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

Name of Educator: Derek Ciapala

Educator's Teaching Plan Number & Title: Project 31, "Making Meaning of May 4: Cause and Effect"

Level of Students for Educator's Teaching Plan: Grades 9-10

Subject Area for Educator's Teaching Plan: American History

Educator's State: Ohio

Description of Educator's Teaching Plan: Context for this plan comes through study of earlier protests in US history, incl. those that became confrontational during the Civil Rights Movement. Key considerations for students are: issues leading to Kent State shootings; leadership decisions; were KSU antiwar protests justified? successful?; key truths; impact then and now. Sources incl. evidence of place; Ohio National Guard interviews; protest music.

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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Unit Plan: Making Meaning of May 4th - Cause and Effect

Unit Overview:

This unit will analyse the cause and effect relationship of the May 4, 1970 Kent State shootings and its role in American society. Specifically, students will be tasked with analyzing primary source information to outline the events and issues that led to the May 4 shooting. They will also be expected to detail the effects of the May 4 Kent State shootings on the protest movement and social activism overall. Note: Students will enter this unit having already been introduced to previous protest movements across the country.

Lesson Objectives:

- Students will describe the important events that took place prior to and during the May 4 Kent State shootings.
- Students will discuss how notable leadership figures at the local, state and federal level responded to the protests leading up to and during the May 4 shootings.
- Students will analyze the events of May 4 and its effects on American culture.
- Students will critique recent historical analysis of the May 4 shootings and the aftermath and justify whether or not they believe the protest movement was a success.

Grade Level:

9-10

Standards:

Ohio Social Studies Content Standards – American History, Content Statement 1-3, 6, 25, 27, 30

Day 1 - 51 minute Periods (End of Year Project)

Procedures/Assignments:

1. Entrance Pass - Journal (5 min.) - Think of all of the protests covered throughout the school year through the 1960s Civil Rights Movement. Name three instances where government officials had confrontations with protestors. What were the end results?

2. Read Chapter 52, Sec. 2 in Online Textbook/Complete Interactive Notebook Questions (15 min.) - Students should read Ch. 52, Sec. 2 covering the Kent State shootings, the Jackson State protests etc, and answer the interactive notebook questions. (Substitute your local school district's reading on Kent State.)

3. CBS 50th Anniversary Video (7 min.)- Play this clip for students:
https://www.youtube.com/watch?v=I26iWfa_oqI or VH1 1970s clip: 1970 Behind the Music (2000)

4. Discussion - CBS Vid./VH1 Vid - (10 min.) - Discuss with the class the events depicted in the video. Questions to ask: What led to the Kent State protests? What caused the National Guard to be called in? What were the protestors looking for? What impact did the shootings have on the United States at the time?

5. Project Overview - Kent State (10 min.): Place students into groups of 2-3. Go over the project. Key points to note with the students:

- A. The group portion of the project is the construction of the visual timeline, either through an online presentation or a physical poster board display. The presentations should exhibit the events that led up to the Kent State shooting, the events of May 4th itself, and its aftermath. Finally, presentations should include three things (approved by the teacher) that students must know for a unit exam.
- B. The second part of the project is a reflection paper on the Kent State Shootings and the role of activism in society. This is the individual portion of the project.

Each group will be responsible for completion of the research project. Remind them to bring something to write with for their field trip (online or in person)

6. Exit Pass (4 min.) - Students should pull out a half-sheet of paper and write down three things they learned about the Kent State shootings during the period.

Technology/Resources/Materials: Projector, YouTube, Composition books, Project handouts, laptops

Success Criteria/Assessments (Formative/Summative): Review - Exit Pass

Day 2 - 51 minute Periods (End of Year Project)

Lesson Objectives:

- Students will describe the important events that took place prior to and during the May 4 Kent State shootings.
- Students will discuss how notable leadership figures at the local, state and federal level responded to the protests leading up to and during the May 4 shootings.
- Students will analyze the events of May 4 and its effects on American culture.
- Students will critique recent historical analysis of the May 4 shootings and the aftermath and justify whether or not they believe the protest movement was a success.

