Making Meaning of May 4

K-12 Teaching Plan

Name of Educator: Carrie Pratt

Educator's Teaching Plan Number & Title: Project 33, "Making Meaning with May 4th Project"

Level of Students for Educator's Teaching Plan: 7th grade

Subject Area for Educator's Teaching Plan: Social Studies

Educator's State: North Carolina

Description of Educator's Teaching Plan: *Grandpa* feels that young people should be seen and not heard. Students study the significance of May 4 and success in today's protest movements to prove that their voices should be heard. They communicate that they can make positive social change: *Dear Grandpa, . . .*

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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MAKING MEANING WITH MAY 4TH PROJECT

PROJECT INTRODUCTION

I teach 7th grade ELA & SS in North Carolina. Our SS standards just recently shifted to inquiry based effective for the '21–'22 school year.

The 7th grade curriculum, "World Studies II: Modern Era," introduces students to revolutions– primarily with emphasis on political revolutions (American, French, Haitian) and economic revolutions (Industrial revolution). My goal for this project would be to introduce social/cultural revolutions.

PROJECT INTRODUCTION

Inquiry 6-8

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

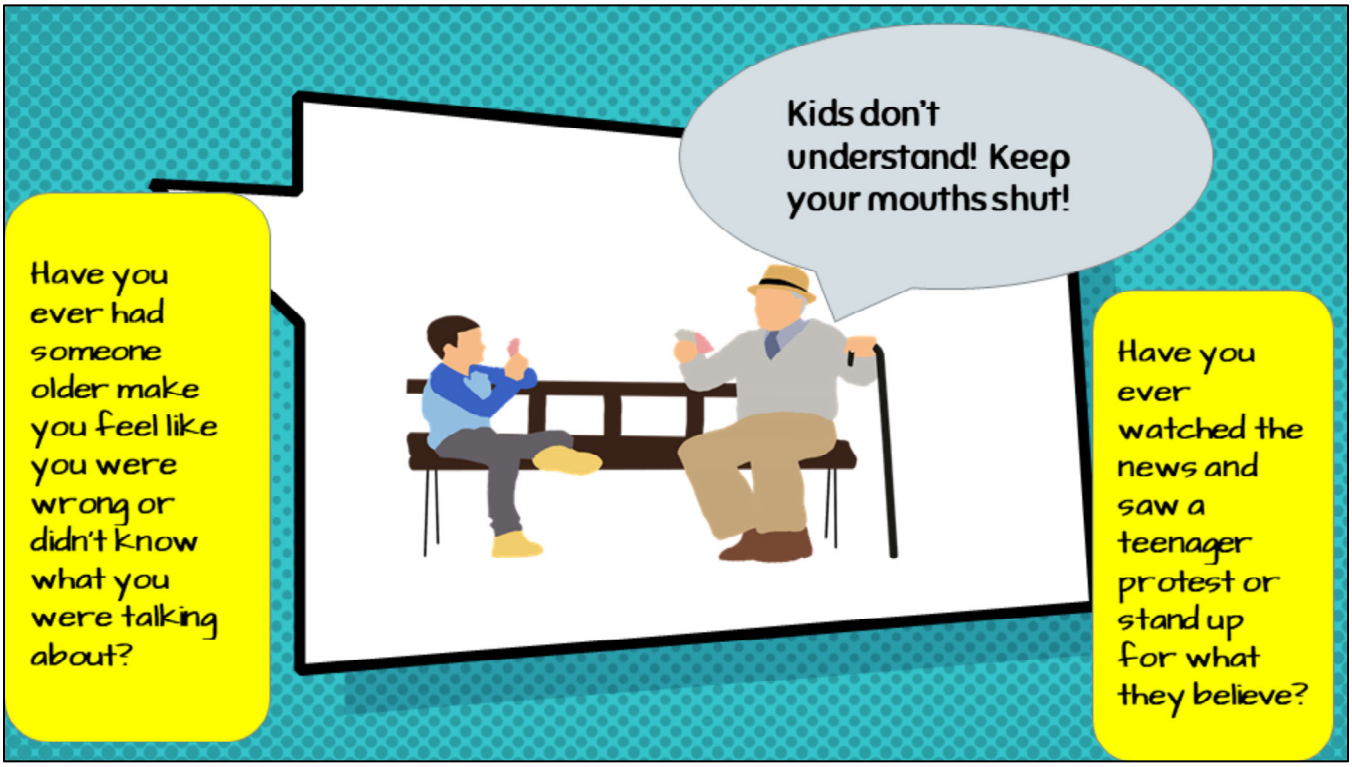
Category	Indicator
Compelling Questions	**I.1.1** Construct a compelling question through a disciplinary lens individually and with peers.
Supporting Questions	**I.1.2** Construct supporting questions based upon disciplinary concepts.
Gathering and Evaluating Sources	**I.1.3** Analyze details, central ideas and inferences from sources using discipline-specific strategies. **I.1.4** Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	**I.1.5** Identify evidence that draws information from multiple perspectives. **I.1.6** Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.
Communicating Ideas	**I.1.7** Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail. **I.1.8** Construct responses to supporting and opposing perspectives supported by evidence. **I.1.9** Determine the credibility of disciplinary arguments of peers.
Taking Informed Action	**I.1.10** Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues. **I.1.11** Use a range of civic approaches to address problems being investigated.

