

**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 SEVEN: REACTIONARY

Throughout that Summer

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SYNOPSIS

In this scene the voices are learning to cope with everyday life in the aftermath of May 4th. Unfortunately, people do not come together to comfort one another. Neighbors, once friendly, pick sides and judge. It becomes a world of Kent State students and faculty verses community members. Families split even more on the anti-war verses pro-war question. Anyone associated with the University cannot escape the hate and those who witnessed that terrible day wonder if their lives will ever be the same.

CONTEXT AND CONNECTIONS

Communist is an individual who endorses a revolutionary socialist movement to create a classless, moneyless and stateless social order structured upon common ownership of the means of production, as well as a social, political and economic ideology that aims at the establishment of this social order.

Governor Rhodes (Sept. 13, 1909–March 4, 2001)—James A. Rhodes was governor of Ohio from 1963 to 1971 and again from 1975 to 1983. On May 2, 1970, in response to a request from Mayor Satrom, Governor Rhodes sent the Ohio National Guard to Kent State in an attempt to suppress the protests on campus. Although Rhodes was popular with Ohioans (he was elected governor four times), his reputation was damaged by the May 4 shootings and his role in them. In the years that followed, Rhodes was one of several defendants in a civil lawsuit filed by the victims and their families.

Citizen's arrest is an arrest made by a person who is not acting as a sworn law-enforcement official.

Criminal Misconduct is a legal term meaning a wrongful, improper, or unlawful conduct motivated by premeditated or intentional purpose or by obstinate indifference to the consequences of one's acts.

Felony is as a crime punishable by death or imprisonment in excess of one year.

INITIAL UNDERSTANDING

1. What happened to the children playing in the sand-box? How is this a reflection of what was happening in the U.S. in 1970?
2. Explain the tension between the Guardsman, faculty, and students?

INTERPRETATION

1. Why did people choose sides?
2. Why did Male Student 1 go down to Columbus to arrest the Governor?
3. Why were students asked if they were communist?

REFLECTION

1. Explain the conflict between Guardsman 1 and Faculty. What is Faculty's attitude toward the Guardsman? Would this happen today? Why or why not?

EXTENDED RESPONSE WRITING PROMPTS

1. Put yourself in the shoes of a student and then in the shoes of a Guardsman; explain how you would react to the criticism each faced in the aftermath of May 4th. How do you think you would have handled the situation?
2. Explain the role of the media in the aftermath of the shootings. How did the media shape public opinion?

SCENE SPECIFIC CROSS-CURRICULAR PROJECT CONNECTION

Music Connection—Find a recording of “The Cherubini Requiem.” Listen to the recording and comment on why the piece would resonate with the witnesses of the events of May 4th.

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