Standards:

Ohio Social Studies Content Standards – American History, Content Statement 1-3, 6, 25, 27, 30

FIELD TRIP to Kent State

Procedures/Assignments: 1. The Bus Ride Packet: Students should read the overview packet provided with basic information on the Kent State shootings. They should write down three questions they would like answered by the end of the field trip in the space provided within the packet.

2. Groups - Divide students into groups of 5-10 for the tour. Students should have their packets with questions they should answer on the tour.

3. Flipgrid Checkpoints - Using their phones, students should record three 60-second videos on the tour and upload them to the corresponding question posted in Flipgrid.

Question #1 - What are you expecting to learn on this tour about the Kent State Shootings? What questions do you want answered about the event based on the overview from Day 1?

Question #2- (Answer after walking tour) - What did you learn about the Kent State Shootings on the walking tour that surprised you? Why were you surprised?

Question #3 - (Answer after we return from the overall tour) - Do you believe the students were justified in their protests over the Vietnam War? Why or why not? What is your

stance, at this point, on the actions of the National Guard on May 4th based on what you saw during the Kent State tour? Explain your answer in a minimum of 60 seconds.

Technology/Resources/Materials: cell phones w/Flipgrid app loaded, Kent State Shootings overview packets, writing utensil.

Success Criteria/Assessments (Formative/Summative): Formative - Flipgrid questions

Day 3 - Research Project Begins - 51 minute Periods (End of Year Project)

Lesson Objectives:

- Students will describe the important events that took place prior to and during the May 4 Kent State shootings.
- Students will discuss how notable leadership figures at the local, state and federal level responded to the protests leading up to and during the May 4 shootings.
- Students will analyze the events of May 4 and its effects on American culture.
- Students will critique recent historical analysis of the May 4 shootings and the aftermath and justify whether or not they believe the protest movement was a success.

Standards:

Ohio Social Studies Content Standards – American History, Content Statement 1-3, 6, 25, 27, 30

Procedures/Assignments: 1. Entrance Pass - Journal (5 mins): What impacted you the most about the tour of Kent State? What information surprised you the most? Explain your answer in at least three thoughtful sentences.

2. Group Work (25 min.) - Students are tasked to construct a historical timeline of May 4 and its aftermath through primary sources, which must include three photographs, three oral testimonies, and three documents. Secondary sources are permitted to provide information support to the primary sources, but are not to be used on their own, nor should a secondary source be an encyclopedia or Wikipedia. The project should answer the who, what, where, when and why. It should also outline the immediate short-term and long-term impact on the United States. Do not forget to emphasize this to the students. Be sure to provide links to Kent State's May 4 site and archives. Walk the classroom from group to group to check in with students.

3. Class Check-In (5 min.) - Bring class back together and ask key questions: What are some key truths about the events leading up to May 4? What evidence have you discovered to justify your conclusion? Where did you find it? What are some questions that you still have about May 4?

4. Continue Group Work (16 min.) - Have students finish the period continuing the research for their project after the class check-in. Use this opportunity to work from group to group to keep them on task and answer any individual questions.

Technology/Resources/Materials: Projector, YouTube, Composition books, Project handouts, laptops

Day 4 - Research Project Begins - 51 minute periods (End of Year Project)

Lesson Objectives:

- Students will describe the important events that took place prior to and during the May 4 Kent State shootings.
- Students will discuss how notable leadership figures at the local, state and federal level responded to the protests leading up to and during the May 4 shootings.
- Students will analyze the events of May 4 and its effects on American culture.
- Students will critique recent historical analysis of the May 4 shootings and the aftermath and justify whether or not they believe the protest movement was a success.

Standards:

Ohio Social Studies Content Standards – American History, Content Statement 1-3, 6, 25, 27, 30

Procedures/Assignments: 1. Entrance Pass - Journal (5 mins): How do the protests of the late 1960s compare to previous protests we covered during the Industrial/Progressive and 1950s/early 1960s Civil Rights protests. What do these protests have in common? How are they different? Answer the question in at least three thoughtful sentences.

