

**A TEACHER'S  
RESOURCE BOOK FOR  
*MAY 4TH VOICES:*  
*KENT STATE, 1970***

*Teaching History and Social Justice in the Classroom*

*Edited by John L. Morris, Ph.D.  
with contributions by educators from  
around the United States*

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## SCENE FIVE: A VEIL IS RENT

### The Shootings and Immediate Reaction

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#### SYNOPSIS

In Scene Five, the May 4th shootings and the aftermath are described from the perspective of students and National Guardsmen. The chaos and confusion of the shootings are described from these multiple points of view. Students prepare to further confront the National Guard. Professor Glen Frank is successful in calming the troubled students and working to make sure further confrontation does not develop. A student describes her journey that day back to Cleveland and the tearful reception she receives from her mother and concerned neighbors.

#### CONTEXT AND CONNECTIONS

“13 Seconds 67 Shots” refers to the length of shooting time and the amount of shots fired by the National Guard.

*Glen Frank* was a Kent State University Geology Professor who stood between Kent State University students and National Guardsmen after the shooting, calling for calm and possibly averting subsequent shootings.

*Passover* is a Biblical reference. It is the commemoration of the emancipation of the Israelites from the Egyptians and slavery.

#### INITIAL UNDERSTANDING

1. Explain the significance of the following to the scene you have just viewed: “13 Seconds and 67 Shots,” Glen Frank, Passover
2. Compare and contrast student responses to May 4th Shootings and National Guardsmen responses to May 4th Shootings.

#### INTERPRETATION

1. Read transcripts or listen to oral recollections of the May 4th shootings. What factors may have influenced the differing responses to the shootings?

2. What is the difference between the perception and reality of the experience of gun violence?

#### REFLECTION

1. Why had the 13 seconds of gun fire “felt like an eternity” to Male Student 1?
2. Respond to Female Student 1’s commentary on the stopping of time as it relates to the violent death. Do you agree with her? Why or why not?
3. What may have accounted for the differing responses of students to the May 4th shootings and how do you think you would have responded?
4. What obligation do educators have to protect their students in dangerous situations? Explain your answer.

#### EXTENDED RESPONSE WRITING PROMPTS

1. Write a letter from a student who survived the May 4th shootings to a student on a different college or university campus. Give your perspective on the importance of student activism in the wake of this tragedy. Would you recommend that students continue protesting or not? What are the realities of student activism? Is student activism worth the cost of lives?
2. Create a stream of consciousness narrative or reactionary monologue in the voice (and mind) of Professor Glen Frank as he stood between the students and National Guardsmen.
3. Using the Twitter Social Media platform, create tweets that record the responses from a) students or b) National Guardsmen to the shootings and/or aftermath on May 4th.

#### SCENE SPECIFIC CROSS-CURRICULAR PROJECT CONNECTION

*Historical Connection*—Research the Kent Professor, Glenn Frank. Write a letter to him expressing your feelings about his actions.

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