PROJECT INTRODUCTION

Behavioral Sciences	
Standard	**Objectives**
7.B.1 Understand how individual and group values and beliefs have influenced various cultures.	**7.B.1.1** Compare major elements of culture in various modern societies around the world.
	7.B.1.2 Explain how values and beliefs affect human rights, justice, and equality for different groups of people.
	7.B.1.3 Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.

STUDENT PROJECT

WE HAVE STUDIED POLITICAL REVOLUTIONS & ECONOMIC REVOLUTIONS. IT'S NOW TIME TO LOOK AT SOCIAL REVOLUTIONS IN HISTORY AND TODAY.



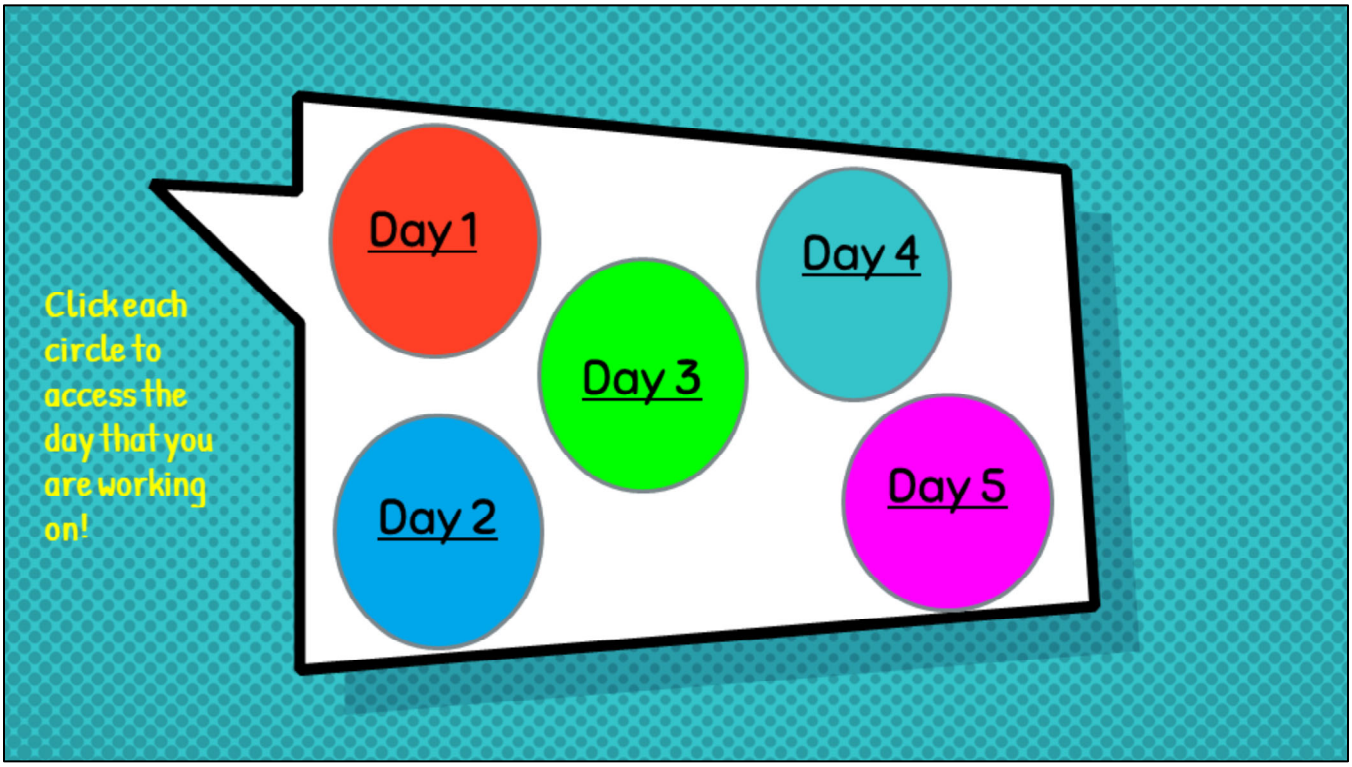
How do youth voices impact cultural revolutions?