2. Group Work (20 min.) - Give students 20 minutes to continue work on their project. At this point, they should have a majority of the sources they are going to use. During this time, check in with each group to answer questions and make suggestions.

3. Oral Interviews Presentation & Discussion (10 min.) - Play two or three excerpts from the [Ohio Northern Oral History](#) interviews of the guards. Ask students to compare and contrast what they heard in the excerpts and what they have seen in their Kent State sources. How are the perspectives different?

4. Group Work (10 min.) - Give students 10 more minutes to work on project. Be sure to encourage students to be diverse in their sourcing as they put together their timeline and write their final individual perspectives.

5. Exit Pass (6 minutes) - On a half sheet of paper, have students write down three things they learned in their research today, and one thing they learned from the oral interviews. Students should turn in their exit pass as they leave the classroom for the day.

Technology/Resources/Materials: Projector, YouTube, Composition books, Project handouts, laptops

Success Criteria/Assessments (Formative/Summative): Review - Exit Pass

Day 5 - Research Project Begins - 51 minute periods (End of Year Project)

Lesson Objectives:

- Students will describe the important events that took place prior to and during the May 4 Kent State shootings.
- Students will discuss how notable leadership figures at the local, state and federal level responded to the protests leading up to and during the May 4 shootings.
- Students will analyze the events of May 4 and its effects on American culture.
- Students will critique recent historical analysis of the May 4 shootings and the aftermath and justify whether or not they believe the protest movement was a success.

Standards:

Ohio Social Studies Content Standards – American History, Content Statement 1-3, 6, 25, 27, 30

Procedures/Assignments: 1. Entrance Pass - Journal (10 mins): Songs of the Day Special. Have students number their journals 1-5 for that day's clip. They should leave two spaces in between. Play one minute of five songs from the era for the students. Ask them to write down the artist for each one and how that song relates to May 4. When complete, reward the students who got the most artists correct.

2. Group Work (41 min.) - Remind the students that this is the last group work day! Give them the entire bell to complete their research and begin putting their presentations together. During the period, be sure to meet with each student individually to ensure they are on the path to successfully completing their paper.

Technology/Resources/Materials: Projector, YouTube, Composition books, Project handouts, laptops

Success Criteria/Assessments (Formative/Summative): Individual Q&A

Meaning of May 4 Project





Unit Overview

- This unit will analyse the cause and effect relationship of the May 4, 1970 Kent State shootings and its role in American society. Specifically, students will be tasked with analyzing primary source information to outline the events and issues that led to the May 4 shooting.
- They will also be expected to detail the effects of the May 4 Kent State shootings on the protest movement and social activism overall. Note: Students will enter this unit having already been introduced to previous protest movements across the country.



Lesson Objectives

- Students will describe the important events that took place prior to and during the May 4 Kent State shootings.
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Grade Level:

9-10

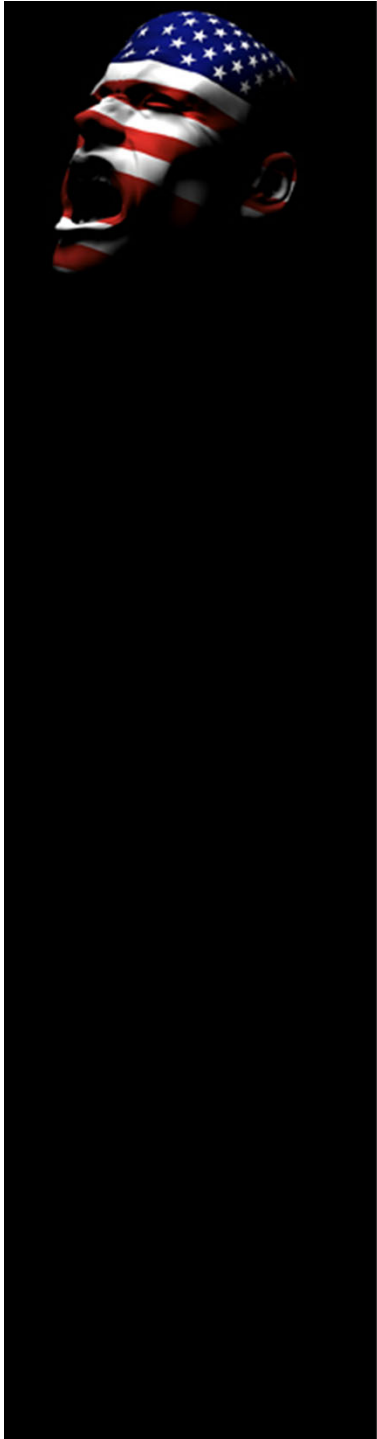
Standards:

