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Making Meaning of May 4 **K-12 Teaching Plan**

Name of Educator: Dawn Lee

Educator's Teaching Plan Number & Title: Project 8, "Dissent, the First Amendment, and Social Change"

Level of Students for Educator's Teaching Plan: 9-12 grades

Subject Area for Educator's Teaching Plan: School Library Media Specialist

Educator's State: Maine

Description of Educator's Teaching Plan: Plan for a collaborative semester-long course featuring a mock trial, readers theater, speakers, and choice of protest movement to research. Students share that work in a *community storywalk*, along with a documentary on their final community action project.

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.

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**National Endowment for the Humanities Landmarks of American History and Culture
Workshop:
“Making Meaning of May 4: The 1970 Kent State Shootings in US History”
Kent State University**

Introduction/Overview:

- Established in 2018, the ***Read Woke and Big Table Discussion*** program, developed by the ----- High School Library, is popular with students and staff. Students and staff have voiced the need for a class that augments this work.
- This is the framework for a collaboratively taught class to be introduced at ----- High School, located in -----, Maine. The school library media specialist and a teacher from the English, Social Studies, and Fine Arts departments will work as a team with students. Collaboration is the cornerstone for the semester-long class.
- On May 4, 1970, the Ohio National Guard killed four students and wounded nine at Kent State University, located in Kent, Ohio. This was “the day the war came home.” What occurred on campus changed the public’s opinion about the Vietnam War and helped lower the voting age to 18. This day in history serves as a reminder of the importance of practicing and protecting the First Amendment. Active participation in the political process and civic engagement impacts society and results in positive community and institutional changes.
- Through activism, students have the power to effect change. This course will provide an examination of protests, movements, and dissent. Students will analyze and evaluate resources, develop critical thinking skills, identify community issues, use the First Amendment and the Five Freedoms to address social/civil issues in the community, and take action to effect change.
- The course framework is divided into three units:
 - **“Hey, What’s That Sound?” Kent State University Shootings: May 4, 1970**
 - **“Do You Remember Other Voices Who Heard the Call?”**
 - **“What Do YOU Intend to Do?”**

Course Title: “Dissent, the First Amendment, and Social Change”

Course Framework:

Unit 1: “Hey, What’s That Sound?” Kent State University Shootings: May 4, 1970

- What do primary sources tell us?
 - Digital Breakout Boxes (contain a selection of primary sources) (teacher created using Google Forms)
 - Selected primary sources from [Kent State Shootings: May 4 Collection | Special Collections and Archives](#)
- The Day the War Came Home
 - [The Day the War Came Home: Four Dead in Ohio](#) (video)
- What are you saying? Listen to the Voices.
 - Readers’ Theater- **Kent State**, by Deborah Wiles (anchor text)
 - What are the perspectives?
 - The First Amendment
 - What are YOU going to do? A call to action.
 - Speakers:
 - Kent State Student
 - Ohio National Guardsman
 - Vietnam War Veteran (local)
 - Poet and Peace Activist: Gary Lawless (Brunswick, Maine)
 - Protest Songs of the Period- Noel Paul Stookey (member of Peter, Paul, and Mary) (Blue Hill, Maine)
 - Protest Art- Janice Wright (local artist and muralist- Bath, Maine)
 - Author- Deborah Wiles
- What is the truth?
 - Summative Assessment: Mock Trial
 - Resources: Kent State Library- [Kent State Shootings: May 4 Collection | Special Collections and Archives](#)

Unit 2: “Do You Remember Other Voices Who Heard the Call?”

- Students learn of “other voices who heard the call” by using inquiry-based research.
Students:
 - Develop a question
 - Gather information
 - Evaluate sources
 - Organize and synthesize information
 - Cite sources
 - Create a product to present research findings
- I-Search Assignment: Students select a protest to research.
 - Examples:
 - Parkland- March for Our Lives
 - South Carolina State, Orangeburg, SC (1968)
 - Jackson State College, Jackson, MS (1970)
 - Stonewall Riots (1969)
 - George Floyd Protest
 - Black Lives Matter
 - Montgomery Bus Boycott (1955-1956)
 - Greensboro Sit-Ins (1960)
 - Children’s Crusade (1963)
 - Freedom Riders (1961)
 - March on Washington (1963)
 - Poor People’s March (1968)
 - Dreamers
 - Women’s March (January 2017)
 - #MeToo Movement
 - March on the Pentagon (1967)
 - Boston Massacre (1770)
 - Ludlow Massacre (1914)
 - Charlottesville Protests (2017)
- Speaker:
 - Devon Moore- Black Life Matters Protest Organizer for Portland, Maine and Mid-Coast Maine
- Do you know the stories? Will You Listen?
 - Summative Assessment: Community Storywalk
 - Students create one of the follow to exhibit their research:
 - iMovies
 - Podcasts

- artwork
 - poetry
 - Google Sites®
 - Infographics
 - Google Drawings® interactive posters
 - linked YouTube videos
 - Google Slideshows
 - Google Slide Books
- The above products are assigned QR codes.
 - Students create digital information boards to share their research with the community; QR codes are used to access students research.
 - As visitors navigate the storywalk, they scan the QR codes with a smart phone or other mobile devices to learn about select protest movements.

Unit 3: “What Do YOU Intend to Do?”

- Deborah Wiles asks the reader, “What do you intend to do?” and presents a call to action. Students examine, in depth, Kent State, and research a movement or protest, and share their findings with the community. Now, they have the opportunity to accept Wiles’ challenge and take action.
- The challenge is three parts:
 - Identify Community Issues
 - First Amendment: Theory to Action- Using The Five Freedoms to Address a Social/Civil Rights Issue in the Community
 - Our Story of Change- A Multimedia Project to Document Project and Share Results with Community
- Adapt and use lesson plans from the Freedom Forum Institute for the above three challenge threads.
 - [Civil Rights: Identifying Community Issues](#)
 - [Civil Rights: The Five Freedoms](#)
 - [Civil Rights: Your Stories of Change](#)

Works Cited

“Civil Rights: The Five Freedoms.” *NewseumED*, Freedom Forum Institute, newseumed.org/tools/lesson-plan/civil-rights-five-freedoms.

“Civil Rights: Your Stories of Change.” *NewseumED*, Freedom Forum Institute, <http://newseumed.org/tools/lesson-plan/civil-rights-your-stories-change>.

“Civil Rights: Identifying Community Issues.” *NewseumED*, Freedom Forum Institute, newseumed.org/tools/lesson-plan/civil-rights-identifying-community-issues.

The Day the War Came Home: How the Shooting of Students on a US Campus Impacted The Course of the Vietnam War. AlJazeera News. 5 May 2010.

May 4 Collection. Kent State University Libraries, Special Collections and Archives. <https://www.library.kent.edu/special-collections-and-archives/kent-state-shootings-may-4-collection>.

Wiles, Deborah. *Kent State*. Scholastic Press, 2020.