



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES



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

Name of Educator: Aaron Hido

Educator's Teaching Plan Number & Title: Project 29, "Making Meaning from May 4th: Unit plan"

Level of Students for Educator's Teaching Plan: 6-8 grade

Subject Area for Educator's Teaching Plan: Language Arts/Social Studies/Media Specialist

Educator's State: Ohio

Description of Educator's Teaching Plan: Administrator's plan for interwoven, 8-day cross-disciplinary teaching of May 4 by ELA/SS/Media Specialist faculty. Topics/sources/work incl. the history and significance of May 4; pro-/anti-Vietnam War posters (students then create their own poster); researching in KSU's May 4 Collection; May 4 site visit. Students reflect on: How does May 4 connect to my life and to preventing similar scenarios during social justice protests today?

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.

You have permission to use this project for educational purposes. **Commercial use is prohibited.**

Acknowledge use of this teaching plan with the following citation:

Hido, Aaron, Project 29, "Making Meaning from May 4th: Unit plan," Making Meaning of May 4. Kent State University, accessed [add date], www.kent.edu/ehhs/making-meaning-may-4/sample-teaching-plans.

Terms of Use

By using the web site www.kent.edu/ehhs/making-meaning-may-4 (the Site), the user agrees to accept the 'Terms of Use' stated here. Any copyrighted content in the Site is made available for personal use only. For any commercial purpose, users are responsible for obtaining the copyright holder's permission.

The digital content contained in the Site is not available for re-sale, re-use, incorporation, or copying into any databases or commercial product without express, written permission from Kent State University [www.kent.edu/ehhs/making-meaning-may-4/About] and when applicable the copyright holder. No unauthorized mass downloading or scraping into any format is permitted from this website.

Kent State University requests that citation be provided for use of all material on this Site.

Making Meaning from May 4th – Unit plan

Day 1 – Social Studies teacher does lesson on history and significance of May 4, 1970

Day 2 – ELA teacher assigns a research and writing and presentation assignment with the prompt **“How to connect the lessons learned from May 4th to my life and current social justice causes”** culminating in a class presentation using technology the following week.

Day 3 – The Media Center Specialist explains how to use the May 4th Special Collections website to research May 4th following the ELA teacher’s criteria and provides support as they research

Day 4 – School admin coordinates a field trip to the May 4th Visitors Center and the protest sites and student memorials

Day 5 – Social Studies teacher does a lesson on pro-Vietnam and protest posters with students then assigns the students to create their own poster in class.

Day 6 – ELA teacher leads a Socratic Seminar on May 4th based on knowledge gleaned from lessons, research, field trip, posters, and reflection. **The focus of the seminar is how what we learn from May 4th connects to preventing similar scenarios and protested for social justice in present-day life.**

Day 7 – Students present their May 4th social justice assignments using a variety of media in combined Social Studies and ELA class

Day 8 – Students present their May 4th social justice assignments using a variety of media in combined Social Studies and ELA class

ELA and Social Studies state standards connected to this 8-day lesson:

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Government Content Statements:

8.20. Active participation in social and civic groups can lead to the attainment of individual and public goals.

8.21. Informed citizens understand how media and communication technology influence public opinion.