Ohio Social Studies Content Standards – American History, Content Statement 1-3, 6, 25, 27, 30



Day 1 - Introduction

1. **Entrance Pass - Journal (5 min.)** - Think of all of the protests covered throughout the school year through the 1960s Civil Rights Movement. Name three instances where government officials had confrontations with protestors. What were the end results?
2. **Reading on Kent State Shootings/Complete Interactive Notebook Questions (15 min.)**
3. **CBS 50th Anniversary Video (7 min.)**- Play this clip for students:
https://www.youtube.com/watch?v=I26iWfa_oqI
4. **Discussion - CBS Vid. - (10 min.)**
5. **Project Overview - Kent State (10 min.)**



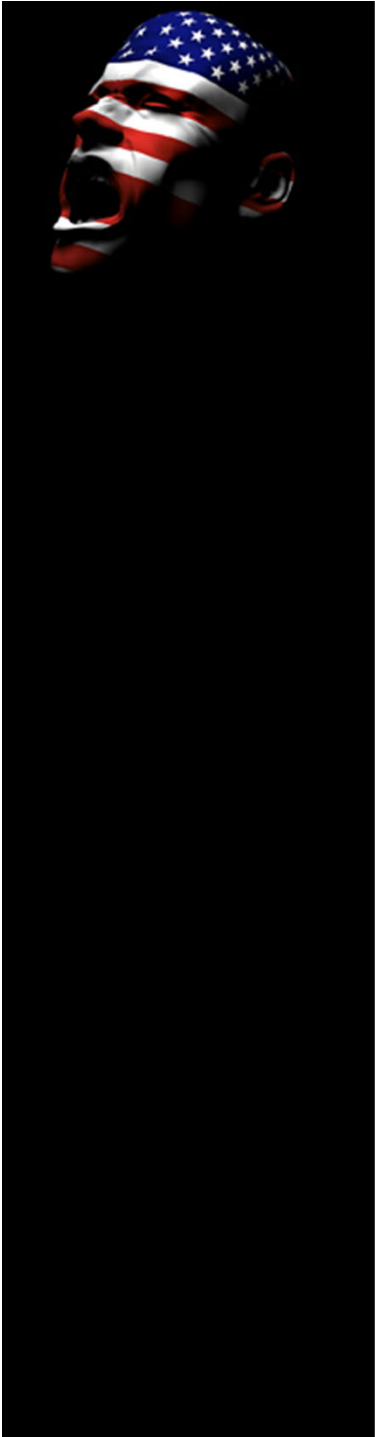
Day 2 - Field Trip

- 1. The Bus Ride Packet:** Students should read the overview packet provided with basic information on the Kent State shootings. They should write down three questions they would like answered by the end of the field trip in the space provided within the packet.
- 2. Groups -** Divide students into groups of 5-10 for the tour. Students should have their packets with questions they should answer on the tour.
- 3. Flipgrid Checkpoints -** Using their phones, students should record three 60-second videos on the tour and upload them to the corresponding question posted in Flipgrid.