DRIVING QUESTION

How do youth voices impact cultural change/revolutions?

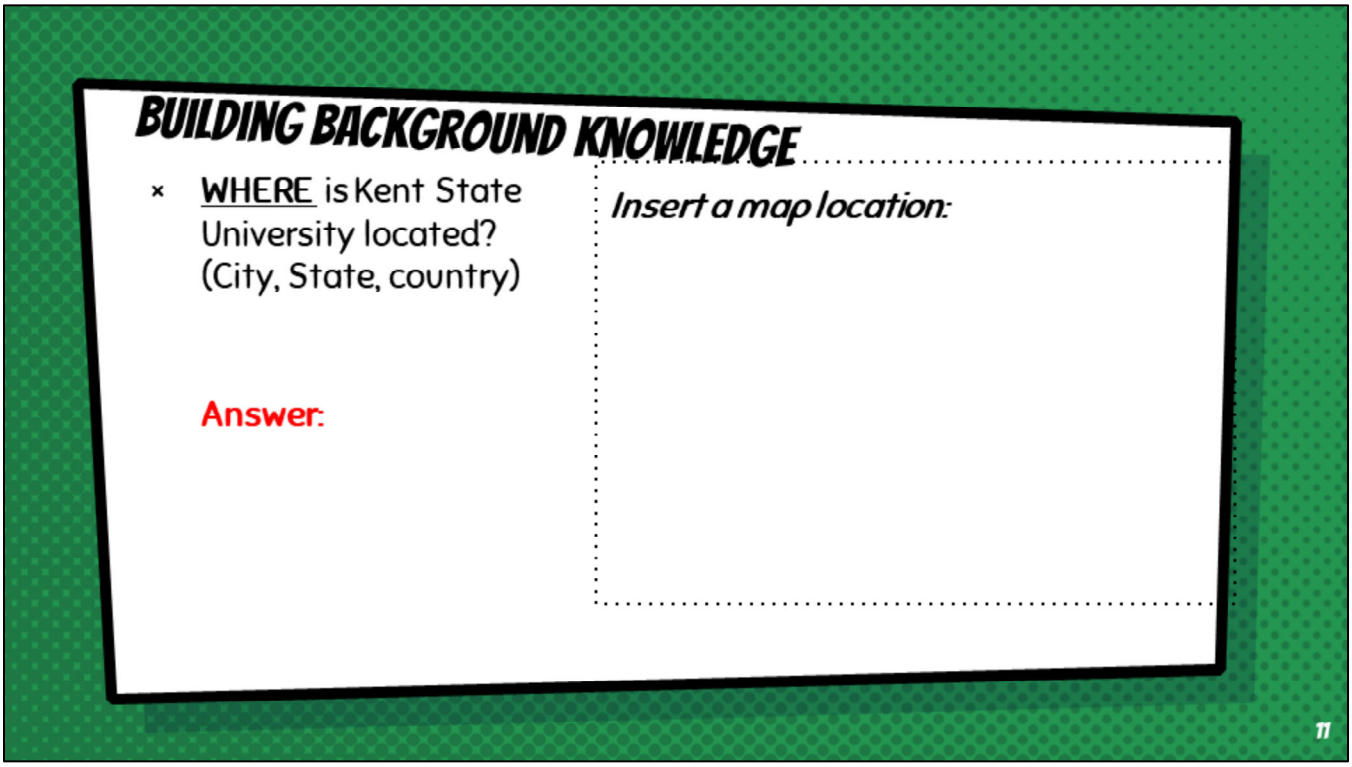
YOUR JOB

Using May 4th, 1970 & student protests of today, explain to grandpa why students should or should NOT participate in student movements.


Click each circle to access the day that you are working on!
Day 1
Day 2
Day 3
Day 4
Day 5

DAY 1

LEARNING TARGET: I CAN EXPLAIN THE SIGNIFICANCE OF MAY 4TH, 1970.

