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

Name of Educator: Sarah Emmett

Educator's Teaching Plan Number & Title: Project 11, "Engagement Model Lesson Plan Template"

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

Subject Area for Educator's Teaching Plan: Social Studies

Educator's State: Virginia

Description of Educator's Teaching Plan: *What makes citizen protest good or successful?* To answer, students pursue understanding of the protests at Kent State from multiple perspectives—including the oral history of a particular person—and in local, state, and national contexts. Context videos incl. Nixon's invasion of Cambodia and material from *Making Sense of the Sixties*.

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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Engagement Model Lesson Plan Template

Description

Using the past to better understand ourselves, society, and the world in the present is a core aspect of social studies education.

- This unit on The Kent State Massacre s a study in power, identity, and collective action
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments

Unit Essential (Priority) Standard(s)

GOVT.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) planning inquiries by synthesizing information from diverse primary and secondary sources;
- b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;
- c) comparing and contrasting historical, cultural, economic, and political perspectives;
- d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
- e) constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;
- f) explaining how cause-and-effect relationships impact political and economic events;
- g) taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
- h) using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
- i) applying civic virtues and democratic principles to make collaborative decisions; and
- j) communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.



Essential Questions:

What makes citizen protest “good” or successful?

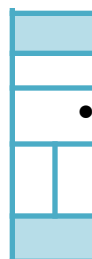
Portrait of a Graduate Focus:



I consider varied opinions, and I gather multiple sources on a topic before constructing arguments and drawing conclusions.



I read and research to understand, evaluate, or create new information or ideas.



Learning Targets:

I will: understand the local, state and national events that led up to the Massacre at Kent State University. When National Guardsmen opened fire on unarmed students, killing 4 and injuring 12.

So that I can: understand and reflect upon the importance of the integration of local state and national affairs and how citizens and residents of the U.S. can create change in their world.

I'll know I've got it when: I am able to explain these concepts to my friends and family and I receive a C or better on the Unit Assessment

Pre-Work (Homework Prior to Class) Setting the Stage: The Long 60's

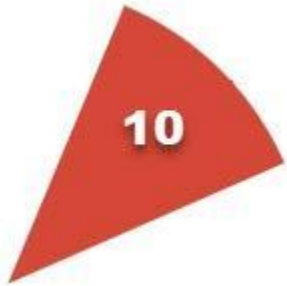

[Nixon Video: Escalation in Cambodia](#)

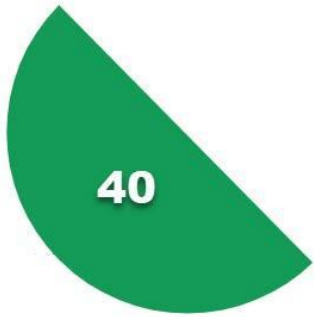
[Protest Movements on Campus in the 1960's](#) [History.com]


[Video: The Best Documentary to Understand the Hippies, YouTube] (Caution: This Video delves into literally:

Sex, Drugs and Rock and Roll, you need to know your audience prior to showing, you can also stop and start as needed)

Fostering Community (10 minutes)	Things to consider: Welcome & <u>check-in</u> with students, use of , <u>short games</u> mini lesson of authentic skills, host student spotlights to build community
	(10-20 min.)

	<p>Check In</p> <p>Usually Review from Previous Classes, (today review of HW).</p> <ol style="list-style-type: none"> 1. What stood out for you when you were doing the pre-work? 2. Choose one video or source, talk about your feelings with the class (Model if kids are reluctant to start) 3. <p>Community Builders</p> <p>Questions that beg for an answer :)</p> <p>1. Someone has cast a spell on you turning you into an inanimate (non-living) non-electronic object for a year. To be changed back into human form before the year is up, you need to be able to get at least a hundred people to touch you. What inanimate (non-living) object would you be?</p>
<p>Mini Lesson/ Whole Group Task (15 minutes)</p>	
	<p>Lecture: What happened at Kent State University on May 4, 1970? (Teacher: You will need to use the transcript for notes)</p>
<p>Work Time (40 minutes)</p>	<p>Things to consider: Small group or collaborative opportunities, individual consultation time. Students create content with teacher support and opportunity for feedback.</p>
	<p>Today you will be working in groups of three to listen to and discuss oral histories [with] differing viewpoints on what happened at KSU</p>

	<p>Put your names next to the [oral histories] you will examine</p> <p><u>(any) KSU Student 1970's</u> Names:</p> <p><u>Brother of Jeffrey Miller (Russ)</u> Names:</p> <p><u>(any) Ohio Resident</u> Names:</p>

Catchment (5 minutes)	Questions for the Instructor or the good of the group
	<p>What questions do you have for me? For your peers? What are the themes of these histories? If any? The differences? The discrepancies? What surprised you? Shocked you? Makes you curious to learn more?</p>

Homework	Prepare a flipgrid video on your take aways from the events of May 4, 1970 (Reflection). Also be sure to include an event from your life that you would want to reflect in an oral history