

**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 SIX: INTENSIVE CARE

Later that Day

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SYNOPSIS

In the immediate aftermath of the shootings communication is cut off, no telephone calls coming in or out of Kent. Newspaper headlines are confusing and no one really knows what to believe or what to do. Everyone is in a daze and cannot believe what has happened. Students are worried about parents and parents are worried about their children. Townspeople are scared and some citizens of Kent pack up and leave town. In the end, one student is torn between the senseless shootings and her father's death all on the same day.

CONTEXT AND CONNECTIONS

Pilgrimage is a journey or search of moral or spiritual significance. Typically, it is a journey to a shrine or other location of importance to a person's beliefs and faith, although sometimes it can be a metaphorical journey in to someone's own beliefs.

Radicals are individuals who endorse political principles focused on altering social structures through revolutionary means and changing value systems in fundamental ways.

INITIAL UNDERSTANDING

1. What was the reaction of each of the voices?
2. What did the newspaper headlines report?

INTERPRETATION

1. Why were the telephone lines shut off?
2. Why was everything in Kent shut down and students sent home? (Kent City School students? Kent State students?)

3. Why did some citizens of Kent pack up their homes and leave town?
4. Why were the newspaper headlines misleading and inaccurate?

REFLECTION

1. Explain the emotions in this scene. What are the voices feeling as they sort out the events of May 4th?

EXTENDED RESPONSE WRITING PROMPTS

1. Imagine you are living in Kent on May 4th, 1970. What is your response to the events on campus. Explain your feelings, your reactions to the shootings.
2. Research headlines and newspaper reports from the days immediately after the shootings. Compare and contrast these primary documents to secondary documents on May 4th. When did people get a clear picture of what really happened that day?
3. Compare and contrast the aftermath of the May 4th tragedy to a current tragic event such as Sept. 11, 2001. How have governmental and media responses to these types of events changed? In this era of technology do we respond in similar ways? Explain.

SCENE SPECIFIC CROSS-CURRICULAR PROJECT CONNECTION

Music Connection—Find a copy of Ray Stevens' "Everything Is Beautiful" and identify why the lyrics and tune seemed so dissonant to the speaker after the events of May 4th.

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