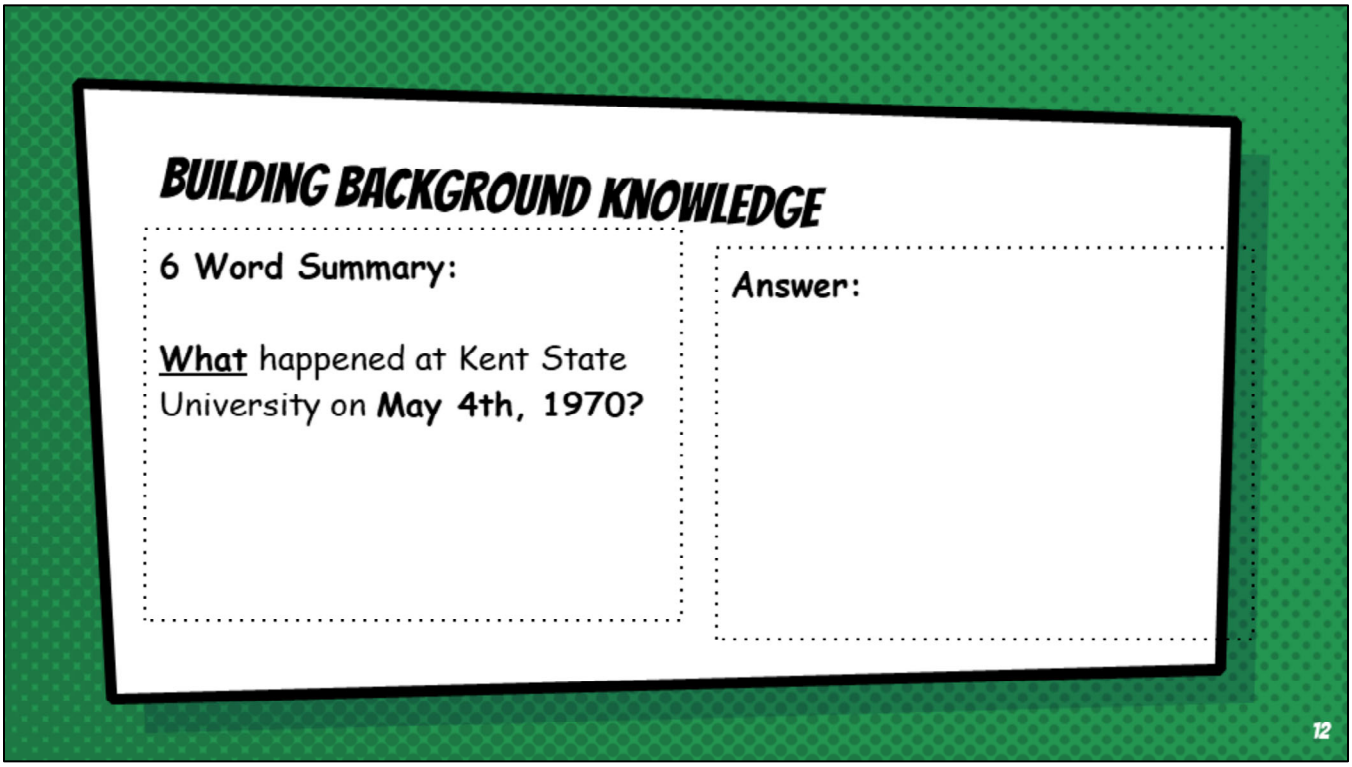


Links To Use:

https://earth.google.com/web/

https://www.google.com/maps

https://www.kent.edu/

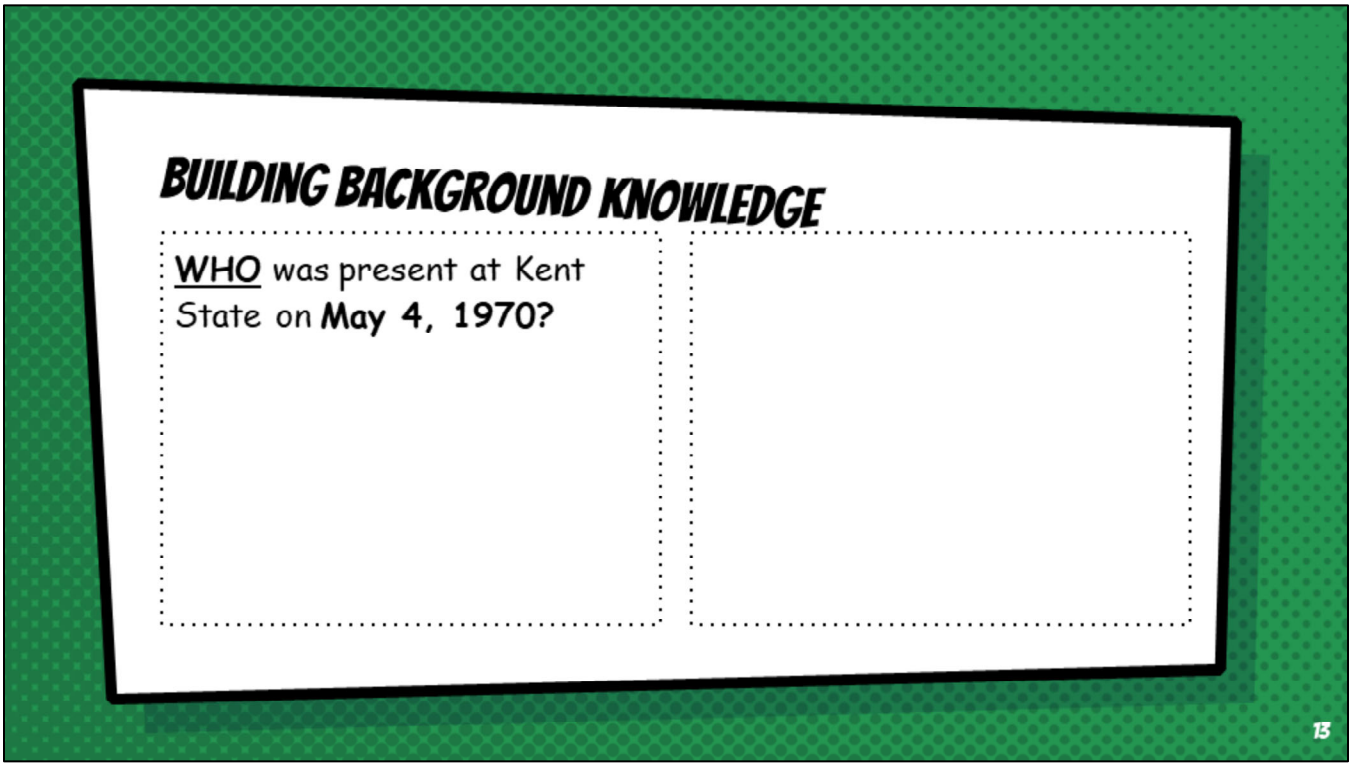


Links To Use:

https://www.kent.edu/may-4-1970

https://www.youtube.com/watch?v=Lmd6CHah7Wg

[Clip of Vietnam War protest]



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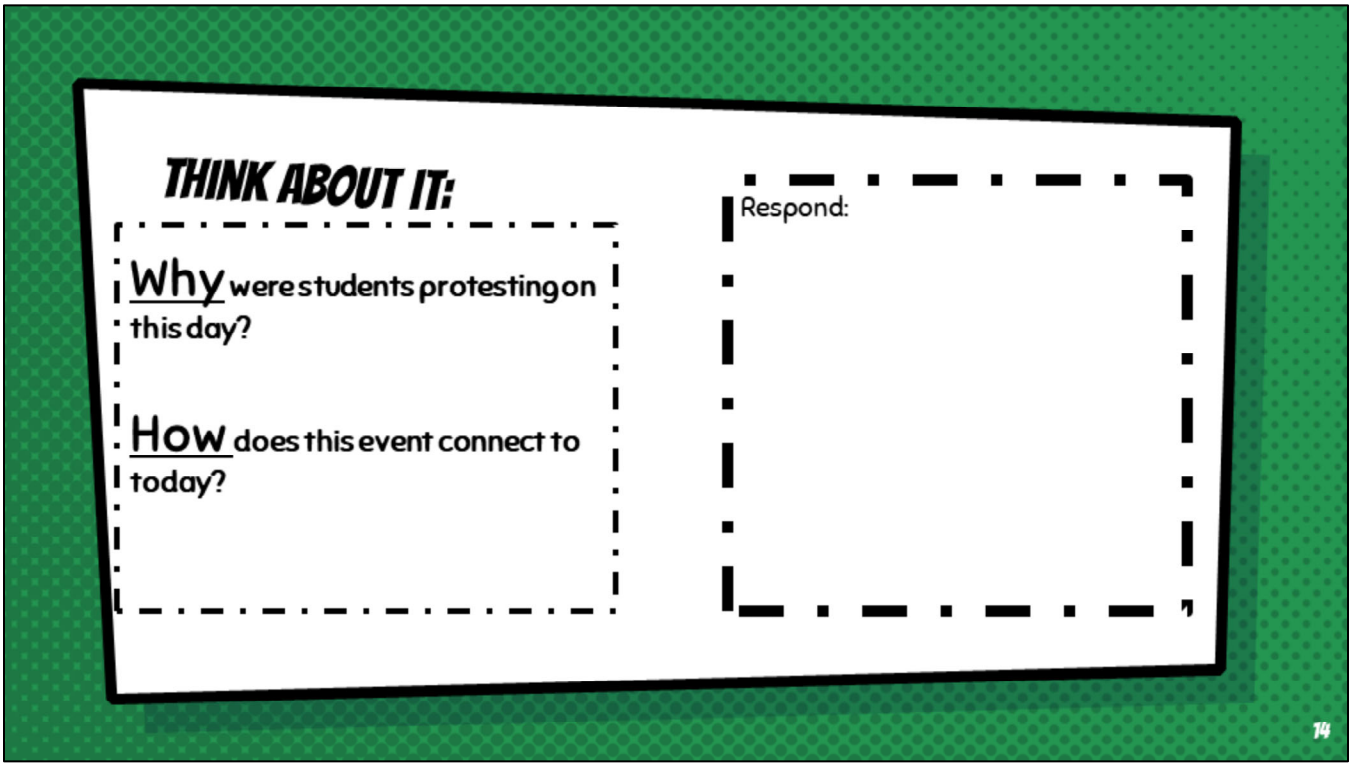