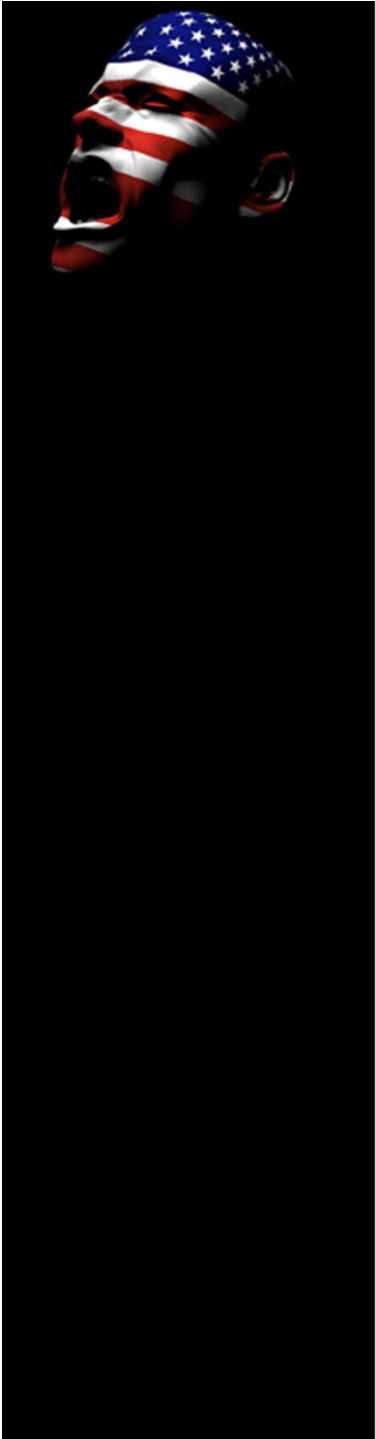
Day 3 - Project Work

- 1. Entrance Pass - Journal (5 mins):** What impacted you the most about the tour of Kent State? What information surprised you the most? Explain your answer in at least three thoughtful sentences.
- 2. Group Work (25 min.)** - Students are tasked to construct a historical timeline of May 4 and its aftermath.
- 3. Class Check-In (5 min.)** - Bring class back together and ask key questions: What are some key truths about the events leading up to May 4? What evidence have you discovered to justify your conclusion? Where did you find it? What are some questions that you still have about May 4?
- 4. Continue Group Work (16 min.)**



Day 4 - Project Work/Oral Histories

1. **Entrance Pass - Journal (5 mins):** How do the protests of the late 1960s compare to previous protests we covered during the Industrial/Progressive and 1950s/early 1960s Civil Rights protests. What do these protests have in common? How are they different? Answer the question in at least three thoughtful sentences.
2. **Group Work (20 min.)**
3. **Oral Interviews Presentation & Discussion (10 min.)** - Play two or three excerpts from the [Ohio Northern Oral History](#) interviews of the guards. Ask students to compare and contrast what they heard in the excerpts and what they have seen in their Kent State sources. How are the perspectives different?
4. **Group Work (10 min.)** - Give students 10 more minutes to work on project. Be sure to encourage students to be diverse in their sourcing as they put together their timeline and write their final individual perspectives.
5. **Exit Pass (6 minutes)** - On a half sheet of paper, have students write down three things they learned in their research today, and one thing they learned from the oral interviews. Students should turn in their exit pass as they leave the classroom for the day.



Day 5 - Finish up Project Work/Journal

1. Entrance Pass - Journal (10 mins): Songs of the Day Special. Have students number their journals 1-5 for that day's clip. They should leave two spaces in between. Play one minute of five songs from the era for the students. Ask them to write down the artist for each one and how that song relates to May 4. When complete, reward the students who got the most artists correct.

2. Group Work (41 min.) - Remind the students that this is the last group work day! Give them the entire bell to complete their research and begin putting their presentations together. During the period, be sure to meet with each student individually to ensure they are on the path to successfully completing their paper.



Project Conclusion

- Students will have one week on their own to complete the project, with the presentations due the following Friday and their papers due three days later.
- Overall, the final project will include:
 - A. Group Presentation either with a posterboard (tri-fold) or an online presentation. Each group also turns in three questions/terms for exam.
 - B. Written paper - Short reflection.

Unit Exam will conclude the unit.

Note: this is intended as the students' final project for the school year and is meant to lead into 10th grade government.