or be on or in any such land, premises, room, building, facility, enclosure, or area, fail or refuse to leave upon request of proper authority, and without reasonable justification or excuse for such failure or refusal;

(2) Violate a restriction on access, curfew, or restriction on assembly imposed pursuant to section 3345.25 of the Revised Code;

(3) Engage in conduct which urges, incites, or encourages another to violate this section, when such conduct takes place in circumstances which create a clear and present danger of such violation;

(4) No person shall willfully or knowingly:

(1) With force or violence, disrupt the orderly conduct of lawful activities at a college or university;

(2) Engage in conduct which threatens or involves serious injury to persons or property at a college or university;

(C) Whoever violates this section is guilty of disruption, and shall be fined not more than one hundred dollars or imprisoned not more than thirty days, or both, for a first offense, for each subsequent offense, such person shall be fined not more than five hundred dollars or imprisoned not more than six months, or both.

College student or staff member arrested for certain offenses to be afforded a hearing; suspension; appeal. Sec. 3343.32. (A) A student, faculty, or staff member, or employee of a college or university who receives any state funds in support thereof, is arrested for any offense committed upon or within
■ Burning of ROTC Building

[Two photos – Burned ROTC Building, May 1970]
May 4th, 1970

- Resumption of Classes
- Gathering on the Commons
- Guard Enters with Fixed Bayonets

[Photo – Two students standing near where tear gas canisters landed]
Video

- Clips from:
  - [Documentary showing what was happening on May 4, 1970, on the site]
  - May 4th Augumented Reality - https://may4thxr.kent.edu/index.html
  - Photos - https://www.beaconjournal.com/photogallery/OH/20200501/NEWS/501009998/PH/1
Kent State Protests

[Photo – KSU protest]
Video

- Student Interview
  - https://www.youtube.com/watch?v=pVCoNEJCoKE
Kent State Protests (1970)

- Results
  - 4 Dead
  - 9 Wounded

[Three images –
  1. Jeff Miller after being killed, May 4, 1970
  2. \textit{LIFE} cover, May 1970
  3. Student strike photo following Kent State Shootings, Louisiana State University]
Day 3: Social Movements

Today
Class Discussion

- Black Lives Matters
- Pride Movement
“What Black Lives Matter Demonstrators Can Learn from Civil Rights Protests of the Past”

https://newsela.com/read/lib-blm-civil-rights-protest-history/id/2001018483/
Day 4-7: Interview
Activity

May 4th
Late Night Talk Show Presentation
Day 8: Debate
Topics to Consider

- Could the shootings on the campus of Kent State been prevented?
- Who was most responsible for the events of May 4th?
- Is May 4th relevant today?
  - (Hint: Think about current protest movements and explain what we can learn from May 4th.)
Worksheet

Kent State Briefing Notes
End