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https://www.youtube.com/watch?v=Lmd6CHah7Wg

[Clip of Vietnam War protest]

QUESTIONS I HAVE

Based on the 5Ws of Kent State University, what questions do you have/ what do you want to figure out tomorrow?

MY QUESTIONS

QUESTION 1:	
QUESTION 2:	
QUESTION 3:	

DAY 2

YESTERDAY YOU LEARNED SOME BACKGROUND INFORMATION ON KENT STATE. TODAY YOU WILL VIEW EVENTS FROM THE TIME TO HELP ANSWER "GRANDPA"

DAY 2

LEARNING TARGET: I CAN EXAMINE PRIMARY SOURCES AND EXPLAIN HOW STUDENTS STOOD UP FOR WHAT THEY BELIEVED IN.

What do you notice in this photo? Think of the 5Ws.

[Photo - Prior to the shootings, one student throws back a tear gas canister]

What do you notice in this photo? Think of the 5Ws.

[Photo close up - Before advancing on students on the Commons, some guardsmen on one knee brandish grenade launchers]

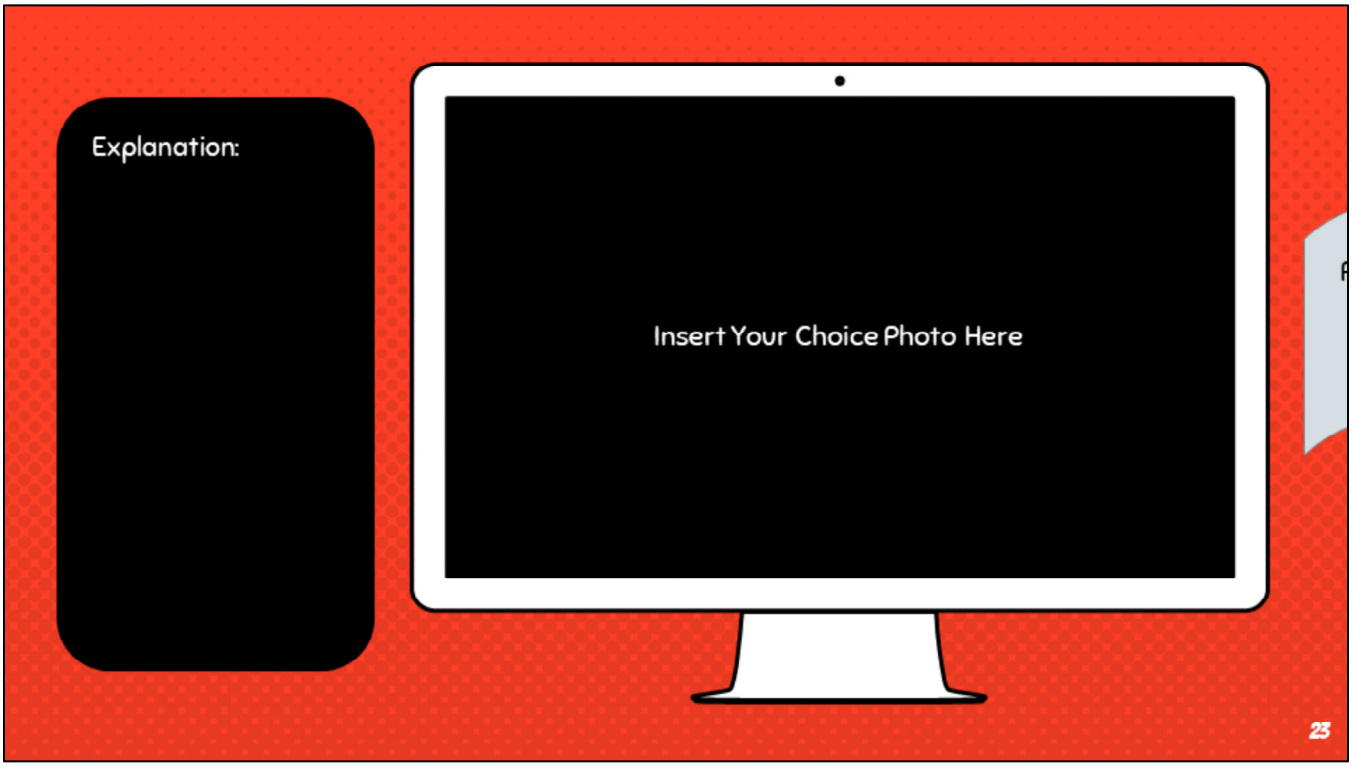
What do you notice in this photo? Think of the 5Ws.

[Photo - Kent State student Jeffrey Miller face down on the pavement after being killed by a guardsman]

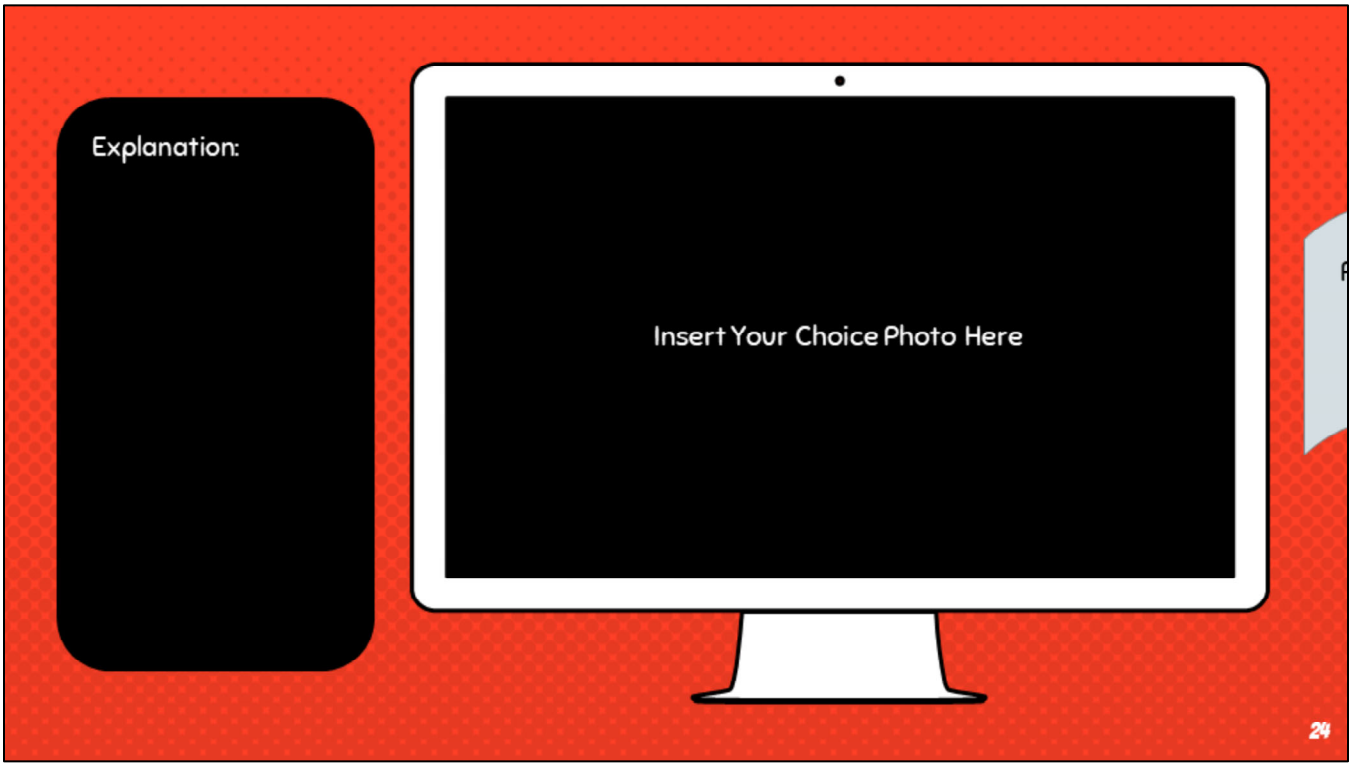
YOUR TURN!

USE THE FOLLOWING LINK TO THE KENT STATE DIGITAL ARCHIVES. LOOK AT OTHER PHOTOGRAPHS TAKEN ON MAY 4TH, 1970 THAT SHOW STUDENTS USING THEIR VOICE.

CLICK HERE- KENT STATE DIGITAL ARCHIVES



Choose a photo from the archives that you think shows students standing up for what they believe in.
Insert the photo and citation.
Explain why you chose this picture.



Choose a photo from the archives that you think shows students standing up for what they believe in.
Insert the photo and citation.
Explain why you chose this picture.

QUESTIONS I HAVE

Based on the primary sources (photographs) of May 4th, 1970, what questions do you have/ what do you want to figure out tomorrow?

MY QUESTIONS

QUESTION 1:	
QUESTION 2:	
QUESTION 3:	

DAY 3

YESTERDAY YOU EXAMINED PHOTOGRAPHS OF MAY 4TH, 1970 AND SAW WAYS THAT STUDENTS STOOD UP FOR WHAT THEY BELIEVED IN. TODAY YOU WILL FIND A CURRENT PROTEST WHERE STUDENTS ARE USING THEIR VOICE, TO HELP ANSWER "GRANDPA"

DAY 3

LEARNING TARGET: I CAN RESEARCH EXAMPLES OF CURRENT STUDENT PROTESTS

STUDENT VOICES TODAY-

Choose ONE of the current protest movements to research.

- March for Our Lives
- Climate Change
- Black Lives Matter
- Your choiceHave you discovered another movement?

What movement did you choose?	
Why did you choose this movement?	
How did students use their voice in this movement?	
Do you believe the students were successful? Why or why not?	
How did people react to these students?	
What other information did you learn?	

QUESTIONS I HAVE

Based on your research of current student protests, what questions do you have/ what do you want to figure out tomorrow?

MY QUESTIONS

QUESTION 1:	
QUESTION 2:	
QUESTION 3:	

DAY 4

YESTERDAY YOU RESEARCHED A RECENT STUDENT MOVEMENT. TODAY YOU WILL TAKE THE INFORMATION THAT YOU LEARNED AND BEGIN TO FORM AND SUPPORT YOUR ANSWER TO GRANDPA.

DAY 4

LEARNING TARGET: I CAN SHARE MY OPINION SUPPORTED BY EVIDENCE ON WHY I BELIEVE STUDENTS SHOULD OR SHOULD NOT SHARE THEIR VOICE.

PLANNING:

TOPIC:

PURPOSE:

PLANNING:

STATE YOUR OPINION, CLEARLY:

PLANNING:

REASON/EVIDENCE ONE:

PLANNING:

REASON/EVIDENCE TWO:

PLANNING:

REASON/EVIDENCE THREE:

PLANNING:

CONCLUDING STATEMENT:

DAY 5

YESTERDAY YOU FORMED YOUR OPINION SUPPORTED BY EVIDENCE FROM YOUR NEW KNOWLEDGE ON MAY 4TH, 1970 & RECENT PROTESTS. TODAY, YOU WILL CHOOSE A WAY TO CONVEY YOUR MESSAGE TO GRANDPA.

DAY 5

LEARNING TARGET: I CAN USE MY LEARNING FROM STUDENT PROTESTS TO CREATE A PRODUCT THAT CONVEYS MY OPINION.

YOUR TURN- CHOOSE ONE

It is now time to agree or disagree with grandpa. Choose one method to share your new knowledge and your opinion with grandpa.

CHOOSE ONE ACTIVITY: CLICK EACH TITLE TO ACCESS FURTHER DIRECTIONS.

One Pager Response:

A one pager is a single-page response to your reading. It is a way to be creative and experimental, to respond imaginatively and honestly.

Movie Score:

Select five songs to create a soundtrack that show the impact of student voice in our world. You will have to explain to grandpa the significance of each song.

Dear You, I Value You:

Create a letter to grandpa, explaining why you do or do not agree with his statement "Kids should keep their mouths shut."

ONE PAGE RESPONSE

SOUNDTRACK

Song	How does the song connect to the lesson of the story?

Dear.....